

**THE EFFECT OF COMBINING GET THE GIST AND WRAP UP  
STRATEGY ON THE STUDENTS' ACHIEVEMENT IN  
READING COMPREHENSION**

**SKRIPSI**

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## ABSTRACT

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This study was attempted to investigate teaching reading by using Get the Gist and Wrap Up strategy. The objective of this research was to find out the significant effect of using Get the Gist and Wrap Up strategy on the students' achievement in reading comprehension. The method used in this study was an experimental research. This research had been conducted at SMK PAB 2 HELVETIA, Jalan Veteran Pasar IV Helvetia Medan. The population of this research were the tenth grade classes in academic year 2016/2017 which consisted of 9 classes, 278 students. The researcher took 2 classes as the sample of research by using cluster random sampling, X AP-3 was as the control class that consisted of 36 students and X AP-2 was as the experimental class which involved 36 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using traditional method (lecturing) meanwhile the experimental class was treated by using Get the Gist and Wrap Up strategy. The instrument of this research were 20 items of multiple choice test. The data were analyzed by using t-test formula. Based on the finding, it was found that there was a significant effect of combining get the gist and wrap up strategy, which was proven from the lower mean score of the pre-test than the post-test ( $3.67 > 2.04$ ). Then, the final result showed that  $t_{\text{observe}}$  (3.67) was higher than  $t_{\text{table}}$  (2.04) with the degree of freedom was 70 ( $df = 70$ ). It meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In conclusion, the students' achievement in reading by using Get the Gist and Wrap Up strategy was more significant than using lecturing method.

*Keyword: Get the Gist and Wrap Up Strategy, Students' Achievement, Reading Comprehension, Narrative Text*

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The Researcher

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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Reading is one of skills 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. According to Farrell (2009) reading is not passive, but it involves the reader in active interaction with the text. It means that 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 students 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' succesful in their academic because most of their academic knowledge are gained through reading activity. Thus, reading ability of the students were very important to improve. In order to achieve that goal, the comprehension was 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.

The competency standard of reading for Senior High School at grade tenth of curriculum 2013 expects that the students are able to comprehend the short functional texts such as recount, narrative, descriptive, analytical exposition and procedure text in the daily context. It means that after learning reading, the students were expected to comprehend reading text easily including the meaning, the generic structure and the language features of those texts. Then Grabe et.al (2002) explain that reading competency as mastering the ideas and contents of the reading passage through analyzing, evaluating and combining the ideas in the passage with their prior knowledge. They argue that the indicators show that students who have good reading-comprehension are students who are able to detect the generic structure of each passage, answer questions of the text (cognitive competency), create questions, and dramatize the text (affective competency) and summarize the text. In brief, the students are hoped to have good ability in reading in order to be able to catch the meaning from the text they have read.

In fact, not all the students can succeed to attain the goal of learning reading. Based on the researcher's experience in Real Teaching Practice (PPL) at SMK PAB 2 Helvetia Medan in academic 2016/2017, the researcher found some problems of the students in reading comprehension. The first, the students got difficulty to understand the content of the text because they had limited vocabulary about the text. Then, most of the students did not answer the question in examination and reading test correctly. Second, for most students, reading is a boring thing. They feel burdened when they were asked to read the article. Another fact that proves reading ability of Senior High School is low through the research done by Programme for International Student Assessment (*PISA*). Based on a survey of reading literacy in Senior High School age students (15-16 years), it was reported that Indonesia is ranked 57 out of 65 participating countries. These realities of students' reading ability showed that the students' ability of senior high school in reading comprehension was still low.

There were some factors cause the above problems of reading. The first was the internal factor that comes from the students them selves. The student have low interest and motivation in reading. It was indicated when they were asked to read any text, they were still lazy. The second was the external factor that comes from the teacher. Most of the teachers cannot use the right strategy for their students. They still use conventional strategy to teach in the class, so the students seldom discuss and share the materials each other because the reading activity still depended on the teacher's explanation. Then, the clever students tend to be active

but the other students to be passive. These made the students do not learn reading optimally and they feel bored.

Since students often felt bored in doing the reading activity above, the new reading activities which were more challenging and interesting are required. Many teaching reading strategies need to be used to make the students active in doing reading comprehension activity. One of them that is believed to improve the students' ability in reading comprehension is Get the Gist and Wrap Up strategy as a solution to make a good progress in teaching reading comprehension for the students. According to Klinger and Vaughn (1998), Get the Gist can improve students understanding and memory of what they have learned. The students learn to get the gist by identifying is the most important ideas in a section of the text (usually a paragraph). Continuously, Bremer (2002) describes that Wrap up is a strategy that teaches the students to generate and to review important ideas in the text they have read. In the Wrap up, teachers suggest the following questions (5Ws and H). So, using Get the Gist and Wrap Up strategy make the students easier to catch the meaning of the text they have read. This is strategy more effective and easier to use.

Thus, based on the description above the researcher conducted the research entitles: **The Effect of Combining Get the Gist and Wrap Up Strategy on the Students' Achievement in Reading Comprehension.**

## **B. The Identification of the Problems**

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

1. The students got difficulties to understand the content of the text.
2. The students were lack of vocabulary and grammar mastery.
3. For most student, reading was a boring activity.
4. The teacher still used a conventional teaching strategy for the students.

