

**THE EFFECT OF USING LEARNING CYCLE 7E MODEL ON THE
STUDENTS' ABILITY IN READING COMPREHENSION**

SKRIPSI

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

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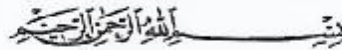
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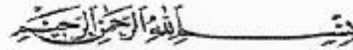
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15 Maret 2018	➤ Abstract	
	➤ Chapter I	
	➤ Chapter II	
	➤ Chapter III	
19 Maret 2018	➤ Chapter IV	
	- Data analysis	
	➤ Chapter V	
	➤ conclusion	
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	➤ APPENDICES	

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ABSTRACT

Wilda Anggraini 1402050185: “The Effect of Using Learning Cycle 7E Model on the Students’ Ability in Reading Comprehension : Skripsi English Education Program of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2018

The objective of this research was to find out the significant effect of using Learning Cycle 7E Model on the Students’ Ability in Reading Comprehension. The population of this research was 134 students of SMK Negeri 1 Medan academic year 2017-2018. The sample consisted of 40 students were taken by using Random Sampling Technique, then was divided in two groups. Class XI UPW 2 which consists of 20 students as Experimental group taught by using Learning Cycle 7E Model and class XI PM 2 as Control group which consists of 20 students as Control group taught by using Direct Method. The research design was Experimental research. The instrument used in this research was multiple choice was 20 questions. The data were analyzed by using t-test formula. The result showed that $t_e = 2.525$ was higher than $t_e = 2.10$. The level of significant as 0.05 for two t-test ($2.525 > 2.10$). Based on the result of the analysis, the alternative hypothesis (H_a) was accepted. It means that by using Learning Cycle 7e Model given significant effect in increasing the students’ ability in reading comprehension.

Keywords : Learning Cycle 7E, Model, Reading Comprehension.

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The researcher realized that her study was still from being perfect. So the researcher expected suggestion and comment for all of the readers or other researcher who want to learn about this study. May Allah the Most Almighty always bless all of us.

Medan, April 2018

The Researcher

Wilda Anggraini

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of skill that should be learned besides listening, speaking and writing especially for students. Reading is not only focusing on the printed word, but also reading has some meaning that should be known by everyone especially for the students. Reading is needed to get the information or main idea from what the reader has read. The reader uses knowledge, skills, and strategies to determine what the text meaning. According to Farell (2009) reading is not passive, but it involves the reader in active interaction with the text. It means the reading is activity where the readers have to interact with the text. After reading, the readers will be asked to understand the meaning of the text that they have read. Then, reading is very important because through reading, the students will get more information around the world such as education, economics, politics, social, science and etc. The student can share information to their friends from what they have read. Besides, by reading the students can also increase their vocabulary and grammar mastery. So, the good reading skill of the students can determine the students' successful in their academic because most of their academic knowledge are gained through reading activity. Thus, reading ability of the students are very important to improve. In order to achieve that goal, the comprehension is needed.

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). Reading comprehension means how the reader can find out the

message and comprehend the text well. So, the teacher is not only teaches the students how to read, but how to comprehend and find out the meaning from the text. In reading comprehension, there are four levels of comprehension: literal comprehension, interpretative comprehension, critical comprehension and creative comprehension. Each levels of reading comprehension have its own difficulties for the students. The lowest level of comprehension is in the literal comprehending, meanwhile the highest of comprehension is in creative comprehension.

However, based on the researcher's experience during teaching practice program (PPL) at the XI grade SMK Negeri 1 Medan of the academic year 2017/2018, at Jl Sindoro No. 1 Medan. There are many students that have problem in reading comprehension. The first, many students have low vocabulary mastery, because when they are given a text to read, they do not know the meaning simple words that exist in the text. It made difficult to understand the text. The second, the students are not interested in the process teaching and learning reading, because the reader just asks them to read, translate the English text to Indonesian and then the answer the questions individually about the text without use the appropriate method, technique or strategy in teaching reading. This condition make them do not interest and boring activity. The third, teacher oriented to English book, because teaches the students by asking them to only read the text and answer the questions these activities do not give any opportunities to improve students' knowledge. The fourth, teacher only using conventional method, he only

asked students to read a particular text and asked students to underline some difficult words then found the meaning of difficult words in Indonesian.

Researcher has found that the students had low reading comprehension. It seen from study conducted by the English teacher of the vocational high school students at SMK Negeri 1 Medan. Based on the problem above, the teacher should consider the most effective and creative teaching strategy to improve the students comprehension in reading the text. It was realized that it needs a strategy which can motivate the students to read. Learning Cycle 7E is the model which is applied to improve students' ability in reading comprehension. By using this model the students will be interested in reading, easy to be learn and easy to be understood or comprehend the reading text.

Learning cycle is a learning model centered on the students. Learning cycle is one of model of learning with a constructivist approach. Learning cycle is a series of stages of activities that are organized in such a way that students can comprehend the competencies that must be achieved in learning by an active role (Karplus and Their in Renner at al, 1988) Initially this model had 3 stages, later it progressed into 5 stages are known as 5E, and then developed into 7E which emphasizes the transfer of learning from the initial knowledge. One of the advantages of learning model learning cycle is able to develop a scientific attitude of learners. This research is purpose to know the increase of students' academic achievement by applying learning model of Learning Cycle. The implementation of learning cycle accordance with the view of the constructivist namely :

- a. Students learn actively. Students learn the material significantly by working and thinking.
- b. New information is linked to the scheme that students already have.
- c. Learning orientation is investigation and discovery which is problem solving (Hudojo, 2001).

From the explanation above, this learning model is design to conduct out the research to prove the whether Learning Cycle 7E model can improve students' ability in reading comprehension, hopes students can think creatively and work cooperatively. So, the researcher interested to take "The Effect of Using Learning Cycle 7E model on the students' Ability in Reading Comprehension" as the tittle of this research.

B. Identification of the Problem

Based on the background of the study above, the problem of the study are identify as follows :

The students are not interested during process of teaching and learning reading

1. Most of students, still assure that reading is a boring activity and their ability in vocabulary mastery is still low
2. Teacher still uses the conventional method

C. The Scope and Limitation

The scope of this research focuses on reading comprehension and the limitation is focused applying learning cycle 7E model on the students' ability in reading comprehension.

D. Formulation of the Problem

Referring to the background of the study, the problem of this research is formulated as follows: Is there any significant effect of using learning cycle 7E model on the students' ability in reading comprehension?

E. The Objective of the Study

The objective of the study is to investigate the significant effect of using Learning Cycle 7E model on the students' ability in reading comprehension.

