THE EFFECT OF USING VENN DIAGRAM STRATEGY
ON THE STUDENTS READING DESCRIPTIVE TEXT

SKRIPSI

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

By:

FITRI DIAN SARI

1502050272

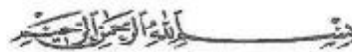**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

MEDAN

2019

BERITA ACARA

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 08 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Fitri Dian Sari
NPM   : 1502050272
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Using Venn Diagram Strategy Students' Reading Descriptive Text

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

Ditetapkan   :   (   ) Lulus Yudisium
                      (   ) Lulus Bersyarat
                      (   ) Memperbaiki Skripsi
                      (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   Dra. Hi. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Dr. H. Muhizar Muchtar, MS   1.

2. H. Khairil, S.Pd, M.Hum   2.

3. Halimah Tussa'diah, SS, MA   3.

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

UMSU
Unggul | Cerdas | Terpercaya

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap	: Fitri Dian Sari
N.P.M	: 1502050272
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using Venn Diagram Strategy on the Students Reading Descriptive Text

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Dosen Pembimbing

Halimah Tussa'diah, S.S, M.A

Diketahui oleh:

Dekan,

Sekretaris Program Studi,

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

Pirman Ginting, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Fitri Dian Sari
N.P.M	:	1502050272
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using Venn Diagram Strategy Students' Reading Descriptive Text

Dengan ini saya menyatakan bahwa :

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

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.
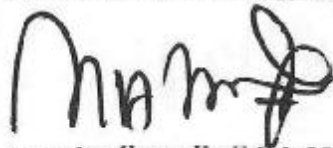
Medan,   Mei 2019
Hormat saya
Yang membuat pernyataan,

Fitri Dian Sari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Fitri Dian Sari
N.P.M : 1502050272
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Venn Diagram Strategy on the Students Reading Descriptive Text

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
1. 28/8/2019	Chapter I and II		
2. 11/9/2019	Chapter III and IV		
3. 13/9/2019	Chapter I up to V in general and Previous related research, conceptual framework		
4. 16/9/2019	Abstract, aknowledge, table of content		
5. 25/9/2019	All parts ACC 27/9/2019		

Medan, September 2019

Diketahui oleh :
Sekretaris Program Studi

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum.

Halimah Tussa'diah, SS, M.A

ABSTRACT

Fitri Dian Sari, 1502050272, "The Effect of Using Venn Diagram Strategy on the Students Reading Descriptive Text". Skripsi, English Departement of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU) 2019.

The objective of this research was to find out the effect of using Venn Diagram Strategy on the students' reading descriptive text. This research was conducted at SMP 58 Muhammadiyah Suka Ramai Medan. By using random sampling technique descriptive quantitative research was done. The population was divided into two groups ; the first group (29 students) as the experimental group (VIII – A), this group was reated by applying Venn Diagram Strategy, and the second group (29 students) as the control group (VIII – B), used lecturing method. The instrument for collecting the data was multiple choice test with 20 items. Each group was given a treatment, pre – test and post – test. The result of this research showed that t - observed (0,02) was higher than t - table (0,02), and degree of freedom (df) was 56. It meant there was a significant effect of using Venn Diagram Strategy on the students' Reading Descriptive text.

Key Words : Venn Diagram, Reading Descriptive Text

ACKNOWLEGMENTS

بسم الله الرحمن الرحيم

In the name Allah, the most beneficient, the most merciful, praise to Allah the lord of universe, Firstly, the researcher would like to thank to Allah the most almighty who has given the chances in finishing the research. Bless and peace is upon the prophet Muhammad SAW who has brought human being from the darkness into the brightness era.

This researcher intended to fulfill one of requirements in accomplising Sarjana degree at English Department of Faculty of Teacher Training and Education, Muhammadiyah University of Sumatera Utara. Futhermore in finishing the research entiled "*The effect of using Venn Diagram Strategy on the students Reading Descriptive text*". The researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for him to finish it. The researcher also would like to thank to :

1. Dr. Agussani, M.AP, the Rector of University of Muhammadiyah Sumatera Utara, Medan

2. Dr. Elfrianto Nasution, S.Pd, M.Pd, the Dean of Faculty of Teacher Training and Education, UMSU, Medan

3. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum, the Head and Secretary of English Education Program for their help and suggestion

4. Halimah Tussa'diah, S.S., M.Hum her supervisor, who has given her guidance, suggestions, crities, and advices to complete the ideas of her research

5. All lectures of English Department, for their guidance and knowledge which they have given during the academic years at University of Muhammadiyah Sumatera Utara

6. Dewi Zahara, S.Pd, the Headmaster of SMP 58 Muhammadiyah Suka Ramai Medan, who has given his recommendation to do the research at the school.

7. The teacher of SMP 58 Muhammadiyah Suka Ramai Medan.

8. Her classmates of VIII – E Morning class of 2015 – 2019 academic year

9. Finally, the would like to express his best gratitude and deep appretiation for all people who love and help his. My Allah bless them all.

<div align="center">Medan ,   September 2019</div>

<div align="center">Fitri Dian Sari</div>

TABLE OF CONTENT

CHAPTER III RESEARCH METODOLOGY

CHAPTER IV DATA AND DATA ANALYSIS

CHAPTER V CONCLUSIONS AND SUGGESTION

RERENCES

APPENDIXES

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

1.1. Background of the study

Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. In reading process, students are expected to get knowledge and be familiar with what the teacher has explained in the content. There are two main reasons of reading according to Grellet (2010 : 4) namely reading for information and reading for pleasure. In the classroom practice, the reason of reading is to give the information. students need to comprehend what they have read. Comprehension in reading descriptive text means an understanding of the information that words and sentences are communicating in a reading text.

In reading skill, students are expected to have knowledge and ability to understand about the content that has explained in the text, it means that students need to learn a considerable amount of information of a text. therefore, students need some abilities to understand and remember main ideas as well as number of details that elaborate the main and supporting ideas in the text, they also need to link the text to their knowledge base.

A descriptive text is a text which lists the characteristics of something. Its purpose is to describe and reveal a particular person, place, or thing. The generic structures of descriptive text are identification and description. In comprehending this kind of text, the students are expected to be able to reach the literal

comprehension, inferential comprehension and to understand the text structure. In literal comprehension, students get the specific information or the answer of the question in the text that they read. It helps the reader through his / her imagination to visualize a scene or a person and to understand or an emotion.

Venn diagram is a very good strategy to be applied in teaching reading. It is based on the National reading Panel (2000) in the United State which declared that it is one of the seven most effective teaching strategies for reading comprehension. Teacher who includes Venn Diagram in their instructional practice can improve their students' academic performance. It means that Venn Diagram has been successful to be an interesting strategy.