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

The scope of this reseach focused on reading comprehension and the researcher limited the research on interpretative comprehension in reading Narrative text.

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

Referring to the background of the study, the problem of this research was formulated as follow: Is there any significant effect of using Get the Gist and Wrap Up strategy on the students' achievement in reading comprehension?

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

The objective of the study was to investigate the significant effect of Get the Gist and Wrap Up strategy on the students' achievement in reading comprehension.



## **F. The Significance of the Study**

The result of this research was expected to be useful theoretically and practically. Theoretically, it was expected that the result of this research will be the valuable references for the readers, especially for the teacher and students who were interested in exploring narrative text. Practically, the result of this research was expected to be useful for the students, teachers and the readers. For the students, it was expected that they improve their skill of reading by applying various strategy. Then, it was expected to the teachers to apply the more interesting teaching strategy to make the teaching and learning enjoyable. Finally, for the researchers, it will be the valuable references to develop the other research, especially in reading comprehension skill.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

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

##### **1. Reading**

According to Nunan (2003), 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. Therefore, the reader background knowledge should be integrated with the text to create meaning. 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.

Furthermore, Seyler (2004) states that reading is the process of obtaining or constructing meaning from a word or cluster of words. This statement gives three ideas about reading. First, meaning was found in cluster of words, not necessarily in complete sentences. Second, reading involves getting meaning from the words, understanding the ideas, information or feeling the word convey when put in particular pattern. The third, meaning was thinking about the verbs obtaining or constructing. The task of the reader is to obtain the meaning that the writer want convey. Reading does not only demand students having high

knowledge and abilities, but also having cognitive capacities. So, from word to word in the text, the reader can get meaning and information what the writer means. It will make the readers easy to get comprehend the information.

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.

Additionally, when the readers read the text, it was not just read, but the readers should get comprehend what the text talking about. McNamara (2007) emphasizes the comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. So reading comprehension requires deeper understanding to comprehend the text. In reading the text the readers should understand what the meaning of the writer convey in the text. It means comprehension was needed the reader when a text.

Based on some definition of reading described above, it was concluded 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.

### **1.1 Types of Reading**

Brown (2004) states that the types of reading. In the case of reading, variety of performance is derived from more the multiplicity of types of the text than from the variety of evert types of performance. Never the less, several types of reading performance are typically identified as follows:

#### **a. Perceptive**

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

#### **b. Selective**

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

#### **c. Interactive**

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader mist, in psycholinguistics sense, interact with the text. That is reading is a process of

negotiating meaning, the reader brings the text a set of schemata for understanding it and take in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

## 1.2 Steps of Reading

According to Hill (2008), there are three main steps in reading comprehension, namely before reading, during reading and after reading.

- a. Before reading. The teacher build up the students' prior knowledge and link to the book bring read. Sometimes teachers talk through the book or build up semantic webs to that the new vocabularyin the book can discussed and classified.
- b. During reading. Teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print.
- c. After reading. Teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it was important to know the steps of reading comprehension. They used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arrabnged as systematically. There were three steps in reading before reading, during reading reading, and after reading which used in this research.

### 1.3 Purposes of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. According to Grabe and Stoller (2002) classify as follows:

a. Reading to search for simple information and reading to skim

Reading to search for simple communication is a common reading ability thought some researchers see it has relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim was a common part of many reading tasks and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- (a) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- (b) Link the text to the readers' knowledge base.

In addition, it makes stronger inferring demands than general comprehension to connect text information with background knowledge.

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting

information to accommodate information from multiple sources. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select and critique information from the text.

d. Reading for general comprehension

Reading for general information is the most basic purpose of reading underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill of forming a general meaning representation of main ideas and efficient of man, process under very limited time constraints.

Based on the purposes of the reading above, reading enhances comprehension to obtain knowledge, or receive the experience, insight, or imagination of others. The purpose of reading is to get required and accurate information in the text by thinking individually, discussing it in pairs then trying to share the accurate information which readers get to others. Readers apply this process as efficient as possible.

## **2. 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.

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. According Brown (2004) states that there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

#### **a. Literal Comprehension**

Literal comprehension included the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing stated main ideas, details, caused, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is easiest level of reading comprehension because a readers is not required to go beyond what is actually said. In this level, the reader knows the words meaning or to recall detail directly in own word.



**b. Interpretative Comprehension**

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

**c. Critical Comprehension**

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the researcher offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgement until students considered all of the materials.

**d. Creative Comprehension**

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation.

So, from these explanation above was concluded that all four levels of reading comprehension were important and need to be foster for the readers. These levels of comprehension are important, but in this research the researcher only focus on the one levels, namely was interpretative comprehension.

### 3. Narrative Text

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. As Grace (2007) explains that narrative text has social function to amuse, certain and to deal with actual or vicarious experience in different ways. It means narrative text can comfort someone, when they read the narrative text. The Kisno says that narration is any written english text which the writer wants to amuse, entertain people and to deal with actual or vicarious experiences in different ways. It means reading a narrative story can be entertaining.

From all above, narrative text is telling a story, experience, and can amuse the reader when someone reads a narrative text. So, narrative text can amuse and entertain people or the reader.

According to Freez (1998), the social function of narrative text is to entertain and amuse the readers or the viewer with the fictive or non-fictive experience.