F. The Significance of the Study

a. Theoretical :

The result of this research will be the valuable references for the readers, especially for the teacher and students who are interested in exploring Descriptive Text and to improve students' ability in reading comprehension through Learning Cycle 7E model.

b. Practical :

To the Teacher :

1. Teachers become more understanding of the material and the learning steps because of the learning that is brought structured
2. To improve teachers' creativity in designing and implementing the learning process.

To the Student :

1. To increase the motivation to learn because students are actively involved in the learning process
2. To help develop students' scientific attitude
3. Learning becomes more meaningful.

Other Researcher :

1. This research provides the information about teaching reading by using Learning Cycle 7E Model

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research theories are need to explain some concepts and terms applied in research concern. Some learn are used in this research and they need to be theoretically explain.

1. 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.

Moreover, the effect of teaching treatment in language learning according Buehl (2002:78) that related to the changes of getting something into our cognitive system. The final result of the effect in teaching will be the improvement of ability. The ability is the result of learning process which involves teachers with students which are reflected from the knowledge the students have.

Based on the definitions previously, it will be concluded that can effect the influence or impression that can change a condition from bad into good or from good into bad. The effect is a situation there is areciprocal relationship or causality between what affects with what influenced. With the implementation of

Learning Cycle 7E model can helpfully influence the students to learn to get good results, so there is a change in the improvement of ability.

2. Learning Model

Learning Model is a plan or pattern that can be used to form a curriculum (long-term learning plan), designing materials for learning materials, and guiding classroom or other learning (Joyce and Weil, 1980:1)

3. Learning Cycle 7E Model

Learning Cycle 7E is the model which is applied to improve students' motivation and ability in reading comprehension. By using this model the students will be interested in reading, easy to be learned and easy to be understood or comprehend the reading text.

Learning cycle is a learning model centered on the students. Learning cycle is one of models of learning with a constructivist approach. Learning cycle is a series of stages of activities that are organized in such a way that students can comprehend the competencies that must be achieved in learning by an active role (Karplus and Their in Renner et al, 1988) Initially this model has 3 stages, later it progressed into 5 stages known as 5E, and then developed into 7E which emphasizes the transfer of learning from the initial knowledge. One of the advantages of learning model learning cycle is able to develop a scientific attitude of learners. This research is purpose to know the increase of students' academic achievement by applying learning model of Learning Cycle. The goal of the 7E

learning model is to emphasize the increasing importance of eliciting prior understandings and the extending, or transfer, of concepts. With this new model, teachers should no longer overlook these essential requirements for student learning.

a. Elicit (bring in early knowledge of students)

Phase to find out where the initial knowledge of students on the lessons to be learned by providing questions that stimulate the initial knowledge of students to arise responses from students' thinking and cause curious about the answers of questions asked by teachers. This phase begins with fundamental questions relating to lessons to be learned by taking easy samples known to students such as common everyday events.

b. Engage (ideas, lesson plans and experiences)

The phase in which students and teachers will give each other information and experiences of these early questions, inform students about ideas and lesson plans as well as motivate students to be more interested in learning concepts and paying attention to teachers in teaching. This phase can be done by demonstrations, discussions, reading, or other activities used to unlock the students' knowledge and develop a sense of student curiosity

c. Explore (investigate)

Phases that bring students to acquire knowledge with immediate experience related to the concept to be studied. Students can observe, ask questions, and investigate the concept of learning materials provided earlier.

d. Explain (explain)

The inner phase involves invitations to students to explain the initial concepts and definitions they acquired during the exploration phase. Then from the existing definitions and concepts are discussed so that ultimately towards a more formal concept and definition.

e. Elaborate (apply)

A phase aimed at bringing students to explore definitions, concepts, and skills on issues related to the example of the lesson learned.

f. Evaluate (Assess)

Evaluation phase of learning outcomes that have been done. In this phase can be used various formal and informal assessment strategies. Teachers are expected to continuously observe and pay attention to the students' ability and skills to assess their level of knowledge and or ability, then to see the change in students' thinking on their original thoughts.

g. Extend (expand)

Phases that aim to think, seek to find and explain examples of the application of concepts that have been studied even this activity can stimulate students to seek conceptual relationships that they learn with other concepts that have or have not been studied.

3.1 Advantages and Disadvantages of Learning Cycle 7e Model

The advantages of learning cycle 7e model are :

- a. To increase the motivation to learn because learners are actively involved in the learning process
- b. To help students to develop scientific attitude
- c. Learning become more meaningful

The Disadvantages of Learning Cycle 7e Model

- a. The effectiveness of learning is low if the teacher lacks the material and learning steps
- b. Demands and seriousness and creativity of the teacher in designing and implementing the learning process
- c. Require more organized and organized classroom management
- d. Requires more time and effort in planning and implementing learning.

3.2 Teaching Reading by using Learning Cycle 7e Model

- a. The teacher raises students' understanding by providing a text in the form of descriptive text. After ensuring that students already understand about the definition, generic structure and language features of descriptive text.
- b. The teacher asks whether the student has experienced or knows the story in the image shown in the text

- c. After that, teacher increasingly explore the students' knowledge of the theme of a text such as asking the characteristics, types, weakness and advantages of the topics listed in the text
- d. Students collect data and analyze or describe the content of the text based on the students' experience
- e. Teacher guides the students to complete the sentence that are assembled by the students
- f. Teacher evaluate the work of students, at this stage can be used a variety of assessment strategies both formally and informally
- g. After the evaluate by the teacher, the students give conclusion about the learning outcomes and new knowledge that can be obtained from the evaluation results in each group.

4. Description of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In reading process, the reader is not only understand the text on the reader's knowledge to build meaning but also transfer ideas and information expressed by writer. So, everyone get the information and knowledge not only from what they write and what they listen. But also, from reading a text. In reading, the writer can transfer information to the readers. It means that there was an interactive process between the reader and text. From a text, the reader can build meaning by their background knowledge (Nunan, 2003)

Then, Brown (2004) gives opinion that reading is likewise a skill that teacher simply expect learner to acquire. It indicates that reading is a process that expects the reader to get information or knowledge by reading the texts. Actually, when students read the text, they will get new information or knowledge. Moreover, information or knowledge will be gotten in many aspects, such as technology, newspaper, and education. So, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension. It means reading was one of communication to transfer information between the writer to the readers.

Based on some definition of reading described above, it was conducted that reading is one important language skills to be mastered. It is skill that bridges readers to meaning of texts. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It was important to reading comprehension because reading comprehension is not just reading with a loud voice but reading is established understand the meaning of word, sentences, and paragraph sense relationship among ideas as it was.

