THE EFFECT OF APPLYING INTERACTIVE READING STRATEGY ON THE STUDENTS' ABILITY IN FINDING MAIN IDEA

SKRIPSI

Submitted In Partical Fulfillment as the Requirement
for the Degree of Sarjana Pendidikan
English Education Program

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BERITA ACARA

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

بسم الله الرحمن الرحيم

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

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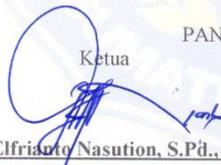
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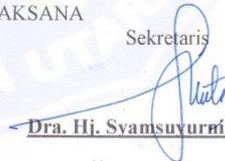
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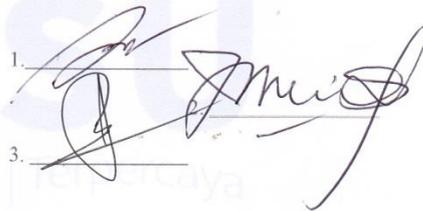
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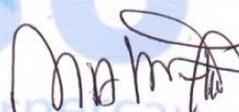Medan, 30 September 2019

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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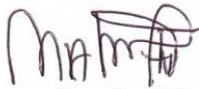
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ABSTRACT

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The experimental quantitative research design was applied in this research. The objective of the research was to find out the effect of interactive reading strategy on the students ability in finding main idea. This research was conducted at SMP Muhammadiyah 02 Medan in eight grade students academic year 2019/2020 which consisted of 4 clasess as the population. The sample was consisted of 50 students which were taken by using purposive sampling technique and divided into two different groups namely experimental group which consisted of 25 students and control group which consisted of 25 students. Essay test was used as instrument which consisted of five questions and administrated in pre-test and post-test. Based on the data analysis, the result showed that there was any significant effect of interactive reading strategy on the students' in reading with t_{table} on the level $5.3098 > 2.069$. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. It also found that the students who were taught by applying interactive reading strategy (experimental group) got higher scores than the students who were taught by applying lecturing method (control group). So,it meant that applying of interactive reading strategy on the students ability in finding main idea was succeeded.

Keywords: experimental quantitative research, interactive reading strategy, finding main idea.

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In writing this study entitled **"The Effect Of Applying Interactive Reading Strategy On The Students' Ability In Finding Main Idea."** there were so many troubles, without much help from the following people, it was impossible for her to complete and finish her thesis.

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The researcher realizes that her research was still far from being perfect. So, the researcher expected suggestion and comments from all of the readers or other researcher who want to learn about this research. May Allah SWT the most almighty always bless all of us.

Medan, September 2019

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

In language learning, there are four components of language skills namely listening, speaking, writing, and reading that should be learned by learners. Those four skills can not be separated since they are integrated. Reading is one of the language skills which are essential to be mastered by the students. Reading skill is necessary for students in acquiring knowledge and new text information. According to Brown (2002), reading is the most essential skill in the educational context as it can be the assessment for students general language ability and is also process of comprehension to get the meaning of a text.

The teaching of English in general and English reading in particular is typically conduct in a formal way where the teacher is the main source of knowledge. In this context, students are not the center of learning process in the class, which causes the students are not actively involve in reading strategy. Students may not optimally use their potential to think critically of what they read. They do not have the ability to give proper response to what they read since they do not involve themselves as the center of learning process. Therefore, students will be trained to understand a reading text and ability in finding main idea in the text.

In fact, there are still many problems in learning process of finding the main idea in reading. Based on the previous observation, the teacher in SMP Muhammadiyah 02 Medan still uses conventional way in teaching reading to

students. It is not suitable with the crucial roles of the reading teacher based on arguments of Widodo (2009) as following: 1. Choosing suitable and interesting texts; 2. Selecting and sequencing reading tasks to ability in finding main idea in the text; 3. Giving guidance for and facilitating pre-, while-, and post-reading activities; 4. Encouraging students to get involved in group activities; and 5. Providing scaffolding for reading activities. Based on the reality in the school, the teacher just asked the students to read the text by heart and answer the questions in the text. The teacher do not ask the students whether the students understand or not to the text that they read. It is a way that does not involve the process in finding main idea in the text.

The other problems that are found in SMP Muhammadiyah 02 Medan based on previous observation, in reading a text it is not be able to find one main idea. Students still read less especially in finding main idea in the text because most of the students do not like reading and they are not interesting with English learning especially in reading. The students also think that reading is difficult because they are afraid to make false utterance when they read, and they feel boring in reading. The students also have difficulties in reading process. They feel difficult to understand the text on finding the main ideas in reading, finding implicit and explicit information of the text, and problems that related to the topic and length of reading.

In order to solve problems above, the researcher has motivation to do the research by applying Interactive Reading Strategy on the students' in

reading. Therefore, from the problem, the researcher is interested in how to make students' can quickly find out the main idea when reading a text.

B. The Problems of the Study

Based on the background of study, the problems in this research was identified as follows:

1. The student's ability in finding main idea is still poor.
2. Most students find it difficulties to obtain main idea in the paragraph.

C. Formulation of the Problem

The problem of this research was formulated as follows:

"is there any significant effect of applying interactive reading strategy on the student's ability finding the main ideas?

D. The Objectives of The Study

The objective of the study was aimed to find out the effect of applying interactive reading strategy on the students' ability in finding main idea.

E. The Scope of Limitation

The research was focused of reading and it is limited in using interactive reading activity strategy to find main idea in the paragraph.

F. The Significance of The Study

The finding of this research was expected to be giving out the theoretical and practical significance. The significance can be described as following:

1. Theoretically

As theoretical, the study gave an interesting way how to find mind idea in reading through interactive reading strategy and it gave a contribution to success English teaching learning.

2. Practically

For teacher, the significance was expected to be a reference for other teachers who want to do a research in a similar field and the research was expected to add insight and knowledge of strategy to improve the students' ability to find main idea in reading.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Interactive Reading Strategy

Carrel and Eisterhod (1992), in reading basically there is a process of interaction between the author with his language media and the reader with his language knowledge of the world. The reader tries to interpret what the author has expressed in the written text. Simply put, our understanding of reading is best considered as the interaction that occurs between the reader and the text.

Grellet (2011), explained that as a skill, reading is a material activity. Eyes are used to scan or skim the printed the materials and transfer them to the brain which will process the words to be an entity. Such entity said to be the understanding of the students. The problem of understanding the text ranges from the lack of ability to understand the context to the inability to interpret the meanings of the words. Comprehension is something to be gained through the reading process. The teacher can teach about reading itself for stimulate the students to read the text. In other said that states to make the students understand about text, they should be taught contextual clues to work out the meaning for themselves. It means, that reading has been defined extensively as the activity to translate the meaning in the text. In doing, the readers need some knowledge of the topic, the linguistic features and the hidden meaning of the author. The contextual clues are used to help the students gain the comprehension. The clues

may be obtained from the knowledge of the students or readers beyond the text it self. In fact, when reading the text, the students will make a selection of what important to be understood.

The problem with reading are that the students may have little knowledge about the content of the text and so they can not actually select which information is new and which is old. While the process of learning follows the linear progress, that is, they learn something new by relating it to the old one, reading is then a process of connecting what is known to what is unknown. In this case, reading is often called a *psycholinguistic guessing* because most of the time the initial comprehension comes from the guessing. This guessing is later called the inference.

There are actually two important aspects of reading. When it is a mental process, the discussion will focus on what happens in the brain when reading occurs. For instance, a *schema theory* may be applied to understand the text. It may start from the *bottom* to the *top* of the schema structures. The word *dog*, for instance, may be interpreted from the bottom (an animal) to the top (a pedigree), or the process may be reserve. The *dog* may be seen as a special animal (a pedigree) going down to the word *animal* (generic term). When these two processes occur, there is an *interactive* between the readers and the text thus calling it an *interactive reading*. The characteristics of interactive reading as follows, 1) the process of *bottom-up* and *to-down* occurs simultaneously. 2) The readers use their linguistic input and knowledge of the world simultaneously.