Generally, narrative text has a generic structure, there are: orientation, complication and resolution.

#### a. Orientation

This is part in which the narrator tells the audience about who is in the story. When the story is taking place and where the action is happening. It can also be called as introductory part of a story. Therefore, the reader can figure out what will happen next and who are involved in it.

#### b. Complication

This is the part of story where the narrative tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part, the story begins. This is the part where the characters totally play their role. This part also tells about events with the conflict or problem in the story.

#### c. Resolution

This is the part that can be found in the end of the story. This is the part of the narrative where the complication is sorted out or the problem is solved in some narratives, the narrator includes the part which is called coda, if there is a moral or message to be learned from the story. That is only the optimal part of a story.

### **4. Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) found and developed by Klinger & Vaughn in 1998. They states that “Collaborative Strategic Reading (CSR) is an excellent teaching strategy for teaching students’ reading comprehension and building vocabulary and also working together cooperatively. It means that Collaborative Strategic Reading (CSR) was a strategy that can improve students reading comprehension, increase their vocabulary, also enhanced cooperative skills during reading activity. Meanwhile, Bremer et al. states that Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements : (a) modified reciprocal teaching, and cooperative learning

or student pairing. In this statement, reciprocal teaching means teacher and students are working together in summarizing, questioning, clarifying, and predicting the reading materials. Initially, the teacher presents the strategies to the whole class using modelling, role playing, and teacher think-aloud. The concept of this strategy is engaging students to work in small cooperative groups and applying four reading strategies: *Preview*, *Click & Clunk*, *Get the Gist (main idea)*, and *Wrap Up (summarizing and questioning strategies)*.

## **5. Get the Gist and Wrap Up Strategy**

### **5.1 Get the Gist**

Get the gist is aimed at developing students' comprehension and memory of what they have learned. Students learn to identify the most important idea in the paragraph and to confirm their understanding. Students learn to get the gist by identifying the main idea in the passage. They rephrase the main ideas in their own words about the most important places, persons, and events they just read. Klinger and Vaughn (1998) states that get the gist can improve students understanding and memory of what they have learned. The students learn to get the gist by identifying is the most important ideas in a section of the text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important points as a way of making sure they have understand what they have read. When the students "get the gist", prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about

the person, place or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

So, in this strategy the teacher can teach students to restate their own words that the most important point based on the text or paragraph they have read and make they understand. And the students can improve students understanding and memory of what they have learned.

Strategic Reading in Get the Gist involves : (1) What is the most important person, place, or thing ? (2) What is the most important idea about the person, place, or thing ?

## **5.2 Wrap Up**

Wrap up teaches students to generate questions about what they have learned and to review key ideas. It help improve students knowledge, understanding, and memory of textual information. At the wrap up stage, students formulate questions and answers based on the key ideas they have just learned.

In addition, Jefre (2012) states that wrap up provides students with an oppurtunity to apply metacognitive strategies (plan, monitor, and evaluate) for further extend comprehension.

Students learn to wrap up by formulating questions and aswer about what they have learned and by reviewing key ideas. The goals are to improve students knowledge, understanding, and memory of what have read. Students generate questions that ask about important information in the passage they have just read.

The best way to teach wrap up is to tell students to use the following question starters to begin their question: what, when, where, why, and how (the 5W + 1H).

It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they have read. Other students should try to answer the questions. If a question did not be answered, that might mean it was not good question and needs to be clarified. To review, students write down the most important ideas they learned from the day's reading assignment. Then they take turns sharing what they learned with the class. Many students can share their best ideas in a short period of time, providing the teacher with valuable information about teach students level of understanding.

Strategic Reading in Wrap Up refers to: (1) Ask questions : what questions check whether we understand the most important in the passage ?, and (2) Review : what are the most important ideas ?

### **5.3 The Advantages and Disadvantages of Using Combining Get the Gist and Wrap Up Strategies**

The advantages of using combining get the gist and wrap up strategies was the students can enjoy the teaching learning process, this strategy can improve understanding of reading skill, this strategy makes the students easy to understand about the materials, this strategy increase student's vocabularies, this strategy makes the students motivated to learn.

The disadvantages of using combining get the gist and wrap up strategies was this strategies needs long time to use, the weak students need long time to understand about the material because the teacher only present the materials, this strategy makes the students bored if teacher cannot manage the class.

#### **5.4 The Steps of Combining Get the Gist and Wrap Up**

There are some steps applied in combining Get the Gist and Wrap Up as follows:

- a. The students identify the most important person, place, or thing in the paragraph they have just read. (Get the Gist Strategy)
- b. The teacher ask to students to tell in their own words the most important ideas about the person, place, or thing. (Get the Gist Strategy)
- c. The teacher teaches students to provide the gist in a few words as possible while conveying the most important meaning, and leaving out details. (Get the Gist Strategy)
- d. Students generate some questions that ask about important information in the passage they have just read and start with questions. (Wrap Up Strategy)
- e. Other students should try to answer the questions. (Wrap Up Strategy)
- f. To review, the students write down the most important ideas they learned from the day's reading assignment. (Wrap Up Strategy)

## **5.5 The Steps of Implementing the Combining of Get the Gist and Wrap Up Strategies**

In the steps of implementing the combining Get the Gist and Wrap Up strategies, there are some steps applied as follows:

- a. The teacher shows the picture of a Cinderella to students (Brainstorming) and asks about some questions in order they can guess material that they are going to learn.
- b. Teacher distributes narrative text and the teacher asks the students to read the text.
- c. The teacher asks some questions about the text.
- d. The teacher explains about the material.
- e. The teacher asks the students to identify the most important person, place, or thing in the text just read.
- f. The teacher asks the students to tell in their own words about the most important idea of the person, place, or thing that has been identified in the text.
- g. The teacher teaches the students to provide the gist in a few words as possible while conveying the most meaning, and leaving out details.
- h. Students generate some questions that ask about information in the passage they have just read and start 5W+1H.
- i. Other students should try to answer the questions.
- j. To review, the students write down the most important ideas in the day's reading assignment.