4.1 Types of Reading

Generally reading is derived more from the multiplicity of types of texts than from variety of overt types of performance. Nevertheless, for considering assessment procedures, according to Brown (2004) several types of reading performance are typically identified, and these will serve as organizers of various assessments tasks.

4.1.1 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 task involve attending to the components of larger stretches of discourse : letters, word, punctuation and other graphemic symbols. Bottom-up processing is implied.

4.1.2 Selective Reading

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

4.1.3 Extensive Reading

Extensive reading as discusses 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).

5. Description of Reading Comprehension

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. According to Snow (2002) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because; comprehension was really needed in reading activity.

6. Descriptive Text

There are many kinds of the text that can be read such as narrative text, recount text, report text, procedure text analytical exposition text, descriptive text, etc. One kind of the text that they read is descriptive text because in in Vocational

High School competence descriptive text has been learnt by eleventh grade students Vocational High School. Descriptive text is one of kinds the text that students learn in the school. The students also should be mastered how to make descriptive text well. The meaning is the students describe about something, such as picture, person, thing, animal, and place. In descriptive text, the students must describe what is look like the object details. As the result, the reader get information about object or picture clearly.

In descriptive text, the students also learn about generic structure. Beside the students know about definition of descriptive text, the students also know about generic structure of descriptive text. Without generic structure the students cannot write about descriptive paragraph correctly. The following generic structure of descriptive text by some experts. The specify the generic structure of descriptive text into two parts, that is 1) Introduction is the part of paragraph that introduces the character; and 2) Description is the part of paragraph that introduces the character. This indicates that a descriptive text has two elements an element to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristic. It means that the students make a descriptive text based on parts and rules of generic structure. The descriptive text consist of two parts. First, the students must find general information. Second, the students must find specific information for example the characteristics of the students look. Based on two part of descriptive text, the students must ability to decide which one the general information and specific information.

6.1 Example of Descriptive text

PARIS

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world.

Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world.

Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

B. Previous Relevant Study

Previous study is the result of research from the researcher before. This study covers about kinds of learning cycle 7e model and how to applying learning cycle 7e model to teaching learning. Here, to get and provide the originally of the

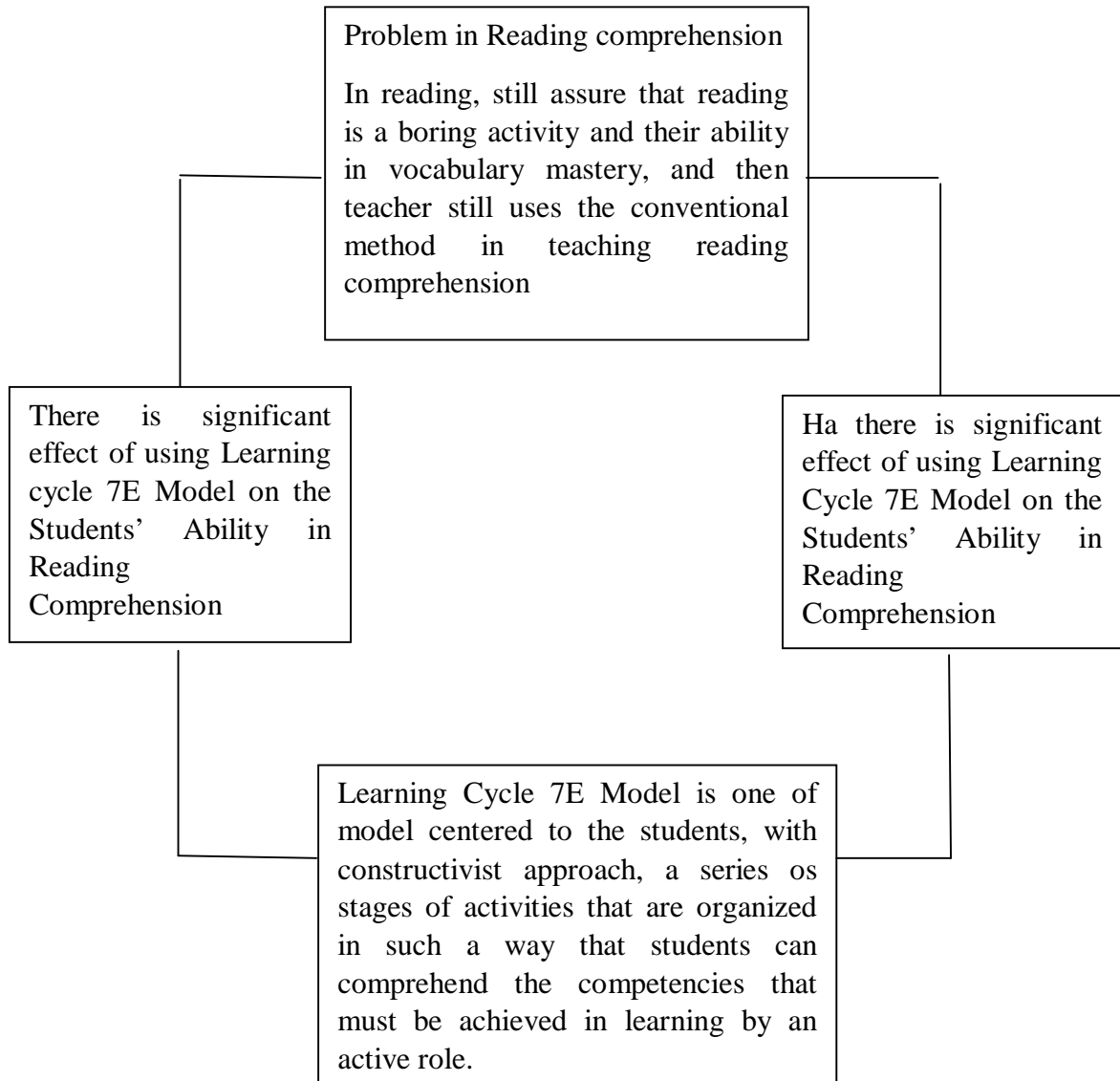
research, the researcher wants to present the previous research that deals especially with collaborative strategic reading.

The first, previous research was done by Deni Hardiansyah, Waslaluiddin, Heni Rusnayati of the journal (2013). The researchers use learning cycle 7e model in their research, but they use this model to increase the mastery of concept and critical thinking skill on the student.

The second, previous study was from Kasmadi, Abdul Gani Haji, Yusrizal of the journal (2016). The researchers use learning cycle 7e model in their research, but they use this model assisted by ICT to increase the mastery of concept and critical thinking on the buffer material.