The *interactive reading* should be regarded as either the *intensive* or *extensive reading,* the readers or students try to understand the text by asking as was that the driver had to put on the brakes that caused the car to stop. The students also think of the possible reason for asking the driver to stop the car.

2. The Purpose of Interactive Reading Strategy

In using a strategy, students need to know the purpose of the strategy. In this case, interactive reading strategy has purposed to provide some students opportunity to be active in the class. It means that in a learning process, students are motivated to improve their ideas or opinion through asking as questions and answers to find out the main ideas. Through interactive reading strategy, students are hoped to:

1) Make the students active in teaching reading comprehension.

2) Enlarge students idea trough asking some questions and answers.

3) Formulate the question as well as possible.

4) Acquire a reading schema to get the full understanding of the text.

5) Expand their passive knowledge to be active.

From the explanation, it can be inferred that interactive reading strategy has important purpose to make the students to be active in the class, especially to find out the main ideas of reading text.

3. **The Advantages of Interactive Reading Strategy**

There are some advantages of teaching interactive reading strategy. They are:

1) It actively involves students to ask some question and answers to enlarge their knowledge and understanding.

2) It can motivate the students to active in collecting some information through question and answer.

3) It develops students ability to analyze the material and express it through question and answer activities.

4) It can construct the students knowledge.

5) It can be effective way of allowing students to share their knowledge and experience.

4. **The Disadvantages of Interactive Reading Strategy**

It not easy to conduct interactive reading strategy. There are some disadvantages of teaching interactive reading strategy. They are:

1) It is not easy to make students to be brave to raise some questions and answers immediately.

2) It is not easy to control the students activities.

3) It is not easy to evaluate the students ability in short time.

4) It is not easy for the teacher to focus their students interest.

5) It is not easy for the students to formulate the question and answer.

6. Reading

Reading is lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content. First is phonemic awareness which is defined by the National Reading Panel as "recognizing and manipulating spoken words in language" (Whalon et al. 2009).

Reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding thing. This includes such higher mental process type of psychological entities as knowledge, consciousness, intelligence, thinking, imagining, creating, generating plans and strategy reasoning, inferring, problem solving, conceptualizing, classifying, and relating.

Reading is one of the most important skills in learning language besides listening speaking, and writing. The fundamental goal for any reading activity is knowing enough science concept and knowing the language.

Reading in this light as the process of combining textual information with the information a reader brings to a text. In this view the reading process is not simply a matter of extracting information from the text. Rather, it is one which the reading activates a range of knowledge in the reader's mind that he or she uses, and that, in turn may be refined and extended by the new information supplied by the text. Reading is thus viewed as a kind of dialogue between the reader and the text.

In reading basically there is a process of interaction between the author with his language media and the reader with his language knowledge and knowledge of the text.

6. Teaching Reading

Baker, Otero, and Kintsch (1992: 21-25) explained that reading strategies are apparently needed to crack the illusion of comprehension in readers who are settling for low standards of comprehension. The reader need to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community (called the common ground).

At more global levels, the reader need to identify the genre, rhetorical structure, plot, perspective of different characters, narrator, theme, story point, and sometimes the attitude of the author. The coding, interpretation, and construction of all of these levels are effortlessly achieved at a rate of 250 to 400 words per minute by a proficient adult reader.

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. This happen when proficient adult reader struggle with technical expository text on unfamiliar arcane topics, such as a mortgage on a house or the schematics of computer's operating system.

Reading strategies are particularly important when there is breakdown at any level of comprehension. A successful reader implemented deliberate,

conscious, effortful, time-consuming strategies to repair or circumvent a reading component that is not intact. Reading teachers and program explicitly teach such reading strategies to handle the challenges of reading obstacle.

Such strategies are the direct focus of their chapter, and indeed this entire volume. One could argue that reading strategies are also important for many students who consider themselves to be skilled readers. There are basically three arguments to bolster this claim.

First, many readers do not know whether they are adequately comprehending text. In research on reading calibration (Glenberg& Epstein, 1985; Maki, 1998), ratings are collected from readers on how well they believe they had comprehended texts, and these rating are correlated with objective test of text comprehension. The reading calibration correlations are alarming low ($r = 27$), event among college students. Acquisition of better reading strategies hold some promises in helping readers improve their reading calibration.

Second, many readers had an illusion of reading when they read text because they settle for shallow levels of analysis as a criterion for adequate comprehension (Baker, 1985; Otero &Kintsch, 1992). Shallow readers believed they had adequately comprehended text if they can recognize the content words and can understand most of the sentences. However, deep comprehension required inferences, linking ideas coherently, scrutinizing the validity of claim with a critical, and sometimes understanding the motives of authors. Shallow readers believed they are comprehending text when in fact they are missing the majority

of contradictions and false claims. They needed to acquire and implement strategies to facilitate deeper levels of comprehension.

Third, nearly all adults have trouble comprehending technical expository text at deep levels even though they are skilled readers. Deep comprehension of technical text is a difficult challenge, because the readers had minimal knowledge of the technical terms, key conceptualizations, mental models, and other forms of background knowledge. Even those with high relevant background knowledge and general reading skill could struggle.

Teachers in my laboratory recently conducted an experiment on students in a school physics course who are assigned to one of three conditions;

a. work on physic problem with an intelligent tutor (called auto tutor)

b. read a text book on the same content for a duration yoked to the auto tutor condition, or

c. Read nothing (Graesser, Jackson, et al. 2003; Van Lehn et al., in press).

Before and after training, there is a pre-test and a post-test with multiple choice questions similar to the force concept inventory a test that taps deep physics knowledge.

We are thrilled to learn that there are substantial learning gains from reading strategy, but the main news is from the present standpoint. We are surprised to learn that the students had good learning gain from reading the text book, and their post test scores really differ from reading nothing at all. A differ finding is obtained on the topic of computer literacy (Graesser, lu, et al., 2003).

Result such as these strongly suggest that the reading strategies of literate adults are optimal when considering deep comprehension. Our students could achieve deep comprehension on text about physic and computer literacy even when they had a nontrivial amount of world knowledge on these topics and sufficient reading strategies to land them in school. Acquisition of better strategies of reading may best be viewed as a lifelong mission.

Some teachers agreed that it is suitable to teach reading strategy as an explicit reading objective. Reading strategy had developed a number of theoretical models of text during the last two decades. These models make different commitments on the role of reading in driving comprehension. There are three models, and each of which serves as a representative of a particular class of models.

A construction- integration (CI) model (Keene And Zimmermann, 1997) will represent a class of bottom- up models, which will also include the memory-based resonance model developed by Myers and O'Brien. Constructionist model by Graesser et al. will represent a class of strategy driven models, which will also include the event indexing model. An indexical model by Glenberg and Robertson (1985) will represent a class of embodied cognition models.

Kintsch's CI model is currently regarded as the most comprehensive model of reading. It's remarkably simple computational architecture accounts for a large body of psychological data, including reading times, activation of concepts at different phases of comprehension, sentence recognition, text recall, and text

summarization. As each sentence or clause in a text is comprehended, there is a construction phase followed by an integration phase.

Like most models in reading strategy, the CI model assumed that multiple choices of test to get score during reading. This will include the people, objects, spatial setting, actions, events, plans, thoughts, and emotions of people and other referential content in a new story, as well as the world knowledge recruited to interpret this contextually specific content. When reading strategy succeeds, the representations at all of these tests are harmoniously integrated, yet there is no intentional strategy on the part of the reader to make this happen. It simply falls out naturally from the CI mechanism.