Descriptive text is the vast majority of what is read in school and life. For this reason, it is critical that students understand how to read, analyze, distinguish, synthesize, create, and extend ideas presented in descriptive text. Descriptive text include essays, magazine article, entertainment, and knowledge of a story or stories. While, descriptive text shares certain characteristics with the other types of text, descriptive text makes its own demands on the reader through the unique use of structure, devices, and conventions. Teachers need to teach students how to read descriptive text and how to understand them successfully, but for some students descriptive text was difficult to understand, one of the examples was found in the VIII-A grade students of SMP 58 Muhammadiyah Suka Ramai Medan.

Researcher chose the school because from the result of the interview with the students and the teacher at SMP 58 Muhammadiyah Suka Ramai Medan, it

was known that the quality of the students' reading descriptive text was still low. Their had lack of vocabulary. They did not understand the meaning of the text. They often open their dictionary, they did not understand what the text was in general either, and finally they did not know what the main idea of each paragraph is and also the teacher always used the same teaching method which made the students feel bored.

This was the reasons why the researcher interested in analyzing this topic with the title "The effect of Using Venn Diagram Strategy on the students Reading Descriptive Text"

1.2. The Identification of the Problem

The main problems of the research are as follows :

 1. The quality of the students' reading descriptive text was still low

 2. The students still did not understand the meaning of the text

 3. The students had lack vocabulary mastery

 4. The students cannot find the main ideas in the text

1.3 The Scope and limitation

The scope of the research is reading comprehension and is limited in descriptive text. Therefore, this research is conducted to know the students' achievement in descriptive text by using Venn Diagram Strategy.

1.4 The Formulation of the problem

The problems chosen by the researcher are formulated as the followings:

1. Is there any significant effect of applying Venn Diagram Strategy on the students' achievement reading descriptive text ?

1.5 The objectives of study

The objectives of the study that can be gotten are   :

1. To find out the significant effect of applying Venn Diagram on the students achievement in Reading Descriptive text

1.6   The Significance of the study

The result of the research has great significances to :

1. **Theorical**

The findings can add more theories and strategies in reading descriptive text and they can be reference for further studies as well

2. **Pratical**

   a. Teacher, as the information in teaching descriptive text by using Venn Diagram Strategy.

   b. Students, to improve their ability to learn English, and can give motivation to the student to study harder.

   c. Readers / Researches, as reference to do the same research but different point of view.

CHAPTER II

THE REVIEW OF THE RELATED LITERATURE

2.1.   Theoretical Framework

Reading is one of the important language skills that should be learnt in English learning process. The reading activity needs a process by which people what they read. in comprehending the text message, reading can be functioned as communicative process between a writer and a reader (Goodman, 1976, Smith, 1982) in Kustaryo (1995 : 2).

Teaching naturally can be defined as the process of reading in the reader's mind (Carrel and Eisterhold (1987) in Fauziati (2002 : 133). Kennedy (1995 : 252) states that effective teaching of reading is virtually impossible if the teacher do not know the basic skills that are necessary for recognizing words and understanding content. The major problems in teaching reading in contents areas and gives suggestions for applying reading skills to decode and subject matter material (Kennedy, 1995 : 240).

A reading text always contains information, meaning, or messages which the writers intend to communicate to their readers. According to Fauziati (2010 : 35) some activities which are worth doing in order to develop text – based processing skills :

1. Recognizing word meanings

   One of the best ways to find what a word means is by using context clues. They are hints provided by the word and sentences surroundings the unfamiliar word. These clues are frequently available.

2. Recognizing Phrases

   In order to enable the reading learners to understand the meaning of the word, they have to able to recognize the position of the word in phrases

3. Recognizing sentence structure

   The basic sentence patterns and the basic elements of a sentence are also worth discussing. Learners have to practice to recognize sentence elements of the senstence in the text, especially the complex and compound sentences.

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004, 137). Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. In other words, readers negotiate the meaning with the author by applying their prior knowledge to it (Maleki & Heerman, 1992). But this process is only possible if the reader uses a series of categories of analysis, some of which are specific to each academic discipline. Thus, working with a text and recreating its meaning entail both non discipline specific and specific strategies. The expert reader has incorporated categories and applies them almost intuitively. But, first-year

students ignore these categories of analysis. So, professors in each discipline need to teach both the geneal analytical tools and the discipline-specific values and strategies that facilitate disciplinary reading and learning (Bean, 1996, 133).

Reading is language process. It means that reading is not just saying but also it must be meaning getting process. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the pronounciation of a written form. An extension of this definition would be the correct pronounciation of the word aloud by the reader follow by a comprehension of that words as it is know from speak vocabulary.

Grabe and Stoller (2002 : 9) state that reading is the ability to draw meaning from the print page and interpret this information appropriately. The reader tries to reconstruct the meaning that the writer states in the text. From the interaction perspective, it requires information from context and combine elements into a new whole in order to construct the meaning, to make sense out of text.

A. The basic skill of reading

Nunan (1999 : 137) defines the basic skill of reading as follows :

1. Pronounciation

   Pronounciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronounciation of a word would have the reader to recall the meaning of it. Stress and intonation are under this part

2. Structural system

    Structure system is the part of a word that form unit of meaning or sound. The unit maybe pasts of an inflectional ending, a compound word, prefix, and syllable.

3. Vocabulary

    Vocabulary is a list of words in which a reader can find word to express the meaning. In other word recognition vocabulary is much large than production vocabulary.

    Descriptive text is included in English curriculum in indonesian, knowing how the text should ideally be composed is essential for the teacher as the one who is responsible in delivering it in the classroom and for the students who are demanded to master it. Since descriptive text, like other text types, is not only constructed with some rigid rules in the form of sentences, but also composed only constructed with some rigid rules in the form of sentences, but also composed by considering its purpose and the meaning of each structures, teacher needs to have enough have a god the knowledge os sytematic functional linguistics (SFL).

    As conceptualized by Gerot & Wignel (1994) that SFL tends to see language as a resource for making meaning and try to describe language in actual use focusing on texts and their contexts. Besides the need to have knowledge of SFL as the basis in teaching descriptive text, teachers should also be equipped with the capability of delivering it in the process of teaching and learning. In other

words, teacher should be familiar with various pedagogical knowledge related to teaching genres in order to effectively help student understand it.

In addition, descriptive text is a type of text which is usd by the writer or speaker to describe particular thing, person, animal, palace and or event to the readers or hearers (Gerot & Wignel, 1994 ; Knapp & Watkins, 2005). The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or heares can possibly notice what the writer is writing about as if they could directly see it through their own eyes.

Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event.