Another study was from, Fatma Zuhra, M. Hasan, Rini Safitri of the journal (2017). The researchers use learning cycle 7e model in their research, but they use this model assisted by pocket book to the result of the student in senior high school.

C. Conceptual Framework



D. Hypothesis

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

H_a : There is a significance effect of using learning cycle 7e model on the students' ability in reading comprehension.

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMK Negeri 1 Medan, which is located at Jalan Sindoro No. 1 Medan. It was conducted during 3 months (February-April 2018) of first academic year 2017/2018. The reason for choosing this school because based on the researcher's experience in PPL, she found that the students have some problem in reading comprehension and the students' ability for reading in that school was still low and poor.

B. Population and Sample

1. Population

The population of this research were eleventh grade students of SMK Negeri 1 Medan in academic year 2017/2018, those were XI PM1, XI PM2. XI UPW 1, XI UPW 2. So the total population was 134 students. The number of population were shown in the following table.

Table 3.1
The Population and Sample

No	Class	Population	Sample
1	XI PM 1	35	10
2	XI PM 2	36	10
3	XI UPW 1	35	10
4	XI UPW 2	28	10
Total		134	40

2. Sample

The sample of this research was class XI PM 1 that is amounted 10 students, XI PM 2 are 10 students, XI UPW 1 are 10 students, and XI UPW 2 are 10 students which was taken by using Random Sampling Technique. The researcher was taken two class at the sample. The total sample was 40 students.

C. Research Design

The research design was applied by using experimental quantitative design to investigate the effect of using learning cycle 7e model in reading comprehension. There are two group of students namely the control group and the experimental group was taught by using learning cycle 7e model and the control group was taught by using Direct Method. The design of this research was displayed as follows :

Table 3.2
Research Design

Group	Pre Test	Treatment	Post Test
Experimental	ü	Learning Cycle 7e Model	ü
Control	ü	Direct Method	ü

In this research, there are three procedure done to collect the data. There are sequenced as follows :

1. Pre Test

A pre test was conducted to find out the students' ability in reading comprehension descriptive text before having the treatment. The pre test was given to experimental group and control group and their work was scored. The result of the pre test was considered as the preliminary data.

2. Treatment

The treatment was given to the experimental group each by using learning cycle 7e model, while the control group was taught by using direct method.

**Table 3.3
The Procedure Treatment in Experimental Group**

Teacher	Students
1. Teacher guides the students and attendance list then introduce the lesson.	1. The students give the greeting to the teacher.
2. The teacher introduces Learning Cycle 7E Model	2. The students listen the teacher.
3. The teacher will show a picture to survey whether students know about the image.	3. The Students see the picture and think about the picture.
4. And then the teacher will	4. The students answer the question.
	5. The Student read the text.

<p>give question about the picture.</p> <p>5. The teacher will show descriptive text that relate with the picture.</p> <p>6. The teacher asks about the text to find the keyword of the text.</p> <p>7. The teacher gives questions to students about the text. Such as generic structure of the text and so on.</p> <p>8. After that the teacher asks the students to write their answer.</p> <p>9. The teacher asks the students to make sure that if they understood.</p> <p>10. The teacher gives explanation and evaluates the lesson.</p>	<p>6. The students answer the question.</p> <p>7. The students answer the question from the teacher</p> <p>8. The Students give response for the lesson.</p> <p>9. The students listen the teacher.</p> <p>10. The students make the conclusion about the material</p>
---	--

Table 3.4
The Procedure Treatment in Control Group

Teacher	Students
1. Teacher greets students to open the class and teacher asks students to Prayer.	1. Students listen teacher when open the class and students pray together before study.
2. Teacher checks students' attendance list	2. Students listen teacher when checks attendance list.
3. Teacher gives the material about descriptive text.	3. Students listen teacher explanation about descriptive text.
4. Teacher gives explanations about descriptive text.	4. Students read the text.
5. Teacher will be done while reading activities with use descriptive text.	5. Students read question.
6. Teacher gives Question text based on descriptive text.	6. Students answer the question and students to exchange result answer question with another friend.
7. Teacher asks students to answer question, if the students finish answering question, teacher asks students to exchange result answer	7. Students correct answer from their friends.
	8. Students make a

<p>question with another friend.</p> <p>8. Teacher asks students to correct answer from their friends.</p> <p>9. Teacher and students make a conclusion about descriptive text in the end of lesson.</p> <p>10. Teacher asks students to pray.</p> <p>11. The teacher closes the meeting with say hamdallah.</p>	<p>conclusion about descriptive text in the end of lesson.</p> <p>9. Students pray together</p> <p>10. Students say hamdallah.</p>
--	--

3. Post Test

After conducting the treatment, a post-test was given to the students. The post-test is functioned to know whether the treatment give the effect or not on the students' ability in reading comprehension. It was administrated to experimental group and control group. The administrating of the post-test meant to find the differences scores of both experimental and control groups.

D. The Instrument of the Research

The instrument of this research is multiple choice test. In the test, the students read descriptive text about thing and answer the questions based on the text. The material of the test was taken from internet. Both of experimental and control groups was given the same test for the pre-test and post-test. The test consists of

20 items. Each correct answer was given one and the incorrect answer was given zero. So, the total score is calculated by using formula:

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

S = Scoring of the test

R = Number of correct answer

N = Number of item

In collecting the data, some steps will be conducted :

1. Giving pre test to Experimental group and Control Group
2. Giving the treatment to Experimental Group by using Learning Cycle 7E Model and giving the treatment to Control Group by using Direct Method
3. Giving post test to both classes, to the students in Experimental Group and Control Group
4. Collecting the students' answer sheet
5. Correcting the students' answer sheet

E. Scoring of the Test

The researcher choose the way to scoring the test of the student with Multiple Choice. Multiple-choice (MC) item is one of the most popular item formats used in educational assessment. A multiple choice item consists of a problem and a list of suggestion solutions. The problem may be stated. The advantage of multiple choice are easy to administer and score (Brown 2010: 295). Based on Wikipedia

Multiple choice is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list.

The multiple choice item is the most versatile type of test item available. It can measure a variety of learning outcomes from simple to complex, and it is adaptable to most types subject- matter content. It has such wide applicability and so many uses that many standardized tests use multiple choice items exclusively.

F. Technique of Analyzing the Data

The following steps are applied in analyzing the data.

- a. Scoring the students answer

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

- b. Listing their scores in two score tables, first the Experimental groups score and second for the Control group scores.