- k. The students take turn sharing what they learned in the class.
- l. The teacher gives some questions that related to the students question and material.
- m. The teacher concludes the material generally and gives clarification about students understanding.

## **6 Traditional Method ( Lecturing )**

The traditional method (old concept) emphasizes the importance of mastering the lesson material. The traditional method generally is the learning center teachers, and placing students as objects in the study. So, here the teachers act as versatile and as a learning resource. Traditional learning system has a characteristic that the learning management is determined by the teacher. The role of studnets only perform activities in accordance with the instructions of teachers. The traditional method is more focused effort or spend the subject matter, so that the traditional method is more oriented on the text subject matter. Teacher tend to deliver any material, problems understanding or the reception quality of the material the studnets get less attention seriously.

The lecture method was the traditional method, because it had always been used as a means of verbal communication between teachers and students in the learning process. According to Nana Sudjana (2000) states that lecture method is the narrative lecture lesson material orally. This method was not always bad when its use was well prepared, supported by tools and media.

From the passage above, it was concluded that conventional or traditional method is teaching technique in which the teacher become the controller or teacher centered approach and the students just respond what the teacher ask and they study in silent way.

### **6.1 The Advantages of Traditional Method**

As Chuda states, the very last thing the teacher does during the lesson is that “he sums up the topic and sets assignments for the next lesson”. We can see that the studnets always know what follows. First, the previous lesson’s subject matter is revised either collectively or by one students, who is examined, or possibly in a test that all the students take. The second component is the new subject matter: the teacher’s explanation of it, followed by exercises, mostly translations as practice. The last component is revision and the assignment homework.

So in traditional method the students just listen the explanation of the teachers about the subject. When teachers explain about the subject, the teachers using national language, so the students not using their language like mother tongue language was not use. It means that the students can know of the using of national languages.

### **6.2 The Disadvantages of Traditional Method**

Traditional methodology, however, also appears to have some disadvantages. According Tyler (2008) there is not enough attention paid to

teaching the basic skills, reading and writing, speaking and listening. As mentioned above, “reading” in a foreign language seems to have more to do with deciphering than with reading in one’s mother tongue. The student tries to understand every single word and its grammatical form, because he believes it is essential for understanding the text.

So the weakness in traditional method the learning process is not interactive because the students just listen the explanation of the teachers. The student must pay more attention if they want to understand about the subject. It means the students not more active in learning process.

Based on the explanation above it was concluded that the traditional method generally was the learning center teachers, and placing students as objects in the study. So, here the teachers act as versatile and as a learning resource. Traditional learning system has a characteristic that the learning management is determined by the teacher. The role of students only perform activities in accordance with the instructions of teachers. The traditional method was more focused effort or spend the subject matter, so that the traditional method was more oriented on the text subject matter. Teachers tend to deliver any material the students get less attention seriously. The lecture method was the traditional method, because it has always been used as a means of verbal communication between teachers and students in the learning process.

## **B. Previous Relevant Study**

Previous study is the result of research from the researcher before. This study covers about kinds of collaborative strategic reading and how collaborative strategic reading can help the reader in understanding about the content of text. Here, to get and provide the originality 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 Devi Suci Nirwana (2016) in *The Effect of Using Click and Clunk Strategy on the Students' Achievement in Reading Comprehension from English Department, Faculty of Teachers Training and Education, Universty of Muhammadiyah Sumatera Utara*. The researcher use Collaborative Strategic Reading (CSR) in her research, but she only use one stategy of Collaborative Strategic Reading (CSR), it was Click and Clunk Strategy. In during reading, she used Click and Clunk Strategy and after reading, she use Wrap Up strategy to investigate the significant effect.

Another study was from Anike Rosaline (2014) in *The Influence of Collaborative Strategic Reading (CSR) on Students' Achievement in Reading Comprehension of Narrative Text from Department of English Education, Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University, Jakarta*. The researcher investigated that there was a significant effect of students' reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR). The result showed that means score between CSR and

conventional reading activities were significantly different. It means that the CSR was effective to increase students' reading comprehension achievement.

After knowing the researcher above, the researcher was sure that has been analyzed yet. It can be provided, because the researche used the different strategy of Collaborative Strategic Reading (CSR), it is Get the Gist as during reading and Wrap up as after reading. Both the researchers before, they had different using strategy and data. But in similarity, between in this research and both the researchers before, they have same statement of research problem that analyzing strategy of reading. In this research, the researcher discusses the strategy of reading and how the strategy can help the reader in understanding and comprehending the content of the text.