Strategies play a prominent role constructionist theoretical framework proposed by Graesser et al. The distinctive of this model are reflected in its three principal assumptions; reader goal, coherence, and explanation. The reader goal assumption states that readers attend to content in the text that addresses a goal of reading the text. And the coherence assumption states that readers attempt to construct meaning representations that are coherent at both local and global levels. While the explanation assumption stated that good comprehenders tend to generate explanations of why events and actions in the text occur, why stated exist, and why the author bothers expressing particular ideas.

The indexical model will encourage reading strategies that involved the construction of mental images of people, objects, spatial layouts, actions, and events expressed in the text. The constructionist model will not encourage these strategies unless they serve the master strategies of building explanations,

coherent representations, and representation that address particular reader goal. Indeed, these theoretical models are hardly redundant articulations of the same phenomena with different jargon. Instead, the prediction are decisively different! Perhaps both of the models have some validity, but for different types of text and comprehension conditions. That is a matter for future research to decide.

7. The Concept of Reading Comprehension

Definition of reading is not just saying the words. Reading is an active process. Clark and Silberstein in Gloria define "reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning". Burns et al. (1984) define that reading is a complex act that must be learned. It is also means by which further learning takes place. In other words, a person learns to read and reads to learn.

Reading is a complex act that must be learned. It is also a means by which further learning takes place. In other word, a person learns to read and reads to learn. Learning to read depends upon motivation, practice, and reinforcement. Teachers must show children that being able to read is rewarding in many ways – that it increase success in school, helps in coping with everyday situation outside of school, bestows status and provides recreation.

Comprehension is an unobservable mental process. Brown Daughlass (2002) the explained "comprehension is often considered to be the first-order goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening". comprehension is an active process that involves the child's integration

of prior knowledge with information in the text in other to comprehend that text". Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities: to understand concepts presented in print, to think about the material read, and d for to use that which is read for relevant purpose.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as multifaceted process affected by several thinking and language abilities. Reading comprehension involves taking meaning to a text in other to obtain meaning from that text.

Turner in Alexander (1988: 159) explained an individual may be said to comprehend a text fully when he can:

1. Recognize the words sentences of the text and know what these words and sentences mean (obtain literal meaning).

2. Associate meanings, both denotative and connotative, from personal experiences whit the printed text (obtain inferential meaning)

3. Recognize how all these meanings and/or his perceptions of them fit together contextually.

4. Make value judgments about, and based on, the reading experience (read critically.

According to Flavel (1988) "reading with comprehension means understanding what has been read". It is an active, thinking process that depends not only on comprehension skill but also on the student's experiences and prior

knowledge. Comprehension involves understanding in vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluation.

8. Factor Affecting Reading Development

Burns et al. (1984) states that reading depends on many factors namely:

a. The reader's ability comprehends the printed ideas. It means that reader must have good techniques in reading. They must also have a large number of vocabularies.

b. The reader's background knowledge to which new information must be added. Before reading a text, student should have previous knowledge about the topic of the text so he / she can relate it to the new information that he gets from the text.

c. The reader's purpose or goal in reading the material. Student's purpose in reading depends on their motivation to read. Students must have motivation whether it is intrinsic or extrinsic. Intrinsic motivation is more powerful in determining the success of reading than extrinsic motivation.

9. Level of Comprehension

According to Burns et. al. (1984), there are four levels of comprehension, they are:

1 . Literal Comprehension

Readingforliteral comprehension which involves acquiring information that is directly stated in aselection. The basic of literal comprehension is

recognizing stated main idea, detailed cause effect and sequence. It is also prerequisite for higher level understanding. In literal reading, the main ideas are directly stated. Everyone who hopes to obtain a higher-level of reading must master literal reading first. The ability to follow the directions and the ability to restate the author's material are skills involved in literal reading.

2. Interpretative Comprehension

Interpretative reading involves reading between the lines or making inference. It is the process of the deriving ideas that are implied. In other words, the ideas are not stated directly. Skills for interpretative reading included inferring main ideas of passages in which the main ideas are not directly stated, inferring cause and effect relationship when they are not directly stated, determining references of pronouns and adverbs, inferring committed words, and detecting the authors' purpose in writing (to inform, to entertain, to persuade, to accomplish something else).

3. Critical Comprehension

Critical reading is evaluating written material-comparing the ideas covered material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. It involves drawing conclusion about their accurately, appropriateness and timeliness. in critical reading, the readers evaluate written material, compare the ideas found in the material with his or her previous knowledge and draw conclusion appropriately the critical reader must be an active reader, a questioner who is always eager to know many things, a searcher for facts. The readers must be able to grasp implied ideas, and make good decisions

on the materials that he or she has read.

4. Creative Comprehension

Creative reading involves going beyond the material presented by the author. It concerned with the production new idea, the development of new insights, fresh approaches, and original construct. It refers to evaluation of written material, comparing the ideas discovered in the material with known standard and drawing conclusions about their accuracy and appropriateness. Creative readers must understand cause-effect relationships in a story so well that they know why a character acts as he or she does at a particular time.

10. Main Idea

Getting the main idea in reading is one of the most important specific comprehension skills. According to Hancock, "A main idea is the essence of a paragraph or rather what the author is trying to get across t15o the reader. In other word, the main idea is the most important idea that the author develops through out the paragraph". Then, Mikulecky says "A main idea is the idea which the author wishes to express about the topic".

From the explanation above, it can be concluded that the main idea is the most important idea that the author wants the readers to know the topic after reading the text.

The main idea is the part of the topic sentence. The topic sentence indicates the main idea of paragraph and it is the most general statement in paragraph.

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but also limits the topic that will be discussed completely in the space of single paragraph. The main idea is also a helpful guide for both the teachers and the readers. To get the main idea, the students must understand or know the specific information from the reader texts. Then, the function of the entire paragraph is to explain, develop and support the main idea.

B. Related Studies

This proposal relevance with previous related studies:

1. Adieli Laoli (2006), "The Effect Of Interactive Strategies On The Students' English Reading Comprehension at SMA Negeri 2 GunungSitoli". After analyzing the data, the findings show that there is significant difference result on the students' reading comprehension of the students who are taught by using Interactive Strategies than those who are taught by using Conventional Strategy because the value of t is bigger than the t table namely: t is 6.94 while t table is 1.997. The other finding while doing this research is interactive strategies can enhance the students' reading comprehension and give the students awareness that through reading they can develop their knowledge.

2. Ambarita, Dody (2009), "The Correlation Between Students Contextual Meaning Mastery and Finding The Main Idea of Paragraph". This study deals with the correlation between students contextual meaning mastery and finding the main idea of paragraph. The objective of the study is to

find out the correlation between students contextual meaning mastery and finding the main idea of paragraph. The research design conducts by correlational research. The population of this research is the 2008/2009 Grade 10 students of SMA Parulian 2 Medan with the total number of students are 107. For the efficiency and practicality of this research, it is taken 40 students as sample or 37% as randomly. The instrument of the study is a teacher made test which is taken from reading text. There are two types of test, students contextual meaning mastery test and finding the main idea of paragraph test. After the data are collected, the teacher analyzes them by using the person's product-moment formula by Hatch and Parhady. The findings indicate that there is a significant correlation between contextual meaning and finding the main idea of paragraph.

C. Conceptual Framework

Finding the main ideas of a reading text is one of students' problem which have to overcome the teacher. Many students always feel this subject very difficult to do. So the score of their reading is very low. Therefore, to solve this problem, the teacher must use a new strategy which can give the students more interesting in studying reading.