According to John Venn "On the diagramatic and Mechanical Representation of Propositions and Reasoning" (1880 : 59) define Venn diagram is a tactic that can be used to teach in learning objectives that have been written. A Venn Diagram is a visual organizer used to compare and contrast defined concepts. Venn diagram are made up of two or more overlapping circles. The circles show relationship between defined concepts and allow learners to visually organize similarities and differences between the defining characteristics of the defined concepts.

John Venn (1880 : 59) states that venn diagram is useful in visually organizing related information about defined concepts in structured manner that facilitates. This is especially important for coordinate concepts (related concepts that share some or many characteristics make the coordinate concepts different from one another. Basically, the term "Venn diagram" was first introduced by John Venn and published in 1880. But today's Venn diagram use expended to other subjects such as ; scienst, economics, and also in English. that is why, the writer choose Venn diagram strategy as a learning as a learning tools to help students.

Generally, Venn Diagram is the simple og Graphic Organizer strategy. Venn diagram is used to promote the development and a refinement of students' knowledge. One the ways to develop students' knowledge of something is trough comparison. Venn diagram is used to compare two concepts, topics or procedure. By using the comparison, students will be helped to organize their thought therefore, they can understand the reading passage.

During reading a text, the Diagram Venn allows students to help them to structure the way they "think" about the similarities and differences between concepts. What they have compared will be put in the visual term namely circle. They work best when the students complete them, instead of having the teachers do it for them. It has endless possibilities for adaptations and can be used in all content areas.

According to Jeremy Jones (2010 : 27) Venn Diagram can be used with other tactics such as concepts Frames and concepts maps. It is important to note

that Venn Diagram can become complicated and difficult to interpret as more concepts are compared. They work best when only two or three concepts and their characteristics are compared in a single diagram.

The advantages of venn diagram method :

1. This is most enjoyable strategy to organize thoughts because the students can see the whole subjects / area

2. Venn diagram method will improve memory, concentration, creativity and ability in reading

3. To increase knowledge all students about strategy Venn diagram.

4. Encourage problem solving by showing students new creative pathways.

5. Venn diagram method enables the students to be extremely efficient

Disadvantages Venn Diagram :

The use of Venn Diagram strategy also has some disadvantages. The disadvantages is in :

1. The middle area of the diagram

2. Some of the students will become confused because there is no the sign that the middle area is the similarities of the two topics

3. To overcome the confusion of the students, Knight suggest that the students can use the different colored markers or pencils to differ the similarities and the differences of the diagram.

According to Karen Rohrich & Ansbery, Emily Rachel Morgan (2007 : 238) in the book of " More Picture Science Lesson", a Venn Diagram is made of two or more overlapping circles and is useful for comparing two or more items of books, animals, plants, events or anything else that students wish to compare. Each cicle is labeled with the similarities and differences. Similarities are written in the space where the circle intersects. Differences are written in the parts of the circle that do not intersect. This tool can help the students to organize their thinking and sort through information after reading process. The venn diagram is a wonderful mind organizer that requires students to analyze two different objects. It forces the students cognitive level of thought to operate in higher domain.

Clarc, (2007 : 126) also mentioned how to use Venn diagram when comprehending the reading passage. The first that students have to done is list the unique characteristics of two ideas, things, or event students have to look how they are alike and how they are different and then put it in the outside of the left circle and one in the outside section of the right circle, while in the middle section where the circles overlap, students have to list characteristics that to have in common. This term can be called as a likeness. The result steps of creating Venn Diagram above can be seen in the following example below:

For example   :

Teacher and students are discussing about the concept of the impact of internet for students and the impact of television for students. In this case,

students need to analyze the characteristics of each and then put it to circle which labeled.

Differences

The impact of television		The impact of internet

Likeness

Make them become lazy
Able to destroy health
Decrease their skill
Increase bad behavior

Both have the function as a source to get knowledge and information

Tools for adding friend
Tools for sharing
Tools For discussing
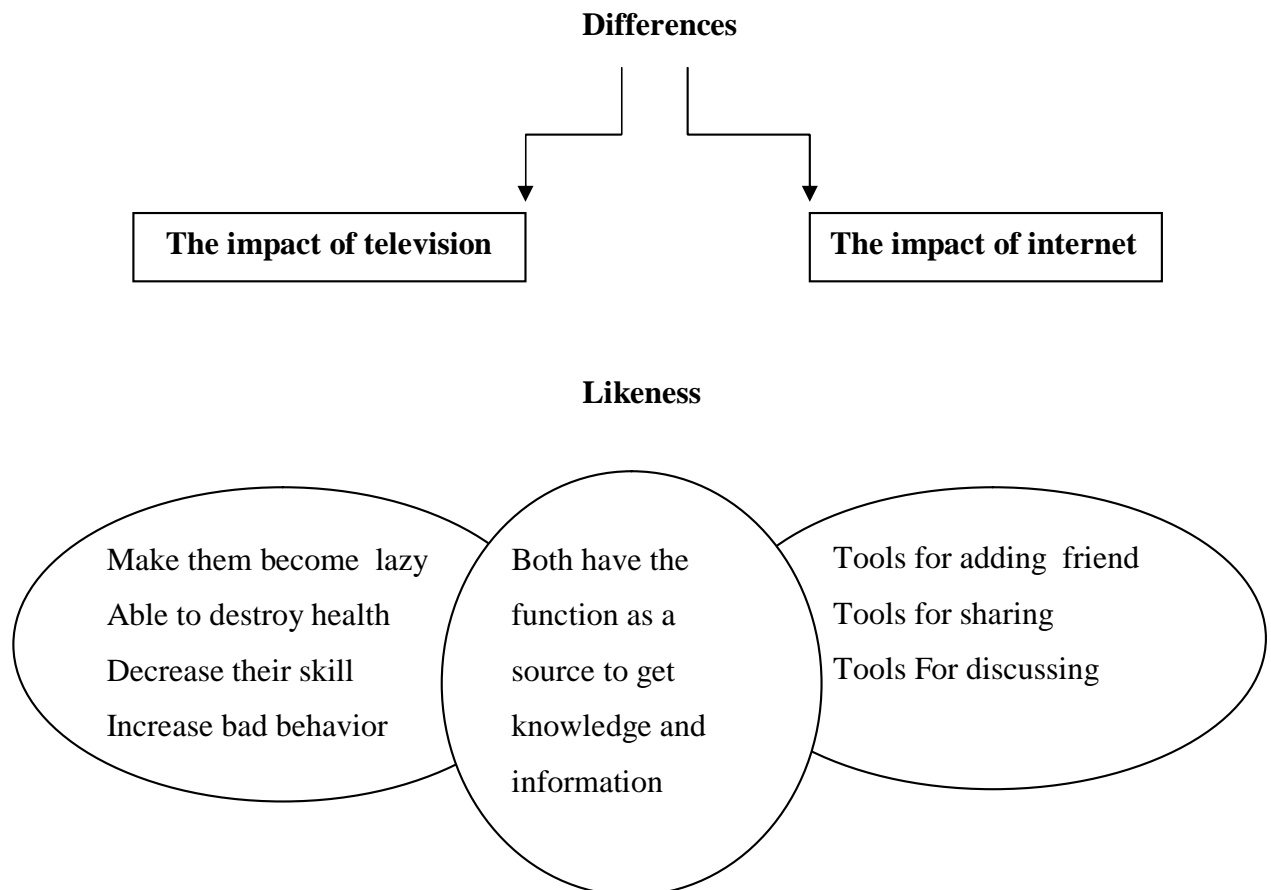
2.2. Conceptual Framework