### **C. Conceptual Framework**

As in the conceptual framework, reading is one of the language skills of language learning. So, reading will make students can understand about content from text or article such magazine, newspaper, short story, novels, etc. sometimes students are very lazy to reading because if it looks from content text which very boring. So, teacher must have concept and strategy so that students enjoy and attention to reading a text.

Here, researcher used combining Get the Gist and Wrap Up strategies to make students to reading comprehension by Combining Get the Gist and Wrap Up strategies refers to strategies to have students understand the main idea in the text easily. Combining Get the Gist and Wrap Up strategies are also the strategies to

enable the students to working together with other students. It enables students to practice reading and to make students more effective in class.

Strategy was expected to be able to minimize the difficulties faced when the students were provided with the kinds of reading comprehension. Combining Get the Gist and Wrap Up strategies is one of strategies selected to use. In Combining Get the Gist and Wrap Up strategies, the students help themselves to read well and more rapidly by selecting what is important for them to remember.

#### **D. Hypothesis**

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

Ha: There was significant effect of Combining Get the Gist and Wrap Up Strategies on the students' achievement in reading comprehension.

Ho: There was no significant effect of Combining Get the Gist and Wrap Strategies on the students' achievement in reading comprehension.

## **CHAPTER III**

### **METHOD OF RESEARCH**

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

This research was conducted at SMK PAB 2 HELVETIA, which located on Jalan Veteran Pasar IV Helvetia Medan. It was conducted during 3 months (February-March 2017) of first academic year 2016/2017. The reason for choosing this school because the researcher found that the students had some problems in reading comprehension and the student's ability of reading in that school was still low and poor.

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

The population of this research were tenth grade students of SMK PAB 2 HELVETIA in academic year 2016/2017, those were X RPL-1 are 39 students, X RPL-2 were 40 students, X RPL-3 were 32 students, X AK-1 were 32 students, X AK-2 were 25 students, X AP-1 were 39 students, X AP-2 were 36 students, X AP-3 were 36 students. So, the total population were 279 students.

The sample of this research were class X AP-2 that amounted 36 students and X AP-3 were 36 students which were taken by using Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment, two cards were taken randomly as the sample of research. The first chosen was X AP-2 as Control Group while the second was is X AP-3 as

Experimental Group. Continuously, the population and sample of the research were listed in the table below.

**Table 3.1**  
**Population and Sample of Research**

<b>No</b>	<b>Classes</b>	<b>Population</b>	<b>Sample</b>
1	X RPL-1	39	-
2	X RPL-2	40	-
3	X RPL-3	32	-
4	X AK-1	32	-
5	X AK-2	25	-
6	X AP-1	39	-
7	X AP-2	36	36
8	X AP-3	36	36
<b>Total</b>		<b>279</b>	<b>72</b>

Note :

RPL = Rancangan Perangkat Lunak

AK = Administrasi Akuntansi

AP = Administrasi Perkantoran

### **C. Research Design**

The research design was applied by using experimental quantitative design to investigate the effect of using combining Get the Gist and Wrap Up strategies in reading comprehension. There were two groups of students namely the control group and experimental group. The control group was taught by using traditional method and the experimental group was taught by using Combining Get the Gist and Wrap Up Strategies. The design of this research was displayed as follows:



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

Group	Pre Test	Treatment	Post Test
Experimental	√	Combining Get the Gist and Wrap Up Strategies	√
Control	√	Traditional Method	√

In this research, there were three procedures done to collect the data. They were sequenced as follows:

### **1. Pre-Test**

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

### **2. Treatment**

The treatment was given to the experimental group taught by using combining Get the Gist and Wrap Up Strategy, while the control group was taught by using traditional method.

### **1. Post-test**

After conducting the treatment, a post-test was given to the students. The post-test functioned to know whether the treatment give the effect or not on the students' achievement in reading narrative text. 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 was multiple choice test. In the test, the students read narrative 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 were given the same test for the pre-test and post-test. The test consisted of 20 items. Each correct answer was given one and the incorrect answer was given zero. So, the total score was calculated by using formula:

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

S = Scoring of the test

R = Number of correct answer

N = Number of item

#### **E. The Techniques of Analyzing Data**

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer for correct and wrong answers
4. Listing the score into two tables; first was for the experimental group scores and second was for the control group scores.

5. Calculating the total score of post-test in experimental group and control group
6. Finding the mean score of pre-test and post-test in experimental group and control group (Sudijono, 2009)
7. Finding the standard of deviation (Sudijono, 2009)
8. Testing hypothesis by applying T-test (Sudijono, 2009)

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data**

The data that had been collected based on the score of pre-test and post-test were presented in Table 4.1.

**Table 4.1**  
**The Score of Pre-Test and Post-Test in Experimental Group and Control Group**

Score	Experimental Group		Score	Control Group	
	Pre-Test	Post-Test		Pre-Test	Post-Test
25	-	-	25	5	-
30	-	-	30	5	-
35	4	-	35	2	-
40	10	-	40	14	-
45	9	-	45	1	2
50	4	-	50	2	6
55	3	3	55	4	7
60	4	5	60	1	9
65	2	2	65	2	5
70	-	13	70	-	7
75	-	6	75	-	-
80	-	3	80	-	-
85	-	3	85	-	-
90	-	1	90	-	-
95	-	-	95	-	-
100	-	-	100	-	-
Total	36	36	Total	36	36

Completing test was given to the students to obtain data. The data was collected by giving the students multiple choice. The data showed that in experimental group, the total score of pre-test was 1735 and post-test was 2540. Meanwhile, in control group, the total score of pre-test was 1520 and post-test

was 2230. In the experimental group, the result of the pre-test showed that the lowest score was 35 and the highest score was 6, in post-test the lowest score was 55 and the highest score was 90. Meanwhile in control group the result of the pre-test showed that the lowest score was 25 and the highest score was 65, in post-test showed that the lowest score was 45 and the highest score was 70 (for detail, saw Appendix 2 and 3). based on the data above, it proved that there were different score between pre-test and post-test.