Teaching interactive reading can help the students to overcome their problem in getting the main idea of the reading texts. It leads the students to form some questions in finding the main ideas of the texts. Therefore, it is expected that by teaching interactive reading, students can be easy to find out the main ideas.

The advantages of this strategy is the teacher can make their students more active to express their ideas through asking question and answer to find out the main ideas of reading texts. The disadvantages of the strategy are the teacher is not easy to control the class and to evaluate the students ability in short time.

D. Hypothesis

Based on the theories of Similarity Groups and Sorting Strategy previously state, the hypothesis of this research in drawn as the following:

Ha = There is significant different of the students' ability in find out the main idea of the text taught by Interactive reading Strategy.

Ho = There is no significant different of the students' ability in find out the main idea of the text taught by Interactive reading Strategy.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Location

This research was conducted at Yayasan SMP Muhammadiyah 02, Medan. It was conducted during the academic year 2019/2020. The reason for choosing this school because the students had some problems in reading. They did not know how to read up especially in expressing their ideas in interactive reading activity. It also found that English teacher do not try to apply method that can improve students' motivation when teach reading.

B. Population and Sample

1. Population

The population of this research was taken from Eight grade students of Yayasan SMP Muhammadiyah 02, Medan. The population of this research was distribute four classes was 110 students, VIII-1, VIII-2, VIII-3 and VIII-4, with the number of studentswas illustrated in table 3.1.

The design figured as follows:

Table 3.1

The Number of Population

No	Class	Number of Students
1	VIII -1	25
2	VIII -2	25
3	VIII -3	30
4	VIII -4	30
Total		**110**

2. **Sample**

A Sample is part of population of respentive of it. According to Sugiyono (2013), purposive sampling is a technique to decide a sample base on particular consideration aimed at making the data obtained later more representative. According the explanation above the sample of this research SMP Muhammadiyah 02 class that consist of 25 students at SMP Muhammadiyah 02 in academic year 2019/2020.

Table 3.2
Sample

Class	Group	Sample
VIII -1	Experimental group	25
VIII -2	Control group	25
	Total	50

C. Research Design

An experimental research design was applied in this research in order to investigate the effect of applying interactive reading strategy by picture text as a media on the student's ability in finding main idea.

The design of this research could be seen as follows:

Where:

The experimental group was taught by picture text as a media on the student's to finding main idea.

The control group was taught by picture text media on the student's ability in finding main idea.

1. Pre –Test

   The pre-test was given to the students before the treatment. The pre-test was given to both groups with same test. The pre-test was useful to know the mean score of experimental and control group.

2. Post– test

   After teaching the students interactive reading strategy to the experimental groups, the teacher gave experimental group a post-test in order to see the result whether the method is effective or not. The test of post-test and pre-test same.

3. Treatment

The experimental and control group were taught by same strategy Which the experimental group and control group was taught by Applying interactive reading strategy by picture text.

A. Teaching Procedure in Experimental Group:

Table 3.3
The Procedure of Research in Experimental Group

No	Experimental Group	
	Researcher activities	Students' activities
1	The Teacher will greet students to open the class (good morning)	There will be responsive
2	The Teacher talk to the students about learning activities	The Students listen the learning objevtives
3	The Teacher introduce the material and explained to the student about narrative text	The student listen the teacher's explanation or teacher
4	The Teacher will guide the students and give the pre test to the student about read individual based on the experience.	The student will listen and read individually based on the experience.
5	The Teacher will ask the student to read a paragraph.	The student will be paired with friends
6	The Teacher ask students to find the main idea	Student try to find main idea from the text
7	The Teacher will collect student sheet and score	The students will listen carefully to teacher explanation

B. Teaching Procedure in Control Group

Table 3.4
The Procedure of Research in Control Group

No	Control Group	
	Researcher Activities	**Students' Activities**
1	➢ The Teacher greeting the students. ➢ Check the attendance list.	Answer the Teacher greeting
2	➢ The Teacher distributing the material of the text. ➢ The Teacher give the example about text.	Listening the Teacher explanation
3	The Teacher asks the students to listen when she teach the material	Listening the Teacher instruction
4	Ask the students to read the text	Do the Teacher instruction
5	Give the students exercise about the material	Students answer the question
6	After the students finish to answer the questions, collect their answer sheets, then check the answer together	Look at the true answers from the Teacher and check it together.

D. Instrument of Research

Essay test was used as the instrumen of this research. The student was asked to answer 5 numbers of test that given to them. The scoring system used this formula:

Score = Total to True Answer x 20

E. Technique of Collecting Data

In analyzing the data, quantitative technique was applied to analyze the data by using the following procedure:

1. Scoring the answer sheets' students.

2. Listing their score in two tables, the first for experimental group scores as X variable, the second for control group as Y variable.

3. Calculating the total score post-test in experimental group and control group.

F. Technique of Data Analysis

Calculating wasconducted by using t-test as show below, according to Sugiyono (2013):

a. Calculating Mean Score:

$$\bar{x} = \frac{\sum x_i}{n} \text{ (Sugiyono, 2013)}$$

$\bar{x}$ = Mean

$\sum x_i$ = The total of students' value

n = The number of students

b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n\left(\sum x_i^2\right) - \left(\sum x_i\right)^2}{n_1\left(n_1 - 1\right)}} \qquad \text{(Sugiyono, 2013)}$$

c. Calculating correlation Product Moment between X and Y

$$R_{xy} = \frac{n\sum X_i Y_i - \left(\sum X_i\right)(Y_i)}{\sqrt{\left\{n\sum X_i^2 - (Xi)^2\right\}\left\{n\sum yi^2 - (yi)^2\right\}}} \qquad \text{(Sugiyono, 2013)}$$

d. Hypothesis test (t-test)

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{s_1^2}{N_1} + \dfrac{s_2^2}{N_2} - 2R\left(\dfrac{s_1}{N_1}\right)\left(\dfrac{s_2}{N_2}\right)}} \qquad \text{(Sugiyono, 2013)}$$

Where:

t $\quad$ = T-test

$\overline{x}_1$ $\quad$ = Mean of variable 1 (experimental group)

$\overline{x}_2$ $\quad$ = Mean of variable 2 (control group)

S_1 $\quad$ = Standard Deviation of sample 1 (experimental group)

S_2 $\quad$ = Standard Deviation of sample 2 (control group)

S_1^2 $\quad$ = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 $\quad$ = Standard deviation squared (variants) of sample 2 (control group)

n $\quad$ = Total of sample

n_1 $\quad$ = Number of cases for variable 1 (experimental group)

n_2 $\quad$ = Number of cases for variable 2 (control group)

r $\quad$ = Correlation of product moment between X and Y

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research was students' answer which was collected by giving the students a essay test five items. There were 50 students as sample involved in this research. Samples were divided into two groups, namely the experimental group and control group.

Based on the data, the students' initial and the students' score in the pre-test and post-test of two groups. In the pre-test, the highest score in the experimental group was 50 and the lowest was 25 with the total score of pre-test was 855. While the highest score of post-test was 95 and the lowest was 85 with the total score of post-test was 2265.

From the control group, the highest score of pre-test in control group was 50 and the lowest score was 20 with the total score of pre-test 835. While the highest score of post-test in control group was 85 and the lowest score was 70 with the total score of post-test was 1905.