Reading is to speech the oral interpretation of written language. It requires students to comprehend written works and relate it back to their prior knowledge. Furthermore, reading is the central means of learning not only for improving language skills, but also for academic and non – academic tasks. Reading curriculum is heavily dependent upon what reading material is used.

The types of texts used in reading curriculum is very important when it comes to students'motivation. Venn diagram is the essential strategy to be applied to achieve that goal. It is knowledge general for learning, thinking, and problem solving. Venn diagram has been used and studied in all content areas to improve students' understanding in reading a text. Many students have integrated Venn diagram strategy into daily instruction to improve students test scores in reading. When the students want to compare or contrast a lot information, it is difficult to see relationship in this format.

Venn diagram enables students to organize visually so they are able to see relationship between two or three sets of items. When students read a text, a student only focuses on the unique terms that should be compared and contrasted and on the term that has a similarity. This condition makes them easy to understand what the text means without read the whole text. After students got the terms that should be compared, they put it into visual representation that has several advantages.

It is quickly and easily to recognize, and minimum use of text makes it easy to scan for a word, phrases, or the general ideas. Focusing on important concepts help the students see how concepts is related, how concepts is different, and how concepts is similar. At last, the teacher asks the students to represent what they have analyzed related to the term is compared and similar in order to help them become an active students. By considering this aspects, students can know about different strategies for reading a textbook as

strategies to monitor and check their comprehension a reading descriptive text.

Descriptive text is a type of describing something in details in order to enable the reader to see, fell, hear, and touch it directly or involves themselves in the event. Based on the explanation above, it is clear that Venn Diagram strategy can help the students in reading descriptive text, this is also the reason why the researcher interest in analyzing the students descriptive text by using Venn Diagram Strategy.

2.3   Previous Related Study

1.   Kuder - Richardson (2013) SMK Prayatna-1 the study told about "Effects of Venn diagram Strategy on the Literal, Inferential, and Relational". This study examined the effects of Venn diagram strategy on the literal, inferential, and relational reading comprehension of students with mild disabilities (learning disabilities or educable mentally handicapped) Through a strategy format, students in the experimental group were taught to independently create Venn Diagrams from reading passages. Students who were taught the Venn Diagram strategy demonstrated statistical gains in both literal and relational comprehension measures on both the two-topic and three-topic reading passage.

2.   Unismuh Makassar the objectives of this research are to find out the improvement of the students' writing ability in terms of content and

organization through Venn Diagram Method at class a students of intensive English Class. With the title "Venn Diagram method for students' ability in writing at intensive English. This research used classroom action research (CAR) it had conducted two cycles. Where each cycle is consisted of four meeting . it employed writing test as instrument.

3. SMA Negeri 4 Pontianak in Academic Year 2014 / 2015 This research aimed to test "The effectiveness of teaching reading of report text by using Venn Diagram technique" this technique combined between English language and Math subject. The methodology of this research is pre a experimental research with total 36 numbers of students as the sample of research. The result of analysis on this research showed that the mean score of pre – test improved from 70.44 to 83.61 in the post – test. The result of t – test showed that teaching reading comprehension of report text by Using Venn Diagram technique can improve students' ability learning.

2.4. The Hypothesis

The hypothesis of this study Was stated as follow   :

Ha : There is a significant effect of Venn Diagram Strategy on the students reading descriptive text.

Ho : There is not a significant effect of using Venn Diagram Strategy on reading descriptive text.

CHAPTER III

RESEARCH METHOD

A. Location and Time

The research was conducted to the VIII grade students of SMP 58 Muhammadiyah Suka Ramai Medan National of the Academic Year 2019/2020. It locates at Denai Gg. II. No. 16 Medan 20216. The location was choosen because the researcher found problems in reading descriptive text faced by the students and intended to help them by using Venn Diagram Strategy.

B. Population and Sample

1. Population

The Population of this research was the VIII grade students of the Academic Year 2019/2020 of SMP 58 Muhammadiyah Suka Ramai Medan , who consisted of two classes, they were VIII-A – VIII- B. The total population was 58.

2. Sample

Sample is a procedure of taking data, where only a part population would be taken and uses to determine the characteristic from the population. The researcher used random sampling technique, in which VIII-A became the sample of the research with 29 students.

Table 3.1
Population and Sample

No	Classes	Population	Sample
1	VIII – A	29	29
2	VIII – B	29	-
Total		58	29

C. Research Design

The research would be conducted by using Experimental Research. By using Venn Diagram Strategy on Students' achievement in reading descriptive text, where the sample was divided into two group : experimental group and control group. The experimental group (VIII – A) is the group that receiving treatment by using Venn Diagram Strategy, while The control group (VIII – B) was the one that received the treatment by using the lecturing methods.

For the experimental group, the procedure would be the same, which was giving pre test, then treatment, and lastly post – test. And so would the control group, but the difference was that the experimental group was given a treatment by using Venn Diagram Strategy. While for the control group, it didn't apply that strategy, but only a lecturing method.