- c. Calculating the mean of the students score by using formula:

$$M = \frac{\sum x}{n}$$

Where:

M : Mean

$\sum x$: Total students score

N : Total students

d. Calculating deviation sample 1 (Experimental group)

a. Standard deviation of sample 1 (Experimental group):

$$s_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)}}$$

b. Standard deviation of sample 2 (Control group):

$$s_2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)}}$$

c. T-test to decide the data is separated variants (heterogenic) or polled variants (homogeny):

$F_c = \frac{s_1^2}{s_2^2} \rightarrow$ If $F_c < F_t$, so the data is polled variants (homogeny).

d. The calculating correlation of product moments, according to (Sugiono, 2012 :274)

$$r_{x_1 x_2} = \frac{n \sum x_1 x_2 - (\sum x_1)(\sum x_2)}{\sqrt{[n(\sum x_1^2) - (\sum x_1)^2][n(\sum x_2^2) - (\sum x_2)^2]}}$$

e. The calculating testing the hypothesis by using T-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[\frac{s_1}{\sqrt{n_1}} \right] \left[\frac{s_2}{\sqrt{n_2}} \right]}}$$

Where:

t : t-Test

\bar{X}_1 : Average of Variable 1 (Experimental group)

\bar{X}_2 : Average of Variable 2 (Control group)

S_1 : Standard deviation of sample 1 (Experimental group)

S_2 : Standard deviation of sample 2 (Control group)

S_{12} : Standard deviation variants of sample 1 (Experimental group) and sample 2 control group

n : Total of sample

n_1 : Number of cases for variable 1 (Experimental group)

n_2 : Number of cases for variable 2 (Control group)

f_c : F_{count}

F_t : F_{table}

1 : Number of constant

r : The correlation between two groups of data

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data had been collected based on the score of a test that consisting of 20 items. The correct answer were given 5 score, incorrect answer was given 0 score and the higher score was 100. In this research, the sample was divided into two groups, the Experimental Group and Control Group, that consists of 20 students in Experimental Group (XI PM 2) and 20 students in Control Group (XI UPW 2). Both of group was given pre-test and post-test of the two group were shown the table 4.1 and table 4.2 below

Table 4.1
The score of Pre-test and Post-Test in the Experimental Group

No	Students' Initial	Score	
		Pre-test	Post-Test
1	PM	40	80
2	MAF	45	80
3	YA	45	90
4	TTG	55	85
5	IN	65	85
6	MR	60	90
7	DS	65	90
8	PS	65	85
9	D	55	80
10	NF	45	90
11	EP	40	80
12	MB	35	80
13	RS	45	80
14	M	40	75
15	JN	35	90
16	S	60	85
17	VY	45	85
18	DL	55	80

19	AF	50	85
20	N	60	80
Total		1005	1675
Mean		50.25	83.75

The data in the table 4.1 showed the highest score of pre-test in the Experimental group was 65 and the lowest was 35 while the highest score of post-test was 90 and the lowest was 75. The mean of pre-test in the Experimental group was 50.25 and the mean of post test in the Experimental group was 83.75.

Table 4.2
The score of Pre-test and Post-test in the Control Group

No	Students' Initial	Score	
		Pre-test	Post-Test
1	AS	50	80
2	RA	40	80
3	RS	50	85
4	GRS	50	85
5	YM	55	80
6	TTS	65	85
7	RMG	60	85
8	ASK	60	80
9	NAI	50	80
10	SBL	55	85
11	JPR	45	80
12	DVL	50	80
13	MK	35	80
14	R	30	70
15	DAP	40	85
16	AN	35	80
17	ARS	60	80
18	SL	50	80
19	RA	55	85
20	CA	60	80
Total		995	1625
Mean		49.75	81.25

The data in the table 4.2 showed the highest score of pre-test in the Control group was 65 and the lowest was 30 while the highest score of post-test was 85 and the lowest was 70. The mean of pre-test in the Control group was 49.75 and the mean of post test in the control group was 81.25

B. Data Analysis

Based on the table 4.2 showed the highest score of pre-test in the control group was 65 and lowest was 30 while the highest score of post-test was 85 and the lowest was 70. The mean of pre-test in the control group was 49.75 and the mean of post-test in the control group was 81.25.

Table 4.3
The Calculation Table of Standard Deviation

No.	X_1	X_2	X_1^2	X_2^2	$X_1 \cdot X_2$	$X_1 - X_2$
1	80	80	6400	6400	6400	0
2	80	80	6400	6400	6400	0
3	90	85	8100	7225	7650	5
4	85	85	7225	7225	7225	0
5	85	80	7225	6400	6800	5
6	90	85	8100	7225	7650	5
7	90	85	8100	7225	7650	5
8	85	80	7225	6400	6800	5
9	80	80	6400	6400	6400	0
10	90	85	8100	7225	7650	5
11	80	80	6400	6400	6400	0
12	80	80	6400	6400	6400	0
13	80	80	6400	6400	6400	0
14	75	70	5625	4900	5250	5
15	90	85	8100	7225	7650	5
16	85	80	7225	6400	6800	5
17	85	80	7225	6400	6800	0
18	80	80	6400	6400	6400	0
19	85	85	7225	7225	7225	0
20	80	80	6400	6400	6400	0
Total	$\Sigma X_1 =$ 1675	$\Sigma X_2 =$ 1625	$\Sigma X_1^2 =$ 141500	$\Sigma X_2^2 =$ 132275	$\Sigma X_1 \cdot X_2 =$ 136350	$\Sigma X_1 - \Sigma X_2 =$ 50

Based on the table 4.3 previously, the calculation of standard deviation

was shown below :