B. Data Analysis

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

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

Table 4.3

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

No	Students' Initial	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	T_2-T_1 (X1)
1	AN	30	900	85	7225	55
2	AP	30	900	90	8100	60
3	AN	25	625	90	8100	65
4	BDP	40	1600	90	8100	50
5	BA	35	1225	90	8100	55
6	CC	25	625	90	8100	65
7	CS	35	1225	85	7225	50
8	CDY	40	1600	90	8100	50
9	D	35	1225	95	9025	60
10	DPP	40	1600	95	9025	55
11	DPS	40	1600	90	8100	50
12	EGP	25	625	85	7225	60
13	FR	30	900	95	9025	65
14	FL	25	625	95	9025	70
15	FR	30	900	85	7225	55
16	H	35	1225	90	8100	55
17	IF	40	1600	95	9025	55
18	IKH	50	2500	95	9025	45
19	IN	40	1600	90	8100	50
20	ISK	35	1225	90	8100	55
21	LW	40	1600	95	9025	55
22	MBF	40	1600	90	8100	50
23	MY	25	625	90	8100	65
24	MRA	30	900	85	7225	55

25	N	35	1225	95	9025	60
Total		$\sum T_1 =$ **855**	$\sum T_1{}^2=$ **30275**	$\sum T_2=$ **2265**	$\sum T_2{}^2=$ **205525**	$\sum(X1) =$ **1410**

The data in the table 4.3 showed the difference scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out whether applying interactive reading strategy had significant effect on the students' ability to find main idea in reading. The collected data were analysis t-test formula. In experimental group, pre-test was 855 and post-test was 2265. The differences of the pre-test and post-test were T2 – T1 = 1410.

1. The Calculation in Experimental Group

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

a. Mean

$$M1(X1) = \frac{\sum(T2 - T1)}{N1}$$

$$= \frac{1410}{25}$$

$$= 56.4$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T2-T1)^2}{N}}$$

$$= \sqrt{\frac{(1410)^2}{25}}$$

$$= \sqrt{\frac{1988100}{25}}$$

$$= \sqrt{79524}$$

$$= 282$$

2. The calculation for pre-testin experimental group

a. Mean

$$MT_{1=}\frac{\sum T1}{N}$$

$$=\frac{855}{25}$$

$$= 34.2$$

b. Variances

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

$$= 30275 - \frac{(855)^2}{25}$$

$$= 30275 - \frac{731025}{25}$$

$$= 30275 - 29241$$

$$= 1034$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T1^2}{N}}$$

$$= \sqrt{\frac{30275}{25}}$$

$$= \sqrt{1211}$$

$$= 34.79$$

3. The calculation for post-test in experimental group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{2265}{25}$$

$$= 90.6$$

b. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T2)^2}{N}$$

$$= 205525 - \frac{(2265)^2}{25}$$

$$= 205525 - \frac{5130225}{25}$$

$$= 205525 - 205209$$

$$= 316$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T2^2}{N}}$$

$$= \sqrt{\frac{205525}{25}}$$

$$= \sqrt{8221}$$

$$= 90.66$$

Table 4.4
The Difference of Score of The Pre-Test and Post-Test in Control Group

No	Students' Initial	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	$T_2\text{-}T_1$ (X1)
1	AK	40	1600	75	5625	35
2	A	25	625	80	6400	55
3	ADP	30	900	75	5625	45
4	AA	25	625	75	5625	50
5	AYS	35	1225	70	4900	35
6	CAF	40	1600	75	5625	35
7	DEF	30	900	80	6400	50
8	DF	30	900	75	5625	45
9	DF	45	2025	80	6400	35
10	DSF	35	1225	70	4900	40
11	DIK	40	1600	80	6400	40
12	DAS	50	2500	75	5625	25
13	IS	30	900	70	4900	40
14	JP	35	1225	80	6400	45
15	NA	50	2500	80	6400	30
16	MAS	40	1600	75	5625	35
17	MAR	35	1225	75	5625	40
18	MFGH	20	400	80	6400	60
19	MRM	20	400	75	5625	55
20	MD	25	625	80	6400	55
21	M	20	400	85	7225	65
22	MB	40	1600	80	6400	40
23	MG	35	1225	75	5625	40
24	MI	30	900	70	4900	40
25	NN	30	900	70	4900	40
Total		$\sum T_1 = $ **835**	$\sum T_1^2 = $ **29265**	$\sum T_2 = $ **1905**	$\sum T_2^2 = $ **145575**	$\sum(X1) = $ **1075**

2. The Calculationin Control Group

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

a. Mean

$$M1(X1) = \frac{\Sigma(T2 - T1)}{N1}$$

$$= \frac{1075}{25}$$

$$= 43$$

c. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\Sigma(T2-T1)2}{N}}$$

$$= \sqrt{\frac{(1075)2}{25}}$$

$$= \sqrt{\frac{1155625}{25}}$$

$$= \sqrt{46225}$$

$$= 215$$

2. The calculation for pre-test in control group

a. Mean

$$MT_1 = \frac{\Sigma T1}{N}$$

$$= \frac{835}{25}$$

$$= 33.4$$

b. Variances

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

$$= 29265 - \frac{(835)^2}{25}$$

$$= 29265 - \frac{697225}{25}$$

$$= 29265 - 27889$$

$$= 1376$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T1^2}{N}}$$

$$= \sqrt{\frac{29265}{25}}$$

$$= \sqrt{1170,6}$$

$$= 34.21$$

3. The calculation for post-test in control group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{1905}{25}$$

$$= 76.2$$

b. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T2)^2}{N}$$

$$= 145575 - \frac{(1905)^2}{25}$$

$$= 145575 - \frac{3629025}{25}$$

$$= 145575 - 145161$$

$$= 414$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{T2^2}{N}}$$

$$= \sqrt{\frac{145575}{25}}$$

$$= \sqrt{5823} = 76.30$$

Table 4.5
The Calculation Table

No	X	Y	X^2	Y^2	XY
1	75	85	5625	7225	6375
2	80	90	6400	8100	7200
3	75	90	5625	8100	6750
4	75	90	5625	8100	6750
5	70	90	4900	8100	6300
6	75	90	5625	8100	6750
7	80	85	6400	7225	6800
8	75	90	5625	8100	6750
9	80	95	6400	9025	7600
10	70	95	4900	9025	6650
11	80	90	6400	8100	7200
12	75	85	5625	7225	6375
13	70	95	4900	9025	6650
14	80	95	6400	9025	7600
15	80	85	6400	7225	6800
16	75	90	5625	8100	6750
17	75	95	5625	9025	7125
18	80	95	6400	9025	7600
19	75	90	5625	8100	6750
20	80	90	6400	8100	7200
21	85	95	7225	9025	8075
22	80	90	6400	8100	7200
23	75	90	5625	8100	6750
24	70	85	4900	7225	5950
25	70	95	4900	9025	6650
Total	**1905**	**2265**	**145575**	**205525**	**172600**

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

C. Testing The Hypothesis

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

a. The Equation of Linier Regression

Y = a + b was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(2265)(145575) - (1905)(172600)}{25(145575) - (1905 \cdot 1905)}$$

$$a = \frac{329727375 - 328803000}{3639375 - 3629025}$$

$$a = \frac{924375}{10350}$$

a = 89.31

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{25(172600) - (1905)(2265)}{25(145575) - 3629025}$$

$$b = \frac{4315000 - 4314825}{3639375 - 3629025}$$

$$b = \frac{175}{10350}$$

$$b = 0.02$$

$$Y = a + bx$$

$$= 89.31 + (0.02x)$$

b. Coeficient r^2

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

$$r_{xy} = \frac{25(172600) - (1905)(2265)}{\sqrt{\{25 \sum 145575 - (1905)^2\}\{25(205525 - (2265)^2\}}}$$

$$r_{xy} = \frac{4315000 - 4306825}{\sqrt{\{3639375 - 3629025\}\{5138125 - 5130225\}}}$$

$$r_{xy} = \frac{8175}{\sqrt{\{10350\}\{7900\}}}$$

$$r_{xy} = \frac{8175}{9042,5}$$

$$r_{xy} = 0.9040$$

c. Examining The Statistical Hypothesis

Ha   : P#0 there was any significant effect of applying interactive reading strategy on the students' ability in finding main idea in reading.