Table 3.2
The Research Design

	Group	Pre-test	Treatment	Post-test
(R)	Experimental group	ü	Venn diagram	ü
(R)	Control Group	ü	Lecturing Method	ü

D. The instrument of research

Instrument of the research was multiple choice test, which was taken from a quation about descriptive text from DrizzleSilaen 4241 27.10.2017. The test consisted of 20 items with 5 options each. The right answer was scored 1 and 0 for incorrect answer, The formula used was   :

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

Notes :

S   = the students' score

R   = the right answer

N   = the total question

E. Technique of Collecting the Data

There are three steps namely pre-test, treatment, and post - test done in this part :

a.   Pre-test

Both groups, the experimental and control group given pre-test before the treatment. The function of pre-test was to know the students' achievement before being given the treatment and to know the mean scores of experimental and control group.

b.   Post – test

The post – test is given to the students. The test instrument is the same as the pre – test. The post – test in the final test was used to measure whether the treatment is significant or not to the students' reading descriptive text.

c. **Treatment**

The experimental and control group is taught with the same material, that is reading descriptive text. The experimental group is taught by using Venn Diagram. The steps of treatment in the experimental and control group are shown as follows :

Table 3.3
The Treatment in Experimental Group

	Teacher's Activities	Students Activities
1	1. The Teacher says hello when entering the classroom open the class 2. Teacher gave pre-test to all students 3. Teacher collects the students answer's sheet	1. Students answer then 2. The students respond the teacher 3. Students did the pre-test
2.	1. Teacher gave explanation About Venn Diagram in Teaching learning process. 2. Teacher used a laptop, in focus and opened the material related to Descriptive text. 3. Teacher gave explanation of the materials about descriptive text from definition, generic structure, and example descriptive text. 4. Teacher to identify a set of criteria to compare and contrast the item. 5. Teacher asked students to find the difficult words that they don't know by using dictionary.	1. Students listened to the Explanation of the teacher. 2. Students pay attention to the teacher. 3. Students listened to the explanation of the teacher. 4. Students listened to the material delivered by the teacher 5. Students open their dictionary. 6. Students practice themselves to expose the text in reading descriptive text.

	6. Teacher asked the students to practice or expose the text base on their comprehension in reading descriptive text. 7. Teacher closes his teaching by making the summary of the teaching reading descriptive text.	7. Students write down the summary of the lesson.
3	1. Teacher explanation about Venn Diagram in teaching process. 2. Teacher uses a laptop, in focus and opened the material related to descriptive text. 3. Teacher gave explanation of the materials about descriptive text from definition, generic structure, and example descriptive text. 4. Teacher distributes the material about descriptive text with different tittle in the second meeting. 5. Teachers asked students to find the difficult words that they don't know by using dictionary. 6. Teacher asked the students to practice or expose the text based on their comprehension in reading descriptive text. 7. Teacher closes her teaching by making the summary of the teaching reading descriptive text.	1. Students listened to the explanation of the teacher. 2. Students pay attention to the teacher. 3. Students listened to the explanation of the teacher 4. Students listened to the material delivered by the teacher. 5. Students opened their dictionary. 6. Students practice Themselves To expose the text in reading descriptive text. 7. Students write down the summary of the lesson.

	1. Teacher gave direction related to the post-test.	1. The students listened to the teacher's direction.
4	2. Teacher gave post-test teacher collects the answer sheet of the students.	2. Students did the post-test 3. The students deliver their answer sheet.

Table 3.4
The Treatment in Control Group

	Teacher's Activities	Students Activities
1	1. Teacher greets the students to opened the class 2. Teacher gave pre-test 3. Teacher collects the 4. Students answer's sheet	1. Students answer then the students respond the teacher 2. Students did the pre-test
2.	1. Teacher distributes the material about descriptive text. 2. Teacher gave explanation about definition, generic structure and the purpose of descriptive text. 3. Teacher asks some of the students to read the text in front of the class.. 4. Teacher asked the students to question the parts which they did not understand yet.	1. Students listened to the explanation from the teacher 2. Students listened to the explanation. 3. The other students listened to the students who are reading infront of the class. 4. The students asked the question that they did not understand.

3	1. Teacher distributes the material about descriptive text with different title in the second meeting. 2. Teacher gave explanation about definition, generic structure and the purpose of descriptive text. 3. Some of the students read the text in front of the class. 4. Teacher asked the students to questions the parts which they did not understand yet.	1. Students listened to the explanation of the teacher. 2. Students listened to the explanation. 3. The other students listen to the students who are reading infront of the class. 4. The Students asked the questions that they did not understand.
4	1. Teacher gave direction related to the post-test. 2. Teacher gave post-test to all students 3. Teacher collects the answer sheet of the students.	1. To the students listen to the teacher's direction. 2. Students did the post-test 3. The students deliver their answer sheet.

F. Technique of Analyzing The Data

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

1. Scoring the students' answer for the correct answer is analyzed by using Experimental technique. The steps are follow

— □□□

Note :

S = The Score

R = The number of correct answer

N = The number of test item

2. Listing score in two score table. First for the experimental group and second for the control group scores.

3. 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'

4. Measuring the standard deviation variable X and Y by using Sudijono's formula (Sudijono 2011 – 157)

A. Standard Deviation of sample 1 (Experimental Group) :

$$\frac{ضط \quad 2}{\quad} \quad \text{For variable X}$$

B. Standard deviation of sample 2 (control group)

$$\frac{ضط \quad 2}{\quad} \quad \text{For variable Y}$$

Note   :

SD$_1$ =   The standard deviation of variable X (Experimental Group)

SD$_2$ =   The standard deviation of variable Y (Control Group)

ط   =   The total deviation (X2-X1)

ط   =   The total deviation (Y2-Y1)

N   =   Number of cases

C. The calculating the standard Error between both by using Sudijono's formula (Sudijono 2011:282)

    1. Standard Error of sample 1 (experimental group)

$$\overline{\square \quad ض}$$

    2. Standard Error of sample 2 (control group)

$$\overline{\square \quad ض}$$

    Note :

        The standard error mean of variable X

        The standard error mean of variable Y

        Standard deviation of the sample

        Number of cases

D. Finding out the standard error deviation between M1 and M2 by using sudijono's formula (Sudijono 2011:283)

$$\overline{\qquad\qquad}$$

    Note :

        The error of standard deviation

        The standard error of X

        The standard error of Y

26

E. Testing hypothesis by applying T-test by using Sudijono's formula (Sudijono 2011:284)

_____

Note :

T0   = The score of T-observed

M_1 = The mean of X

M_2 = The mean of Y

SE_{M1} = The standard error of variable X

SE_{M2} = The standard error of variable Y $= 1 + 2 - 2$

$$ t = \left(\square \; \frac{\square}{\square} \right) $$

Note :

SDx   = Standard Daviation of experimental group

SDy   = Standard daviation of control group

X2   = The total score of $(X_1-M_1)^2$

Y2   = The total score of (Y2-M2)2

N1   = Total sample of experimental group

N2   = Total smple of control group

SE_{MX} = The mean of standard error in experimental group

SE_{MY} = The mean of standard error in control group

SE_{MX}-$_{MY}$ = The different of error standard daviation

T0   = Test Observation

Df   = Degree of freedom

CHAPTER IV
DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving a multiple choice test. The sample was divided into two classes, the experimental and control group. Each group was given pre – test and post – test of the same test. The students score obtained as written in the table 4.1 below   :