**Table 4.2**  
**The Students' Achievement Score in Pre-Test and Post-Test in Experimental Group**

Statistical Calculation	Pre-Test	Post-Test
Highest	65	90
Lowest	35	55
Sum	1735	2540
N	36	36

**Table 4.3**  
**The Students' Achievement Score in Pre-Test and Post-Test in Control Group**

Statistical Calculation	Pre-Test	Post-Test
Highest	65	70
Lowest	25	45
Sum	1520	2230
N	36	36

## **B. Data Analysis**

Based on the data from the test, the score were analyzed in order to calculated differences of pre-test and post-test of the experimental group and control group.

**Table 4.4**  
**Providing the Hypothesis**

Standard Deviation	Test Hypothesis	Degree of Freedom
$SD_x = 9.38$ $SD_y = 7.76$ $SE M_1 = 1.58$ $SE M_2 = 1.31$ $SE M_1 - M_2 = 2.04$	$t_o = 3.67$ $t_t = 2.04$	$df = 70$ $\alpha = 0.05$

After calculating the correlation of standard deviation showed that  $SD_x = 9.38$   $SD_y = 7.76$   $SE M_1 = 1.58$   $SE M_2 = 1.31$   $SE M_1 - M_2 = 2.04$  (see appendix V for more detailed). Based on the calculating first the calculation of df (degree of freedom) which we could obtain as follows:

$$Df = (N_1 + N_2 - 2) = 36 + (36 - 2) = 36 + 34 = 70$$

After measuring the data t-test formula, it showed that t observe value was 3.67 and t table was 2.04 or  $(3.67 > 2.04)$ , it means that t observe higher than t table.

### C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found the result that t observe was 3.67 and t table was 2.04. Then after seeking the table of distribution of t-observed as the basic of counting critical in certain of degree of freedom (df), the calculation showed that df were 70 ( $N_1 + N_2 - 2$ ) or  $(36 + (36 - 2) = 78)$ , with the significant rate  $\alpha = 0.05$ . it was taken from the table of distribution was gotten pride t-table, for 0.05. tha fact showed that the t-observe  $>$  t-table,  $3.67 > 2.04$ . it showed that hypothesis was accepted.

#### **D. Research Finding**

It was found that the using of Get the Gist and Wrap Up Strategy on the students' achievement in reading narrative text gave the significant effect. The students' were taught by using Get the Gist and Wrap Up Strategy got the higher score than those taught by using traditional method. The result of the test showed that the  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $3.67 > 2.04$ ). It means that the Get the Gist and Wrap Up Strategy gave the significant effect on the students' achievement in reading narrative text.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of using Get the Gist and Wrap Up Strategy on the students' achievement in reading comprehension".

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it was found that there was the significance effect of using Get the Gist and Wrap Up Strategy on the students' achievement in reading comprehension, which was prove from the total scores of pre-test before giving treatment, 1735 and 2540 respectively. It was found  $t_{\text{observe}}$  higher than  $t_{\text{table}}$  or  $3.67 > 2.04$  with  $df= 70, \alpha=0,05$ .

#### B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use Get the Gist and Wrap Up Strategy in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in reading comprehension. Besides it can be contribution for English teacher to improve their teaching strategies.
2. The students are suggested to do a lot of practice to master of reading and easy to comprehend the text by Combining Get the Gist and Wrap Up Strategy is excelent strategy, because the students enjoy in learning process and easy to comprehend the text and answer the questions. Students could compare about Combining Get



the Gist and Wrap Up Strategy and using traditional method to take the best technique in reading especially in narrative text.

3. 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

### The Formulas Used in Analyzing Data

1. Formula to find the mean score of pre-test and post-test in experimental group and control group:

- a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2009})$$

- b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum Y}{N} \quad (\text{Sudijono, 2009})$$

2. Formula to find the standard of deviation by using formula:

- a. Standard Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2009})$$

- b. Standard Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

- c. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1-1}} \quad (\text{Sudijono, 2009})$$

- d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2-1}}$$

- e. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2} + SEM_2 \quad (\text{Sudijono, 2009})$$

3. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \quad (\text{Sudijono, 2009})$$

Notes :