H0   : P=0 there was not any significant effect of applying interactive reading strategy on the students' ability in finding main idea in reading.

With the criteria examination, Ha was accepted if t $\{1 - 1a\}$ < t < t $\frac{\{1-1a\}}{2}$ where t$\frac{\{1-1a\}}{2}$was getting by t distribution with dk = n-2. dk = 25 − 2 = 23. α = 5 % = 0.05. In the other way, H0 was rejected.

$$t_{hitung} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,9040\sqrt{25 - 2}}{\sqrt{1 - (0,9040)^2}}$$

$$t = \frac{4,3392}{\sqrt{0,8172}}$$

$t = 5.3098$

$$t_{tabel} = \left(1 - \frac{1}{2}.a\right)(23)$$

$$= \left(1 - \frac{1}{2}.0{,}05\right)(23)$$

$$= t_{0,975}(23)$$

$$= 2.069$$

The conclusion from the calculating above, it showed that $t_{hitung}> t_{table}$or 5.3098 > 2.069. So, H0was rejected. It meant that Ha was accepptable or "there was any significant effect of extensive reading strategy on the students' critical thinking in reading.

d.   Determining the percentage of the effect of X variable to ward Y variable

$$D = (rxy)^2 x\ 100\ \%$$

$$= 0.9040^2 x\ 100\%$$

$$= 0.8172\ x\ 100\%$$

$$= 81.72\%$$

It meant the effect of X variable toward Y variable or the effect of interactive reading strategy on the students' ability in reading was 81,72% and 18,28% was influenced by another factors.

e. The Validity

Table 4.6

The Analysis Item for The Test of Validity

No	X	Y	X²	Y²	XY
1	85	75	7225	5625	6375
2	90	80	8100	6400	7200
3	90	75	8100	5625	6750
4	90	75	8100	5625	6750
5	90	70	8100	4900	6300
6	90	75	8100	5625	6750
7	85	80	7225	6400	6800
8	90	75	8100	5625	6750
9	95	80	9025	6400	7600
10	95	70	9025	4900	6650
11	90	80	8100	6400	7200
12	85	75	7225	5625	6375
13	95	70	9025	4900	6650
14	95	80	9025	6400	7600
15	85	80	7225	6400	6800
16	90	75	8100	5625	6750
17	95	75	9025	5625	7125
18	95	80	9025	6400	7600
19	90	75	8100	5625	6750
20	90	80	8100	6400	7200
21	95	85	9025	7225	8075
22	90	80	8100	6400	7200
23	90	75	8100	5625	6750
24	85	70	7225	4900	5950
25	95	70	9025	4900	6650
Total	**2265**	**1905**	**205525**	**145575**	**172600**

$$R_{xy} = \frac{N \, \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

$$R_{xy} = \frac{25(172600) - (1905)(2265)}{\sqrt{\{25(205525 - (2265)^2\}\{25(145575 - (1905)^2\}}}$$

$$R_{xy} = \frac{4315000 - 4306825}{\sqrt{\{5138125 - 5130225\}\{3639375 - 3629025\}}}$$

$$R_{xy} = \frac{8175}{\sqrt{\{10350\}\{7900\}}}$$

$$R_{xy} = \frac{8175}{9042.5}$$

$$R_{xy} = 0.9040$$

It meant that 0.90 that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement :

1. 0.00 – 0.20   = validity is low
2. 0.21 – 0.40   = validity is sufficient
3. 0.41 – 0.70   = validity is high
4. 0.71 – 1.00   = validity is very high

f. The Reliability

In thisresearch, thetest reliability was calculated by using Kuder and Richardson (KR$_{21}$) formula, the data were got from Appendix, and it was shown below :

Table 4.7

The Analysis Item for The Test of Reliability

No	X	X²
1	25	625
2	23	529
3	23	529
4	21	441
5	23	529
6	23	529
7	22	484
8	20	400
9	22	484
10	19	361
11	24	576
12	23	529
13	17	289
14	18	324
15	17	289
16	23	529
17	15	225
18	23	529
19	23	529
20	25	625
21	22	484
22	22	484
23	23	529
24	17	289
25	12	144
Total	525	11285

From the data above, the next step was to find out the mean data, total variance, and to count the realibility of the test by using KR_{21} formula, as follow :

1. Total Mean

From the data above, it was known $\sum X_1 = 525$ and N = 25. So :

Mt $= \dfrac{\sum X_1}{n}$

Mt $= \dfrac{525}{25}$

Mt   = 21

2. Total Variance

Before calculating the total variance, $\sum X_t^2$ was calculated as below. It was known $\sum X_1^2 = 11285$, $\sum X_1 = 525$, and N = 25.

$$\sum X_t^2 \quad = \sum X_1^2 - \frac{(525)^2}{25}$$
$$= 11285 - (21)^2$$
$$= 11285 - 441$$
$$= 10844$$

Based on the calcultaion above, $\sum X_t^2 = 10844$ and N= 25, to find the total variance (St^2) it was used :

$$St^2 \quad = \frac{\sum Xt2}{n}$$
$$= \frac{10844}{25}$$
$$= 433.76$$

3. The calculation of the reliability of the test used this formula where :

N = 25, Mt = 21, and $St_2 = 433{,}76$

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1\frac{Mt\,(n-Mt)}{(n)(St2)}\right)$$
$$= \left(\frac{25}{25-1}\right)\left(1\frac{21(25-21)}{(25)(433,76)}\right)$$
$$= \left(\frac{25}{24}\right)\left(1\frac{21\,(4)}{10844}\right)$$
$$= (1.041)(1- 0.008)$$
$$= (1.041)(0.992)$$
$$= 1.03$$

Based on the calculation above, the result of reliability of the test was 1.03. It meant that the reliability of the test is very good.

g. Difficulty Level

To know the difficulty level of the test, the writer used the formula :

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

B = The number of the students who answer an item correctly.

S = the total number of the students

TK $= \frac{21}{25}$

$= 0.84$

TK	$= 0.00$	$=$ Verydifficult	$0.70 - 0.99$	$=$ Easy
	$= 0.00 - 0.30$	$=$ Difficult	1.00	$=$ Very easy
	$= 0.30 - 0.70$	$=$ Medium		

D. Research Finding

The finding of this research was the t-test showed that t_{value} was higher than t_{table} (5.3098> 2.069). It also found that the students who were taught by applying interactive reading strategy (experimental group) got higher scores than the students who were taught by applying conventional way (control group). So, the researcher concluded that the alternative hypothesis was accepted or there was any significant effect of interactive reading strategy on the students' ability to find the main idea in reading.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result t-observed > t-table or 5.3098 > 2.069. T_0 test the hypothesis, the formula of t_{test} and the distribution table of observed were applied. The facts showed that t-critical (t_c) value was higher than the t_{table} on the level 2.069. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded that the alternative hypothesis was accepted that there was any significant effect of interactive reading strategy on the students' ability to find main idea in reading.

B. Suggestion

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

1. To Teacher
a. The English teacher can use Interactive Reading strategy to increase student ability to find main idea in reading based on the research finding, it has effect to the students.
b. The teacher should motivate the students in order to be more confident to read English text. So the students are interested in reading habit. They enjoy English text in reading.
c. The teacher needs to select material before conducting teaching learning process. The teacher can use new materials not only use book in teaching reading.

2. To Students
a. The students must be active in learning process and they should share their ideas or questions during the learning process.

b.   The students should read the material carefully, so they can understand the content of text.