For Experimental Group :

$$S1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X1)^2}{n_1(n_1-1)}}$$

$$S1 = \sqrt{\frac{20(141500) - (1675)^2}{20(19)}}$$

$$S1 = \sqrt{\frac{2830000 - 2805625}{20(19)}}$$

$$S1 = \sqrt{\frac{24375}{380}}$$

$$S1 = \sqrt{64.14}$$

$$S1 = 8.00$$

For Control Group :

$$S2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X2)^2}{n_2(n_2-1)}}$$

$$S2 = \sqrt{\frac{20(132275) - (1625)^2}{20(19)}}$$

$$S2 = \sqrt{\frac{2465500 - 2640000}{20(19)}}$$

$$S2 = \sqrt{\frac{4875}{380}}$$

$$s_2 = \sqrt{12.82}$$

$$s_2 = 3.58$$

The score of standard deviation for Experimental group and Control group was calculated, then it was needed to decide the data was separated Variants (Heterogenic) data or polled variants (Homogeny) data by using the formula below:

$$F_c = \frac{s_1^2}{s_2^2}$$

s_1^2 is standard deviation squared (variants) of sample 1 (Experimental group) and s_2^2 is the standard deviation squared (variants) of sample 2 (Control group). Based on the data was calculated previously, it was found s_1^2 was 64.14 and s_2^2 was 12.82. Then, for F_c when $F_c < F_t$, so the data is polled Variants (Homogeny). So, F_c was calculated as below :

$$F_c = \frac{s_1^2}{s_2^2}$$

$$F_c = \frac{64.14}{12.82} = 5.00$$

$$r_{x_1 x_2} = \frac{n \sum x_1 x_2 - (\sum x_1)(\sum x_2)}{\sqrt{[(n \sum x_1^2) - (\sum x_1)^2](n \sum x_2^2) - (\sum x_2)^2]}$$

$$r_{x_1 x_2} = \frac{2424000 - (1675)(1625)}{\sqrt{[(2424000 - (1675)^2)](2222000 - (1625)^2)}}$$

$$r_{x_1 x_2} = \frac{2424000 - 2721250}{\sqrt{[(2424000 - 2805625)](2222000 - 2640625)}}$$

$$r_{x_1 x_2} = \frac{272125}{\sqrt{(2648375)(2813375)}}$$

$$r_{x_1 x_2} = \frac{272125}{\sqrt{7450872.01}}$$

$$r_{x_1 x_2} = \frac{3782125}{3782125}$$

$$= 1.00$$

Testing Hypothesis

For \bar{X}_1 (Average of variable 1 or Experimental Group)

$$\bar{X}_1 = \frac{\sum x_1}{\sum n_1}$$

$$\bar{X}_1 = \frac{1675}{20}$$

$$\bar{X}_1 = 83.75$$

For \bar{X}_2 (Average of Variable 2 or Control Group)

$$\bar{X}_2 = \frac{\sum x_2}{\sum n_2}$$

$$\bar{X}_2 = \frac{1625}{20}$$

$$\bar{X}_2 = 81.25$$

$T_c =$ Between X_1 and X_2

$$T_c = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[\frac{s_1}{\sqrt{n_1}} \right] \left[\frac{s_2}{\sqrt{n_2}} \right]}}$$

$$T_c = \frac{83.75 - 81.25}{\sqrt{\frac{64.14}{20} + \frac{12.82}{20} - 2(1.00) \left[\frac{8.00}{\sqrt{20}} \right] \left[\frac{3.58}{\sqrt{20}} \right]}}$$

$$T_c = \frac{2.5}{\sqrt{3.207 + 0.641 - 2 \left[\frac{8.00}{\sqrt{4.47}} \right] \left[\frac{3.58}{\sqrt{4.47}} \right]}}$$

$$T_c = \frac{2.5}{\sqrt{3.848 - 2.864}}$$

$$T_c = \frac{2.5}{\sqrt{0.984}}$$

$$T_c = \frac{2.5}{\sqrt{0.99}}$$

$$T_c = 2.525$$

T_c was compared with t_c the value of t_c got by t distribution critical value table with significant rate $\alpha = 0.05$ with $d_f = n1 + 20 - 2 = 18$, So, t_c was 2.10, it showed that $t \text{ test} > t \text{ table} = 2.525 > 2.10$. It means that H_a was accepted. So it could be conclude that there was any significant effect of using Learning Cycle 7E Model on the students' ability in reading comprehension.

C. Statistical Hypothesis

Based on the calculation, it was found that the result of T_c was higher t_c ($2.525 > 2.10$). It showed that the alternative hypothesis was accepted and it mean that the using Learning Cycle 7E Model gave significant effect on the students' ability in reading comprehension. It was proven (students who taught by using Learning Cycle 7E Model) was higher than the control group.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher analyzed the data, conclusion can be drawn as following:

1. Based on the findings, which was proven from the result of the test ($t_c > t_t$) ($2,525 > 2,10$) it was found that there was any significant effect of using Learning Cycle 7E model on the students' ability in reading comprehension.

B. Suggestion

The researcher would be like to give some suggestion to people who get benefits. The researcher hopes this research will be useful for anyone in teaching and learning process.

1. The English teachers are suggested to use learning cycle 7E model in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative learning model to contribution for English teacher to improve their teaching learning model.
2. The students are expected to using Learning Cycle 7E Model before reading can improve reading comprehension and make the teacher learning process to be enjoy and easy to comprehend the text and answer the question.

3. It helps students to inspires them to think creatively and make the student more understand while challenging them to use higher-level thinking skill in reading comprehension.
4. The readers, especially at UMSU library are encourages to have a lot of information about teaching learning experiences for them.

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APPENDIX 1

LESSON PLAN (EXPERIMENTAL GROUP)

Location	: SMK NEGERI 1 MEDAN
Subject	: Bahasa Inggris
Class/ Semester	: XI UPW 2/II
Topic	: Descriptive Text
Aspect/Skill	: Reading Comprehension
Time and Allocation	: 2 x 45 minutes

A. Core Competence

- KI 1. Living and practicing the religious teachings it embraces.
- KI 2. Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.
- KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence

Analyzing the social functionality, the structure of the text, and the linguistic structures of the text on topics that are warmly spoken in the public, based on its context.

C. Indicator

Indicators:

- a. Students are able to mention the definition of analytical exposition text.
- b. Students are able to identify the generic structure of analytical exposition text.
- c. Students are able to mention the language features of analytical exposition text.
- d. Students are able to analyze the reading content.

D. Learning Objectives

- a. Students can mention the definition of analytical exposition text.
- b. Students can identify the generic structure of analytical exposition text.
- c. Students can mention the language features of analytical exposition text.
- d. Students can analyze the reading content.

E. Lesson Material

Descriptive Text

F. Learning Method

Learning Cycle 7E Model, Discuss, assignment.

G. Media, tools and resource

1. Media : picture, text, ppt.
2. Tools : laptop, white board, infocus.

3. Resource : Buku bahasa Inggris Kurikulum 2013, Jakarta : Kementerian dan Kebudayaan Republik Indonesia.

H. Teaching learning steps

1. Introduction

- a. Greeting and pray together
- b. Ask the condition of students and give the motivation
- c. Check the attendances
- d. Teacher delivers the material to be learned
- e. Teacher delivers the objective of the study

2. The core activities

Observing and exploring :

- a. Teachers introduce new topics about Descriptive Text
- b. Teacher will show a picture to survey whether students know about the image
- c. Students give their opinions about the picture.
- d. Students answer questions from teachers such as, "What do you think about these pictures? Do you agree with these interdictions? And why ???
- e. Students listen to explanations about definition, generic structure and language features of analytical exposition text.
- f. Students identify the generic structure in the text shown by the teacher.