$M_x$  = mean for variable 1 or X

$M_y$  = mean for variable 2 or Y

$\sum X$  = total of students' score

$\sum Y$  = total of students' score

$N_1$  = number of cases for variable 1

$N_2$  = number of cases for variable 2

$SD_x$  = standard deviation for variable x

$SD_y$  = standard deviation for variable y

$\sum X^2$  = the square of total students' score

$\sum Y^2$  = the square of total students' score

$SE M_1 - M_2$  = standard error between  $M_1$  and  $M_2$

$t_o$  = t observed

## APPENDIX 2

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

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AA	45	70
2	AL	55	80
3	AW	45	60
4	AN	40	70
5	AL	40	70
6	DY	40	55
7	DN	45	75
8	DP	45	70
9	DAL	40	75
10	HM	35	60
11	IP	55	85
12	IC	65	70
13	IRA	50	70
14	MSR	40	55
15	MS	60	70
16	NSAN	45	80
17	NAH	40	70
18	NAL	35	65
19	N	45	75
20	NA	50	85
21	PR	35	70
22	RA	60	90
23	RA	40	75
24	RDR	45	55
25	RA	60	75
26	RAR	40	60
27	RS	35	60
28	SS	45	70
29	SA	40	70
30	SA	55	65
31	SNS	45	80
32	S	50	60
33	VH	65	70
34	WLD	40	70

35	WO	50	85
36	W	60	75
<b>Total</b>		<b>1735</b>	<b>2540</b>

Based on the Table 4.1 above, it showed that the total score of pre-test was 1735 with the lowest score was 35 and the highest score was 65. Meanwhile the total score of post-test was 2540 with the lowest score was 55 and the highest score of post-test was 90.

### APPENDIX 3

**The Score of Pre-Test and Post-Test in Control Group**

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	ATW	40	55
2	AJ	40	60
3	AU	40	60
4	A	25	50
5	AK	50	65
6	B	55	70
7	DM	30	50
8	DR	35	45
9	ES	40	55
10	FS	40	50
11	H	40	60
12	IAH	30	55
13	L	25	45
14	LA	55	70
15	MA	30	55
16	MPL	45	60
17	MSR	40	60
18	MK	55	65
19	NS	40	70
20	NA	40	60
21	NA	25	55
22	NNS	50	70
23	RD	40	65
24	RRAN	65	70
25	SA	25	50
26	SN	30	50
27	SS	25	55
28	SM	40	60
29	SN	30	60
30	SM	40	65
31	SR	35	50
32	S	60	65
33	WA	40	55
34	YN	65	70



35	YH	40	70
36	FDL	55	60
<b>Total</b>		<b>1520</b>	<b>2230</b>

Based on the Table 4.2 above, it showed that the total score of pre-test was 1520 with the lowest score was 25 and the highest score was 65. Meanwhile, the total score of post-test was 2230 with the lowest score of post-test was 45 and the highest score was 70. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in reading comprehension after receiving the treatment.

#### APPENDIX 4

#### The Differences Score Between Pre-Test and Post-Test of the Experimental Group

No	Students' Initial	Score		
		Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )	X(x <sub>2</sub> -x <sub>1</sub> )
1	AA	45	70	25
2	ABP	55	80	25
3	AW	45	60	15
4	AN	40	70	30
5	AL	40	70	30
6	DY	40	55	15
7	DN	45	75	30
8	DP	45	70	30
9	DAL	40	75	20
10	HM	35	60	25
11	IP	55	85	30
12	IC	65	70	5
13	IRA	50	70	20
14	MSR	40	55	15
15	MS	60	70	10
16	NSAN	45	80	35
17	NAH	40	70	30
18	NAL	35	65	35
19	N	45	75	30
20	NA	50	85	35
21	PR	35	70	35
22	RA	60	90	30
23	RA	40	75	35
24	RDR	45	55	10
25	RA	60	75	15
26	RAR	40	60	20
27	RS	35	60	25
28	SS	45	70	25
29	SA	40	70	30
30	SA	55	65	10
31	SNS	45	80	35

32	S	50	60	10
33	VH	65	70	5
34	WLD	40	70	30
35	WO	50	85	35
36	W	60	75	15
<b>Total</b>		<b>1735</b>	<b>2540</b>	<b>855</b>

Referring to the Table 4.3 above, the mean score of experimental group were calculated as the follows :

$$M = \frac{\sum X}{N} = \frac{855}{36} = 23.75$$

Which :

$M_x$  = The mean score of experimental group

$\sum X$  = The score of  $x_2-x_1$

N = The sample of experimental group

#### The Differences Score Between Pre-Test and Post-Test of the Control Group

No	Students' Initial	Score		
		Pre-Test (Y <sub>1</sub> )	Post-Test (Y <sub>2</sub> )	Y(y <sub>2</sub> -y <sub>1</sub> )
1	ATW	40	55	15
2	AJ	40	60	20
3	AL	50	60	10
4	AM	25	50	25
5	AK	50	60	10
6	B	55	65	10
7	BS	30	50	20
8	DR	35	45	10
9	ES	40	55	15
10	FE	40	50	10
11	H	40	60	20
12	IAH	35	45	10

13	RD	25	45	20
14	LA	55	70	15
15	MA	30	55	25
16	MPL	45	55	10
17	MSR	40	60	20
18	MK	55	65	10
19	NS	40	70	30
20	NA	40	60	20
21	NA	25	55	30
22	NNS	50	70	20
23	RH	50	60	10
24	RRAN	65	70	5
25	SA	25	50	25
26	SN	30	50	20
27	SS	25	55	30
28	SN	40	60	20
29	SNS	35	45	10
30	SM	40	65	25
31	SR	35	45	10
32	S	60	65	5
33	WA	35	45	10
34	YN	65	70	5
35	YH	40	70	30
36	FDL	55	60	5
<b>Total</b>		<b>1520</b>	<b>2120</b>	<b>585</b>