Table 4.1
The students Score in Experimental Group

No.	Student's initial	Pre – test	Post – test
1	APP	5	6
2	AS	6	6
3	AST	6	7
4	ANN	6	5
5	CA	8	7
6	CH	5	7
7	CD	5	6
8	DY	6	7
9	DAI	6	7
10	FH	8	6
11	FH	6	6
12	IPJ	7	8
13	IES	8	7
14	JHN	8	8
15	KN	6	6
16	LA	7	8

17	MFS	6	7
18	MFA	6	8
19	MF	9	8
20	NPY	8	8
21	PNH	6	6
22	RA	7	7
23	RR	6	7
24	R	7	8
25	S	6	7
26	SN	8	7
27	SA	6	7
28	VY	7	7
29	ZR	8	6

On the table 4.1 showed the result of pre – test and post – test in experimental group. Based the table above, it can be seen that there was the differences between pre – test and post – test score in experimental group before conduct by the formula : $S = - X 100$

Table 4.2
The Score of the Pre – stress and Post – test in Experimental Group

No.	Student's initial	Pre – test	Post – test
1	APP	55	65
2	AS	60	60
3	AST	65	70
4	ANN	60	55
5	CA	80	71
6	CH	55	70

7	CD	56	65
8	DY	60	70
9	DAI	69	75
10	FH	80	60
11	FH	60	60
12	IPJ	78	85
13	IES	85	70
14	JHN	80	85
15	KN	60	65
16	LA	70	80
17	MFS	69	73
18	MFA	67	80
19	MF	90	80
20	NPY	82	85
21	PNH	60	60
22	RA	70	75
23	RR	69	75
24	R	70	80
25	S	65	78
26	SN	89	74
27	SA	60	70
28	VY	75	79
29	ZR	85	69
	Total	$\sum X_1 = 2.024$	$\sum X_2 = 2.084$

The data in table 4.2 showed the result of the pre – test and post – test in experimental group. Based on the table above, it can be seen that there was the differences between pre – test and post – test score in experimental goup. The highest score of the pre – test (VIII- A) in the experimental group was 90 and the

lowest as 55. While the highest score of the post – test (VIII – B) was 85, after the treatment given and the lowest was 60. After being calculated the data for the experimental group above the score for the pre – test was $\sum X_1 = 2.024$ and the score for the pre – test was $\sum X_2 = 2.084$, it means the score for post – test is higher than pre – test.

Table 4.3
The students Score in Control Group

No	Student's initial	Pre - test	Post – test
1	AA	1	6
2	A	5	6
3	AA	6	6
4	DF	2	7
5	DF	3	6
6	IA	3	5
7	MAA	1	5
8	MFA	6	5
9	MR	3	7
10	MNA	3	6
11	RS	3	6
12	A	4	8
13	AK	6	7
14	ASH	2	6
15	CS	2	6
16	FNH	3	7
17	FER	7	7
18	HL	3	7
19	IS	5	6
20	MNP	3	7

21	NK	5	6
22	NA	2	6
23	RH	4	6
24	RP	6	7
25	SPS	3	6
26	SR	2	6
27	SR	2	5
28	ZA	2	5
29	CG	6	6

On the table 4.3 showed the result of pre – test and post – test in control group. Based the table above, it can be seen that there was the differences between pre – test and post – test score in Control group before conduct by the formula :

$$S = - \text{ X } 100$$

Table 4.4
The students Score Control Group

No	Student's initial	Pre - test	Post – test
1	AA	15	60
2	A	50	60
3	AA	60	65
4	DF	20	70
5	DF	35	69
6	IA	35	55
7	MAA	15	50
8	MFA	60	50
9	MR	30	70
10	MNA	30	60

11	RS	35	65
12	A	40	80
13	AK	68	70
14	ASH	25	69
15	CS	20	60
16	FNH	35	70
17	FER	70	75
18	HL	35	70
19	IS	55	61
20	MNP	30	70
21	NK	5	62
22	NA	20	61
23	RH	40	68
24	RP	65	70
25	SPS	30	66
26	SR	25	60
27	SR	25	50
28	ZA	20	55
29	CG	60	69
	Total	$\sum X_1 =$ **1.053**	$\sum X_2 = $ **1.860**

The data in table 4.4 showed the result of the pre – test and post – test in Control group. Based on the table above, it can be seen that there was the differences between pre – test and post – test score in control group. The highest score of the pre – test (VIII- A) in the control group was 65 and the lowest as 5. While the highest score of the post – test (VIII – B) was 78, after the treatment given and the lowest was 50. After calculated the data for the experimental group

above the score for the pre – test was $\sum X_1 = 1.053$ and the score for the pre – test is $\sum X_2 = 1.860$, it means the score for post – test is higher than pre – test.

B. The Data Analysis

Based on the table 41 and 4.3, the following table showed the different scores between pre – test and post – test of the experimental and control group.

Table 4.5
The Differences Score of the Pre – test and Post – test in Experimental Group

No.	Student's initial	Pre – test	Post – test	$t_2 - t_2 (X1)$
1	APP	55	65	10
2	AS	60	60	0
3	AST	65	70	5
4	ANN	60	55	-5
5	CA	80	71	-9
6	CH	55	70	15
7	CD	56	65	9
8	DY	60	70	10
9	DAI	69	75	6
10	FH	80	60	-20
11	FH	60	60	0
12	IPJ	78	85	7
13	IES	85	70	-15
14	JHN	80	85	5
15	KN	60	65	5
16	LA	70	80	10
17	MFS	69	73	4
18	MFA	67	80	13

19	MF	90	80	-10
20	NPY	82	85	3
21	PNH	60	60	0
22	RA	70	75	5
23	RR	69	75	6
24	R	70	80	10
25	S	65	78	13
26	SN	89	74	-15
27	SA	60	70	10
28	VY	75	79	4
29	ZR	85	69	-16
	Total			$\sum X_1 = 60$

Based on the table 4.5 above, the mean scores (M1) of experimental group were calculated as follows :

$$M = \frac{\ }{\ } = \frac{\ }{\ } = 2, 06$$

Table 4.6

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

No	Student's initial	Pre - test	Post – test	t_2-t_2(X_1)
1	AA	15	60	45
2	A	50	60	10
3	AA	60	65	5
4	DF	20	70	50
5	DF	35	69	34
6	IA	35	55	20
7	MAA	15	50	35
8	MFA	60	50	-10
9	MR	30	70	40

10	MNA	30	60	30
11	RS	35	65	30
12	A	40	80	40
13	AK	68	70	2
14	ASH	25	69	44
15	CS	20	60	40
16	FNH	35	70	35
17	FER	70	75	5
18	HL	35	70	35
19	IS	55	61	6
20	MNP	30	70	40
21	NK	5	62	57
22	NA	20	61	41
23	RH	40	68	28
24	RP	65	70	5
25	SPS	30	66	36
26	SR	25	60	35
27	SR	25	50	25
28	ZA	20	55	35
29	CG	60	69	9
	Total			$\sum X_1 = 762$

Based on the table 4.6, the mean score (M2) of control group are calculated as follows : $= \dfrac{\sum}{} = \dfrac{}{} = 26$

Based on the mean scores of both sample group, the following tables were the tables for calculating the correlation between scores in both group.