3.   For other Researchers

The usage of interactive reading strategy could increase the students' ability in reading. It was suggested for other researcher stouse interactive reading strategy as one of reference in teaching reading in classroom.

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LESSON PLAN
(EXPERIMENTAL GROUP)

Name of school   : **SMP Muhammadiyah 02**

Subject   : **English**

Class/Semester   : **VIII**

Material   : **Narrative Text (Fable)**

Skill   : **Reading**

Time Allocation   : **2x45 minutes**

A. Main Competence

K1 : Respecting and appreciating religion they believe.
K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence and Indicator

No.		Basic Competence		Indicator
1.	1.1	Be thankful for the chance to be able to learn English as international communication language which is shown in the spririt of learning.		Write learning log which shows gratefulness for the chance to be able to learn English.
2.	2.2	Showing honest, discipline,confident, and responsible attitude in doing transactional		Be responsible for the action done by the member when being the leader of group. Admit when doing mistake.

		communication with the teacher and friend.		Not blame others for his own action. Do things which are said to be done without being reminded by others.
3.	3.14	Understanding the social function, generic structure and language features of narrative text in form of fable, according to the context its used.		Identify the generic structures of the text. Identify the language features of the text.
4.	4.18	Getting the meaning of oral and written narrative text in form of short and simple fable.	4.18.1	Get the meaning and the moral value of a simple text in form of fable.
			4.18.2	Express the meaning and the moral value of a simple text in form of fable

C. INSTRUCTIONAL OBJECTIVES

1. Students able to understand the purpose of Narrative text in finding main idea
2. Students able to comprehend the text
3. Students able to identify the main idea of each paragraph

D. MATERIAL

A. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

B. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

C. Generic Structures of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

E. LEARNING METHOD

- Approach   : Scientific Approach
- Strategy   : Observation, Questioning, Understanding.

F. INTRUCTIONAL MEDIA

Media : Picture Text, Narrative Text

G. SOURCE OF LEARNING

- Students' exercise book Ringkasan Materi dan Latihan kelas VIII.

H. LEARNING ACTIVITIES

	Learning Activities	**Time Allocation**
Pre-activities	• Teacher guides the students and checks the attendance list • Teacher introduces the lesson that will be teach • Students give responses to the teacher and listen to the teacher	**10 minutes**

Main Activities	**Observing**	60 minutes
	• The teacher shows some pictures, the title of the text and asks some questions. • The students give responses to the teacher • The teacher gives the narrative text to read individually • The students get the narrative text • The teacher asks the students to read silently the text by two or three times. • The students read silently narrative text	
	Questioning • The students ask about narrative text • The students answer the question from narrative text	
	Understanding • The students finding main idea of the text • The student able to determine the contens of the text	
Post Activities	The teacher closes the lesson with greeting the students	**10 minutes**

I. ASSESSMENT

1. Technic of assessment : reading test
2. Form of assessing   : multiple choice

Formula: $\text{Score} = \dfrac{true\ items}{members\ of\ items} \times 100\%$

J. ASSESSMENT RUBRIC

Technic of assessment   : reading test

No	Scoring Aspect	Indicator	Score
1.	Focus	Unclear	1
		Confusing/unclear main point	2
		Clear position/generally previewed	3
		All main points are specified and maintained	4
2.	Supporting reason	No support/confusing	1
		Vague	2
		Clear	3
		All reasons are believable and clear	4
3.	Reasoning	No reasoning attempted	1
		Conclusion minimally supported	2
		Conclusion well supported	3
		Strong support	4
4.	Organization	No plan/plan is noticeable	1
		Not knowledgeable in paragraph	2
		Most points connected	3
		All points are connected and clear	4
5.	Integration	Doesn't present most features	1
		Partly developed	2
		Features are presented but not all equal	3
		All features evidence and equally it is developed well	4

Medan,   September 2019

Known by,

English Teacher

The Researcher

Mawarliah, S.Pd

Siti Apriani

The Headmaster of
SMP Muhammadiyah 02 Medan

Muhammad Andres, S.Pdi

LESSON PLAN

(CONTROL GROUP)

Name of school : **SMP Muhammadiyah 02**

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Class/Semester : **VIII**

Material : **Narrative Text (Fable)**

Skill : **Reading**

Time Allocation : **2x45 minutes**

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2. Form of assessing : multiple choice

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Medan,   September 2019
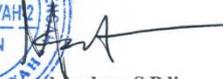
Known by,

English Teacher

The Researcher

Mawarliah, S.Pd

Siti Apriani
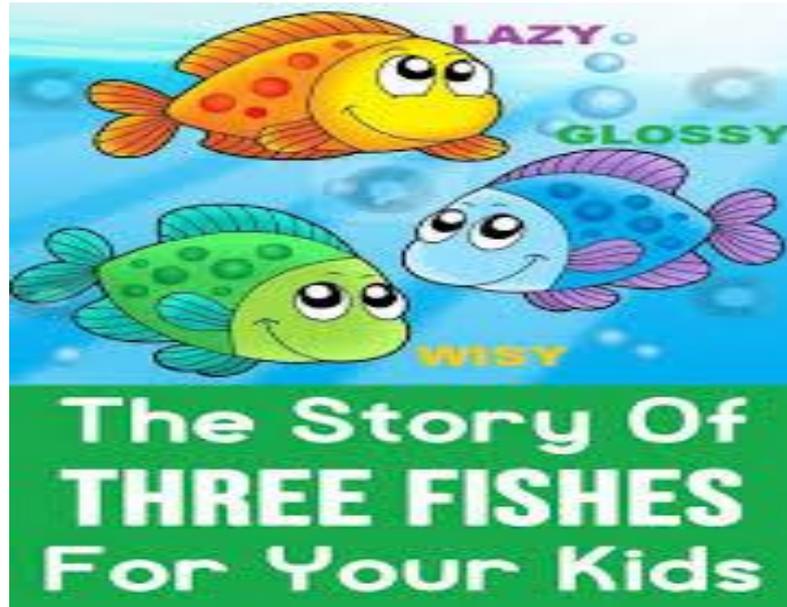
The Headmaster of
SMP Muhammadiyah 02 Medan

Muhammad Andres, S.Pdi

APPENDIXES II

Essay Test!

Read the Following text, then understand in the text, and answer for the question !

THREE FISHES

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave this pond now."

But the youngest fish laughed. "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe". The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish‟s luck did not help him – he was caught and killed.

Sumber:(http://mahir-msoffice.blogspot.com/2016/04/soal-narrative-text-three-fish-beserta.html)

Answer the question the below!

1. What is the tittle of a narrative text above ?

2. What is the main idea in the second paragraph ?

3. What is the main idea in the first paragraph ?

4. What is the main idea in the third paragraph ?

5. What is the main idea in the four paragraph ?

APPENDIXES III

Answer Key

1. Three Fishes

2. The fish had know that the fisherman will come back to the pond to go fishing.

3. Some fishermen find ponds with lots of fish

4. The Youngest fishs vanity

5. The fishermen arrived and caught all the fish left in the pond..

APPENDIXES IV

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

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AAK	30	85
2	AF	30	90
3	AH	25	90
4	AW	40	90
5	CH	35	90
6	DA	25	90
7	DNL	35	85
8	FA	40	90
9	FH	35	95
10	FS	40	95
11	IH	40	90
12	ISAH	25	85
13	LA	30	95
14	NA	25	95
15	NDD	30	85
16	RA	35	90
17	RD	40	95
18	RF	50	95
19	RS	40	90
20	SA	35	90
21	SH	40	95
22	SK	40	90
23	WF	25	90
24	ZNI	30	85
25	ZSS	35	95
Total		$T_1 = 855$	$T1 = 2265$