As shown in the Table 4.4 above, mean score of control group was calculated as the follows:

$$M_y = \frac{\sum Y}{N} = \frac{585}{36} = 16.25$$

Which:

$M_y$  : The mean score of control group

$\sum Y$  : The score of  $y_2 - y_1$

$N$  : The sample of control group

## APPENDIX 5

### Standard Deviation of Experimental Group

#### The Calculation of Mean and Standard Deviation Score of Experimental Group

No	Students' Initial	X ( $x_2-x_1$ )	X = X-Mx	(X-Mx) <sup>2</sup>
1	AA	25	1.25	1.56
2	ABR	25	1.25	1.56
3	AW	15	-8.75	76.56
4	AN	30	6.25	39.06
5	AL	30	6.25	39.06
6	DY	15	-8.75	76.56
7	DN	30	6.25	39.06
8	DP	30	6.25	39.06
9	DAL	20	-3.75	14.06
10	HM	25	1.25	1.56
11	IP	30	6.25	39.06
12	IC	5	-18.75	351.06
13	IRA	20	-3.75	14.06
14	MSR	15	-8.75	76.56
15	MS	10	-13.75	189.06
16	NSAN	35	11.25	126.56
17	NAH	30	6.25	39.06
18	NAL	35	11.25	126.56
19	N	30	6.25	39.06
20	NA	35	11.25	126.56
21	PR	35	11.25	126.56
22	RA	30	6.25	39.06
23	RA	35	11.25	126.56
24	RDR	10	-13.75	189.06
25	RA	15	-8.75	76.56
26	RAR	20	-3.75	14.06
27	RS	25	1.25	1.56
28	SS	25	1.25	1.56
29	SA	30	6.25	39.06
30	SA	10	-13.75	189.06
31	SNS	35	11.25	126.56

32	S	10	-13.75	189.06
33	VH	5	-18.75	351.56
34	WLD	30	6.25	39.06
35	WO	35	11.25	126.56
36	W	15	-8.75	76.56
<b>Total</b>				<b>3168.66</b>

In line with the Table 4.5 above, the standard deviation of experimental group was calculated as the follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3168.66}{36}} = \sqrt{88.01} = 9.38$$

### Standard Deviation of Control Group

#### The Calculation of Mean and Standard Deviation Score of Control Group

No	Students' Initial	Y (y <sub>2</sub> -y <sub>1</sub> )	Y = Y-My	(Y-My) <sup>2</sup>
1	ATW	15	-1.25	1.56
2	AJ	20	3.75	14.06
3	AL	10	-6.25	39.06
4	AM	25	8.75	76.56
5	AK	10	-6.25	39.06
6	B	10	-6.25	39.06
7	BS	20	3.75	14.06
8	DR	10	-6.25	39.06
9	ES	15	-1.25	1.56
10	FE	10	-6.25	39.06
11	H	20	3.75	14.06
12	IAH	10	-6.25	39.06
13	RD	20	3.75	14.06
14	LA	15	-1.25	1.56
15	MA	25	8.75	76.56
16	MPL	10	-6.25	39.06
17	MSR	20	3.75	14.06
18	MK	10	-6.25	39.06

19	NS	30	13.75	189.06
20	NA	20	3.75	14.06
21	NA	30	13.75	189.06
22	NNS	20	3.75	14.06
23	RH	10	-6.25	39.06
24	RRAN	5	-11.25	126.56
25	SA	25	8.75	76.56
26	SN	20	3.75	14.06
27	SS	30	13.75	189.06
28	SN	20	3.75	14.06
29	SNS	10	-6.25	39.06
30	SM	25	8.75	76.56
31	SR	10	-6.25	39.06
32	S	5	-11.25	126.56
33	WA	10	-6.25	39.06
34	YN	5	-11.25	126.56
35	YH	30	13.75	189.06
36	FDL	5	-11.25	126.56
<b>Total</b>				<b>2168.66</b>

Based on the Table 4.6 above, the standard deviation of control group was calculated as the follows:

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2168.66}{36}} = \sqrt{60.24} = 7.76$$

Based on the calculation above, the following facts were obtained:

$$SDx = 9.38$$

$$SDy = 7.76$$

$$N1 = 36$$

$$N2 = 36$$

$$X = 855$$

$$Y = 585$$

$$M_x = 23.75$$

$$M_y = 16.25$$

$$(X-M_x)^2 = 3168.66$$

$$(Y-M_y)^2 = 2168.66$$

Therefore, the following formulas were implemented to calculate the both of experimental group and control group:

Standard Error of Experimental Group:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{9.38}{\sqrt{36 - 1}} = \frac{9.38}{\sqrt{35}} = \frac{9.38}{5.91} = 1.58$$

Standard Error of Control Group:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}} = \frac{7.76}{\sqrt{36 - 1}} = \frac{7.76}{\sqrt{35}} = \frac{7.76}{5.91} = 1.31$$

Next, the following were implemented to find out the error standard deviation between  $M_1 - M_2$  :

$$\begin{aligned} SE M_1 - M_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{(1.58)^2 + (1.31)^2} \\ &= \sqrt{2.49 + 1.71} \\ &= \sqrt{4.2} \\ &= 2.04 \end{aligned}$$