Table 4.7

The Calculation of Mean Standard Deviationof Experimental Group

No	Name	Scores		
		$(t_2-t_1)X_1$	(X_1-M_1)	$((X_1-M_1))^2$
1	APP	10	16	256
2	AS	0	-26	-676
3	AST	5	-21	-441
4	ANN	-5	-31	-62
5	CA	-9	-35	-70
6	CH	15	-11	-22
7	CD	9	-17	-34
8	DY	10	-16	-32
9	DAI	6	-20	-40
10	FH	-20	-46	-92
11	FH	0	-26	-52
12	IPJ	7	-19	-38
13	IES	-15	-41	-82
14	JHN	5	-22	-44
15	KN	5	-21	441
16	LA	10	-16	256
17	MFS	4	-22	484
18	MFA	13	-13	169
19	MF	-10	-36	1296
20	NPY	3	-23	529
21	PNH	0	-26	676
22	RA	5	-21	441
23	RR	6	-20	400

24	R	10	-16	256
25	S	13	-13	169
26	SN	-15	-41	-82
27	SA	10	-16	256
28	VY	4	-22	-44
29	ZR	-16	-42	-84
	Total			$\sum Y_1 = 28$

Table 4.8

The Calculation of Mean Standard Deviationof Control Group

No	Name	Scores		
		(t2-t1)Y2	(Y2-M2)	((Y2-M2))2
1	AA	45	-43	-86
2	A	10	-8	-16
3	AA	5	-2	-4
4	DF	50	-48	-96
5	DF	34	-32	-64
6	IA	20	18	324
7	MAA	35	-33	-66
8	MFA	-10	-6	-12
9	MR	40	-38	-784
10	MNA	30	28	784
11	RS	30	28	784
12	A	40	38	1444
13	AK	2	0	0
14	ASH	44	42	1764
15	CS	40	38	1444
16	FNH	35	32	1024
17	FER	5	3	9
18	HL	35	33	1089
19	IS	6	4	16
20	MNP	40	38	1444
21	NK	57	55	3025
22	NA	41	39	1521

23	RH	28	26	676
24	RP	5	3	9
25	SPS	36	34	1156
26	SR	35	33	1089
27	SR	25	23	529
28	ZA	35	33	1089
29	CG	9	7	49
Total				**ΣY2= 20493**

Based on the calculation of the table, the following formula of t-test was implement to find out t-observed value of both groups as the basis t-test the hypothesis of this research.

1. SD Variable X

$$= \frac{\text{Ꞁ} \ \square}{N1}$$

$$= \sqrt{\frac{2852}{29}} = 98,3$$

2. SD Variable Y

$$SDy = \sqrt{\frac{\sum Y^2}{N1}}$$

$$= \frac{20493}{29}$$

$$= \sqrt{706,6}$$

$$= 26,5$$

The calculation above shows the following facts

SDx = 98,3

SDy = 26,5

N1　=　29

N2　=　29

M1　=　2,06

M2　=　26

$(X1-M1)^2 = 2852$

$(Y2-M2)2 = 20493$

Therefore the following formula is implement

$$\overline{\square \quad ض}$$

$$\frac{\square\square Ẅ}{\square \quad \square ض \quad \square}$$

$$\frac{\square\square Ẅ}{\square ض \square}$$

$$\frac{\square\square Ẅ}{\square Ẅ \square}$$

$$\square\square Ẅ$$

$$2 \quad \overline{\overline{ض}}$$

$$\frac{\square\square Ẅ}{\overline{ض} \quad \square ض \quad \square}$$

$$\frac{\square\square Ẅ}{\square ض}$$

$$\frac{\square\square Ẅ}{\square Ẅ \square}$$

$$\square\square Ẅ$$

Next the following formula is implemented to find out the error standard of deviation between M1 and M2 :

$$1 - \quad 2 = \overline{\sqrt{3\% \quad \square\square \quad 3\% \quad \square\square}}$$

$$= \quad \overline{\sqrt{\square\square W^{2+} \, 28,0^{\,2}}}$$

$$= \quad \overline{\square\square \ddot{y}\square\square\square \quad \square\square\square}$$

$$= \quad \square\square\square$$

The result above then be apllied to test hypothesis

$$T_0 \;\; = \frac{M_1 - M_2}{1^{-} \quad 2}$$

$$= \frac{2,06 - 26}{880}$$

$$= \frac{23,9}{880} \quad = 0,02$$

$$= \quad 1 + \quad 2 - 2$$

$$= 29 + 29 - 2$$

$$= 56$$

$$= t \;\; \square \;\; - \;\;^{df}$$

$$= t \;\; \square \;\; - \;\; \square\ddot{W}\square^{\,56}$$

$$= (0,999)^{56}$$

$$= 2.00$$

Based on the calculating above, it showed that differences total score between pre-test and post-test experimental group was 60 and the control group was 762. It showed that differences total score experimental group is higher than control group. At the calculation, it showed that t-observed is higher than t-table

with number 0,02 < 2.00 it means that there was significant effect of using listen read discuss strategy on the students' achievement in reading descriptive text.

C. Testing Hypothesis

T_0 test Hypothesis, the formula of t – test and the end of the distribution table of critical value were applied. If t – observed was greather than t – table, it means that the null hypothesis rejected and the alternative hypothesis was accepted. The fact of this research showed that t – observed was greather than the table (0,02 < 2.00). there was a significant effect of Venn Diagram Strategy on students reading descriptive text.

D. Research Finding

It was found that the students' who were taught by using Venn Diagram strategy got higher score than those were taught by using lecturing method. It was proved from the result or t-test, in which the score of t-observed was 0.02, then t-table ($t_{observed} > t_{table}$: 0.02 2.00). it meant that Venn Diagram Strategy in teaching reading descriptive text give significant effect on the students' achievement.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the finding and analysis of the data, so the researcher could make conclusions as follow :

There was a significant the effect of Venn diagram strategy on the students' reading descriptive text. It was proven from the score of the students who were taught by using Venn Diagram Strategy was higher (1.860 > 60) than of those who were taugh by lecturing method (60 < 762), and the calculation of the t-test showed that t-observed was higher than t-table (0.02 < 2.00) at the significant level was 0.05 and df 56.