APPENDIXES V

The Score Pre-test and Post-test of Control Group

No	Students' Name	Score of Pre-Test	
		Pre-Test	Post-Test
1	AL	40	75
2	AR	25	80
3	AR	30	75
4	EFN	25	75
5	FH	35	70
6	FMH	40	75
7	HNS	30	80
8	HS	30	75
9	LMJ	45	80
10	LR	35	70
11	NO	40	80
12	PA	50	75
13	PC	30	70
14	RA	35	80
15	RE	50	80
16	RR	40	75
17	SA	35	75
18	SA	20	80
19	SN	20	75
20	SW	25	80
21	TA	20	85
22	WR	40	80
23	YH	35	75
24	YYL	30	70
25	ZHL	30	70
	Total	**835**	**1905**

APPENDIX 6

NO	Students' Initial	Meeting 1	Meeting 2
Students' Attendance List (CONTROL GROUP)			
1	SA		
2	SA		
3	SN		
4	AR		
5	TA		
6	RR		
7	PA		
8	HS		
9	ZHL		
10	HNS		
11	YYL		
12	FMH		
13	AR		
14	FH		
15	NO		
16	LMJ		
17	PC		
18	RA		
19	SW		
20	AL		
21	LR		
22	YH		
23	RE		
24	EFN		
25	WR		

Students' Attendance List
(EXPERIMENTAL GROUP)

NO	Students' Initial	Meeting 1	Meeting 2
1	AF		
2	AAK		
3	AW		
4	RA		
5	RS		
6	FH		
7	DNL		
8	NA		
9	LA		
10	WF		
11	ZSS		
12	FS		
13	CH		
14	SK		
15	ISAH		
16	NDD		
17	RF		
18	ZNI		
19	RD		
20	FA		
21	SH		
22	DA		
23	IH		
24	AH		
25	SA		

APPENDIX VII

DOCUMENTATION

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Siti Apriani
NPM	: 1502050061
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 154 SKS

IPK= 3,44

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Interactive Reading Activity on the Student Ability in Finding Main Idea in News	
	Improving Student's Achievement In Writing Descriptive Through Conceps Sentence	
	Improving Student's Achievement in Writing Descriptive Text by the Application of Cooperative Learning Techinique	

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

Medan, 26 Maret 2019
Hormat Pemohon,

Siti Apriani

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
            - Untuk Ketua/Sekretaris Program Studi
            - Untuk Mahasiswa yang bersangkutan

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Siti Apriani
NPM   : 1502050061
Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Interactive Reading Activity on the Student Ability in Finding Main Idea in News	Acc 26/3 19

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetuju oleh
Dosen Pembimbing

Medan, 26 Maret 2019
Hormat Pemohon,

Rini Ekayati, SS, MA

Siti Apriani

Form K-2

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

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Siti Apriani
NPM : 1502050061
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Interactive Reading Activity on the Students' Ability
in Finding Main Idea in News

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rini Ekayati, SS, MA

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 05 April 2019
Hormat Pemohon,

Siti Apriani

Keterangan
Dibuat rangkap 3 : - Untuk Dekan / Fakultas
                    - Untuk Ketua / Sekretaris Prog. Studi
                    - Untuk Mahasiswa yang Bersangkutan

Nomor   : 262 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
           Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Siti Apriani
N P M   : 1502050061
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Interactive Reading Activity on the Students'
                  Ability in Finding Main Idea in News.

Pembimbing   : Rini Ekayati, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal :   14 Mei 2020

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan, 09 Ramadhan   1440 H
        14 Mei   2019 M

Dekan
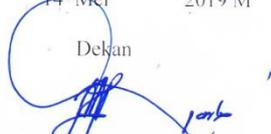
Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

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

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Siti Apriani
N.P.M   : 1502050061
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Interactive Reading Strategy on the
                  Students' Ability in Finding Main Idea

Pada hari Jumat tanggal 23 bulan Agustus tahun 2019 sudah layak menjadi proposal
skripsi.

Medan,   Agustus 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Drs. Ali Amran, M.Hum   **Rini Ekayati, SS, MA**

Diketahui oleh
Ketua Program Studi,

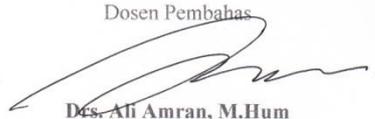**Mandra Saragih, S.Pd, M.Hum**

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 23 Bulan Agustus Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap   : Siti Apriani
N.P.M   : 1502050061
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Interactive Reading Activity on the Students' Ability in Finding Main Idea

No	Masukan dan Saran
Judul	Decide Reading activity / Reading Strategy
Bab I	Revise
Bab II	Revise, Clarify Reft
Bab III	Revise
Lainnya	— Spelling, gramar. etc
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Drs. Ali Amran, M.Hum

Dosen Pembimbing

Rini Ekayati, SS, MA

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

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

Nama Lengkap	:	Siti Apriani
N.P.M	:	1502050061
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Interactive Reading Strategy on the Students' Ability in Finding Main Idea

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 23, Bulan Agustus, Tahun 2019.

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

Medan,   Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Siti Apriani
N.P.M	:	1502050061
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Interactive Reading Strategy on the Students' Ability in Finding Main Idea

Dengan ini saya menyatakan bahwa:

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

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

Medan,   Agustus 2019
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
11A11AFF962744580
6000

Siti Apriani

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor : ᴄ434 /II.3/UMSU-02/F/2019   Medan, 04 Muharram 1441 H
Lamp   : ---   04 September 2019 M
H a l : Mohon Izin Riset

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 02 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama   : Siti Apriani
N P M   : 1502050061
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Interactive Reading Strategy on The Students'
                    Ability in Finding Main Idea.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan
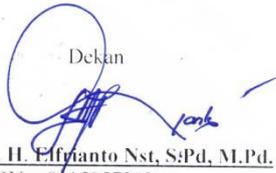
Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

بِسْـــــمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

SURAT KETERANGAN
NOMOR : 203/KET/IV.4.AU/F/2019

Yang bertanda tangan dibawah ini, Kepala SMP Swasta Muhammadiyah 02 Medan, dengan ini menerangkah dengan sebenarnya bahwa :
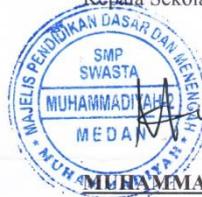
Nama	: **Siti Apriani**
NPM	: 1502050061
Program Studi	: Pendidikan Bahasa Inggris

Benar telah melaksanakan **Riset** di SMP Swasta Muhammadiyah 02 Medan   pada tanggal   05 s/d 12 September 2019, guna penyusunan skripsi yang berjudul : **"The Effect of Applying Interactive Reading Strategy on The Students' Ability in Finding Main Idea"**

Demikian surat keterangan ini diperbuat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Medan, 12 September 2019

Kepala Sekolah,

MUHAMMAD ANDRES S.Pd.I

CURRICULUM VITAE

Personal Information

Name	: Siti Apriani
Place / Date of Birth	: Medan / 01 April 1997
Sex	: Female
Religion	: Islam
Email	: sitiaprianii85@gmail.com
No. Hp / Wa	: 081322869329
Address	: Jalan RPH mabar pasar 1 Lik X. No. 95 A

Parents

Fathers Name	: Suyono
Mother's Name	: Dra. Susianawati
Address	: Jalan RPH mabar pasar 1 Lik X. No. 95 A

Education

Kindergarden	: TK – TPA - MDA Al-Fajar jl. Tanjung Mulia
Elementary School	: SD Swasta Al – Washliyah 30 Martubung
Junior High School	: SMP Swasta Al – Washliyah 30 Martubung
Senior High School	: SMA Dharmawangsa Medan
University (2015 Now)	: English Department of University of Muhammadiyah Sumatera Utara