Questioning

With guidance and direction from the teacher, students ask questions about material that they have not understood.

Associating

- a. Students are divided into 4 or 5 groups.
- b. Teacher gives a descriptive text, students are given the opportunity to determine generic structure, analyze, synthesize and rate reading content.

- c. When the students have finished the discussion, the teacher then gives a question text based on the descriptive text.
- d. Students answer the question and discuss with their group.

Communicating

- a. Students are asked to present their work that they have discussed in groups.
- b. The teacher pointed each student in the group to answer the question text they have discussed.
- c. Students receive feedback from teachers and friends about the work they have discussed.

3. Closing

- a. The teacher asks the students to conclude the lesson.
- b. Teachers with students reflect on learning outcomes.
- c. Teachers provide follow-up activities in the form of reading tasks the examples of descriptive text

e. Assessment of Learning Outcomes

Technique : Reading test

Form : Multiple choices

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

Every correct answer score = 20

Amount of Maximal Score 5 x 20 = 100

Maximal Score = 100

Student score :

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

Medan, January 2018

English teacher

The researcher

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Dra. Asli Sembiring, M.M

APPENDIX 2

LESSON PLAN (CONTROL GROUP)

Location	: SMK NEGERI 1 MEDAN
Subject	: Bahasa Inggris
Class/ Semester	: XI PM 2/II
Topic	: Descriptive Text
Aspec/ Skill	: Reading Comprehension
Time and Allocation	: 2 x 45 minutes

A. Core Competence

- KI 1. Living and practicing the religious teachings it embraces.
- KI 2. Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.
- KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence

Analyzing the social functionality, the structure of the text, and the linguistic structures of the text on topics that are warmly spoken in the public, based on its context.

C. Indicator

Indicators:

- a. Students are able to mention the definition of analytical exposition text.
- b. Students are able to identify the generic structure of analytical exposition text.
- c. Students are able to mention the language features of analytical exposition text.
- d. Students are able to analyze the reading content.

D. Learning Objectives

- a. Students can mention the definition of analytical exposition text.
- b. Students can identify the generic structure of analytical exposition text.
- c. Students can mention the language features of analytical exposition text.
- d. Students can analyze the reading content.

E. Lesson Material

Descriptive Text

F. Learning Method

Direct Method, Discuss, assignment.

G. Media, tools and resource

1. Media : picture, text, ppt.
2. Tools : laptop, white board, infocus.

3. Resource : Buku bahasa Inggris Kurikulum 2013, Jakarta :
Kementerian dan Kebudayaan Republik Indonesia.

H. Teaching learning steps

1. Introduction

- a. Greeting and pray together
- b. Ask the condition of students and give the motivation
- c. Check the attendances
- d. Teacher delivers the material to be learned
- e. Teacher delivers the objective of the study

2. The core activities

Observing and exploring :

- a. Teachers introduce new topics about Descriptive Text
- b. Teacher will show a picture to survey whether students know about the image
- c. Students give their opinions about the picture.
- d. Students answer questions from teachers such as, "What do you think about these pictures? Do you agree with these interdictions? And why ???"
- e. Students listen to explanations about definition, generic structure and language features of analytical exposition text.
- f. Students identify the generic structure in the text shown by the teacher.

Questioning

With guidance and direction from the teacher, students ask questions about material that they have not understood.

Associating

- e. Students are divided into 4 or 5 groups.
- f. Teacher gives a descriptive text, students are given the opportunity to determine generic structure, analyze, synthesize and rate reading content.
- g. When the students have finished the discussion, the teacher then gives a question text based on the descriptive text.
- h. Students answer the question and discuss with their group.

Communicating

- d. Students are asked to present their work that they have discussed in groups.
- e. The teacher pointed each student in the group to answer the question text they have discussed.
- f. Students receive feedback from teachers and friends about the work they have discussed.

3. Closing

- a. The teacher asks the students to conclude the lesson.
- b. Teachers with students reflect on learning outcomes.
- c. Teachers provide follow-up activities in the form of reading tasks the examples of descriptive text

d. Assesment of Learning Outcomes

Technique : Reading test

Form : Multiple choices

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

Every correct answer score = 20

Amount of Maximal Score 5 x 20 = 100

Maximal Score = 100

Student score :

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

Medan, January 2018

English teacher

The researcher

Sari Lestari Sinaga, S.Pd

Wilda Anggraini
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Headmaster of SMK Negeri 1 Medan

Dra. Asli Sembiring, M.M

APPENDIX 3

TEST ITEM

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the purpose of the text?

- A. To amuse the readers with Yogyakarta
- B. To describe the location of Yogyakarta
- C. To persuade the readers to go to Yogyakarta
- D. To promote Yogyakarta as tourist destination
- E. To tell the readers the history of Yogyakarta

2. We know from the second paragraph that

- A. Plane is the most convenient access to reach Yogyakarta
- B. Many local tourists prefer staying in Sosrowijayan Street
- C. Sosrowijayan is also known as shopping and culinary delight
- D. There are many convenient stores in the streets of Yogyakarta
- E. Malioboro Street is a crowded mainroad which is alive 24 hours

3. " ... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Paragraph 3) The underlined word is closest in meaning

- A. Settlement
- B. Development
- C. Improvement
- D. Involvement
- E. Engagement

Read the following text to answer questions number 4 to 6.

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face." In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle

University and continued with an MSc at the Queen's College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

4. The text mainly describes

- A. Rowan Atkinson
- B. Rowan Atkinson's school
- C. Rowan Atkinson's movies
- D. Comedy festivals in England
- E. TV show in England

5. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word 'thin' has the same meaning as....

- A. Stocky
- B. Athletic
- C. Skinny
- D. Chubby
- E. Muscular

6. "The couple has two children, Lily and Benjamin," (Paragraph 3) The underlined words refer to

- A. Atkinson and family
- B. Lily and Benjamin
- C. Atkinson and his children
- D. Atkinson and Sunetra Sastry
- E. Sunetra Sastry and her children

Read the following text to answer questions number 7 to 10.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean. Indonesia's 13,667 islands stretch

5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometers. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera. Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various offices which say 'Use good Bahasa Indonesia correctly. Indonesia's motto *Bhinneka tunggal Ika*, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

7. The first paragraph tells about

- A. The islands in the world
- B. The location of Indonesia
- C. The continents of Asia and Australia
- D. The Samudera Indonesia and Pacific Ocean
- E. The Indonesian population

8. Based on the text, The Indonesia Archipelago consists of islands.

- A. 1.904.345
- B. 13.667
- C. 5.120
- D. 1.770
- E. 500

9. "... occurred in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with

- A. Erupted
- B. Was done
- C. Happened
- D. Took part
- E. Built

10. "... It extends between two continents, ..." (paragraph 1) The word 'It' refers to

- A. The largest groups of islands
- B. The Indonesian Archipelago
- C. The islands in the world
- D. The Samudera Indonesia
- E. The Indonesian government's

Read the following text to answer questions number 11 to 15.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

11. The fifth paragraph tells

- A. The origin of the word Paris
- B. About the Paris
- C. The location of Notre Dame
- D. A village built a thousand years ago
- E. An island in the middle of the Seine River

12. What is the oldest and most well known part of the city?

- A. The Seine River
- B. The Pont Neuf
- C. The Sorbonne
- D. The right bank
- E. The left bank

13. From the text we know that Notre Dame is located

- A. Near left Louvre
- B. On the left bank
- C. On the right bank
- D. Outside the city of Paris
- E. In the middle of the Seine River

14. What is the oldest and most well known part of the city?

- A. The Seine River
- B. The Sorbonne
- C. The Pont Neuf
- D. The right bank
- E. The left bank

15. What is generic structure of the text above?

- A. Orientation-Complication-Resolution
- B. Classification-Description
- C. Identification-Description
- D. Orientation-Description
- E. Introduction-Events-Reorientation

Read the following text to answer questions number 16 and 17.

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center and, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

16. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

17. The text mainly focuses on...

- A. Bangkok's granduer.
- B. Bangkok's "River Kings."
- C. The water of the Chao Praya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Read the following text to answer questions number 18 and 20.

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

18. What is the main idea of the text?

- A. Losari beach is a awful place.
- B. Losari beach is a good place to visit.
- C. No body visit Losari beach.
- D. Many visitor on Pantai Gapura Hotel.
- E. No one stay at Losari Beach Inn.

19. How many hotels does the writer mention?

- A. Six hotels.
- B. Five hotels.
- C. Four hotels.
- D. Three hotels.
- E. Two hotels.

20. Where is Losari beach located?

- A. Somewhere at Makassar City.
- B. Locate at Jalan Penghibur.
- C. Near Makassar City.
- D. Far away from Losari Beach Inn.
- E. Located only about 3 km from the center of Makassar (Karebosi Park).

APPENDIX 4

Answer Key :

1. B. To describe the location of Yogyakarta
2. B. Many local tourist prefer staying in Sosrowijaya Street
3. A. Settlement
4. A. Roman Atkinson
5. C. Skinny
6. D. Atkinson and Sunetra Sastry
7. B. The location of Indonesia
8. B. 13.667
9. C. Took Part
10. B. The Indonesian Archipelago
11. B. About the Paris
12. B. The Pont Neuf
13. E. In the Middle of the Seine River
14. C. The Right Bank
15. C. Identification-Description
16. B. 4.000 people
17. B. Bangkok's "River Kings"
18. B. Losari beach is good place to visit
19. C. Four hotels
20. E. Located only about 3 km from the center of Makassar (Karebosi Park)

APPENDIX 5

THE STUDENTS' ATTENDANCE OF SMK NEGERI 1 MEDAN ACADEMIC YEAR 2017/2018 EXPERIMENTAL CLASS (CLASS XI UPW 2)

No	STUDENTS' NAME	SIGNATURE	
1	Putri Messy	1.	
2	M. Andre F		2.
3	Yuli Anriani	3.	
4	Tata Tricia Ginting		4.
5	Irsan Nst.	5.	
6	M. Rafiq		6.
7	Dalila Syahputri	7.	
8	Putri Sahara		8.
9	Dyratri	9.	
10	Naufal Fajar		10.
11	Elisa Pratiwi	11.	
12	Mega Bangun		12.
13	Ruth Sania	13.	
14	Monica		14.
15	Jihan Nadila	15.	
16	Sartika		16.
17	Vira Yuanda	17.	
18	Dinda Lestari		18.
19	Aida Fitri	19.	
20	Novlanda		20.

APPENDIX 6

THE STUDENTS' ATTENDANCE OF SMK NEGERI 1 MEDAN ACADEMIC YEAR 2017/2018 CONTROL CLASS (CLASS XI PM 2)

No	STUDENTS' NAME	SIGNATURE	
1	Aprini Syahputri	1.	
2	Rizky Alfarizy		2.
3	Rina Susanti	3.	
4	Gaby Romauli S		4.
5	Yunithia M	5.	
6	Tirta Tria S		6.
7	Rizka Maulana Ginting	7.	
8	Almaida Sri Kumala		8.
9	Nada Almadiyah Irawan	9.	
10	Susiana Br. Limbong		10.
11	Juliansyah Pra Yoga	11.	
12	Dian Veronica Lase		12.
13	Mila Karmila	13.	
14	Rikka		14.
15	Dita Aldira Putri	15.	
16	Anggita Novianty		16.
17	Allia Rahma Sari	17.	
18	Sarah Liza		18.
19	Rini Anriani	19.	
20	Cindy Aulia		20.

APPENDIX 7

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

No.	Students' Initial	Pre-test X_1	Post-test X_2
1	PM	40	80
2	MAF	45	80
3	YA	45	85
4	TTG	55	85
5	IN	65	80
6	MR	60	85
7	DS	65	85
8	PS	65	80
9	D	55	80
10	NF	45	85
11	EP	40	80
12	MB	35	80
13	RS	45	80
14	M	40	70
15	JN	35	85
16	S	60	80
17	VY	45	80
18	DL	55	80
19	AF	50	85
20	N	60	80
	Total	$X_1 = 1005$	$X_2 = 1675$

APPENDIX 8

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

No.	Students' Initial	Pre-test X_1	Post-test X_2
1	AS	50	80
2	RA	40	80
3	RS	50	85
4	GRS	50	85
5	YM	55	80
6	TTS	65	85
7	RMG	60	85
8	ASK	60	80
9	NAI	50	80
10	SBL	55	85
11	JPR	45	80
12	DVL	50	80
13	MK	35	80
14	R	30	70
15	DAP	40	85
16	AN	35	80
17	ARS	60	80
18	SL	50	80
19	RA	55	85
20	CA	60	80
	Total	$X_1 = 995$	$X_2 = 1625$