B. Suggestions

Based on the result of this research, suggestion are put forward follows :

1. The English teacher must be creative in choosing the strategy to teach descriptive text.

2. Based on the research findings above, the English teacher could use Venn Diagram Strategy to increase students reading in descriptive text.

Ary, Donald, 1979, *Introduction to Research in Education*. Northen : IIIinois
    University.

Clarc, K. Sarah & Cornolly, Sarah. 2007. *Succesfully Strategies for Reading in the
    Content Areas.*

Fauziati, Endang. 2010. *Teaching English as a Foreign Language*. Surakarta:
    Muhammadiyah University Press.

Grellet, Francoise. 2010. *Developing Reading Skill*. Cambridge: Cambridge
    University Press.

Jones, Jeremy. 2010. *Teaching with the Brain in Mind "What Hula Hoops and
    Venn Diagram have in Common*. Articles.

Kennedy, C. Eddie. 1995. *Methods in Teaching Developmental Reading*. USA:
    West Virginia University Press.

Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar*. Sydney: University of
    New South: Wales Press Ltd.

Kustaryo, S. 1995. *Reading Technique for College Students*. Surakarta:
    Muhammadiyah University Press.

Linda Gerot, Peter Wignell. 1995. *Making Sense of Function Grammar,
    Antipadean Educational Enterprises (AEE)*, Australia.

Nunan, David. 2003. *Practical English Language Teaching. First edition*. Mc
    Graw – Hill.

Sudijono, A. 2011. *Pengantar Statistik Pendidikan.* Jakarta: Rajawali Pers.

Venn, John. 1880. *On the Diagrammatic and Mechanical Representation of
    Proportions and Reasoning. Philosophical Magazine and Journal of
    Science, Series 5*, vol 10.

Venn, J. July, 1880. *The Diagrammatic and Mechanical Representation of
    Propositions: Philosophical Magazine and Journal of science*. 5 10 (59).

CURRICULUM VITAE

Name	:	Fitri dian sari
Register Number	:	1502050272
Sex	:	Female
Place Date of Birth	:	Panyabungan, 15 Mei 1996
Nationality	:	Indonesia
Religion	:	Moslem
Status	:	Single
Adress	:	Panyabungan Mandailing Natal
Hobby	:	Listen to the music and Sport
Education	:	Year of 2000 – 2006 : SD Negeri 1 Panyabungan
		Year of 2009 – 2011 : SMP Negeri 2 Panyabungan
		Year of 2012 – 2014 : SMA Negeri 3 Panyabungan.
		Year of 2015 – 2019 : Muhammadiyah University of Sumatera Utara

LESSON PLAN

(Experimental Group)

Scholl   : SMP 58 Muhammadiyah Suka Ramai Medan

Subject   : English

Topic   : Descriptive text

Class / Semester : VIII - A

Time Allocation : 2 x 40 minutes

Skill   : Reading and Writing

1. Standard Competence

    The students are able to understand the meaning of the text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process

2. Basic Competence

    The students are able to response to the meaning of short functional text accurately.

3. Indicator Achievement

    a. Students are able to identify the tenses that are used from descriptive text.

    b. Students are able to identify language feature and generic structure of descriptive text.

4. Objective

   a. The students are able to define descriptive text.

   b. The students are able to answer the question from the text

   c. The students are able to underline the difficult words from the text d.
      The students are able to mention and identify the generic structures of
      descriptive text.

   e. The students are able to arrange the paragraph into a correct descriptive
      text.

   f. The students are able to make sentences in form of simple present tense
      relating to the topics given.

   g. The students are able to make descriptive text.

5. Activities

   a. Pre-activities

   1. The teacher greets the students.

   2. The teacher leads to pray together

   3. The teacher checks the students` attendance list.

   4. The teacher raises the brainstorming the students' mind

   5. The teacher informs the students that they are going to learn about
      descriptive text.

   b. While activities

   1. The teacher explains about the definition of descriptive text.

2. The teacher gives and shows the example of descriptive text.

3. The teacher asks the students to read the text silently

4. The teacher explains about the generic structures of descriptive text

5. The teacher asks the students to find the difficult words and to identify the lexico-grammatical use within the descriptive text.

6. The teacher translates and writes the difficult words on the white board.

7. The teacher together with the students discuss the generic structure and language feature. The teacher asks the students to arrange the paragraph of descriptive text into good descriptive text.

8. The teacher explains about the tenses that are used in the text.

9. The teacher gives the students another descriptive text and asks them to do exercise of the text by choosing the right tenses that is suitable with the command.

10. The teacher also asks the students to identify the language feature and generic structure of the text.

11. The teacher asks the students whether any difficulties or not

12. The teacher asks the students to make a descriptive text

c. Post Activities

13. The teacher gives the students chance to ask about descriptive text.

14. The teacher arises the students reflection by asking them what they have got and what they have learn.

15. The teacher closes the class while greeting the students.

6. Source

   For Junior High School Students year VIII, English on SMP 58 Muhammadiyah Suka Ramai Medan.

7. Media and Tools

   a. Manila Paper

8. Evaluation

   a. Technique : Reading test (Multiple choice)

   b. From   : Reading a text about Descriptive text

9. 1. Method   : Venn Diagram

    2. Technique   : textbook

Scoring   :

Reading aspect   :

Scoring : for each question, the correct answer is 1, The maximum value is 10,

             Value for students is the acquisition value

Medan,   Agustus 2019

Mengetahui

Kepala Sekolah SMP 58 Muhammadiyah   Guru Mata Pelajaran

(Dewi Zahara, S.Pd)   **(Asral Efendi, S.Pd)**

Researcher

(Fitri dian sari)

LESSON PLAN

(Control Group)

Scholl   : SMP Negeri 2 Panyabungan

Subject   : English

Topic   : Descriptive text

Class / Semester : VIII-B

Time Allocation : 2 x 40 minutes

Skill   : Reading and Writing

1. Standard Competence

   The students are able to understand the meaning of the text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process

2. Basic Competence

   The students are able to response to the meaning of short functional text accurately.

3. Indicator Achievement

   a. Students are able to identify the tenses that are used from descriptive text.

   b. Students are able to identify language feature and generic structure of descriptive text.

4. Objective

a. The students are able to define descriptive text.

b. The students are able to answer the question from the text

c. The students are able to underline the difficult words from the text d. The students are able to mention and identify the generic structures of descriptive text.

e. The students are able to arrange the paragraph into a correct descriptive text.

f. The students are able to make sentences in form of simple present tense relating to the topics given.

g. The students are able to make descriptive text.

5. Activities

a. Pre-activities

1. The teacher greets the students.

2. The teacher leads to pray together

3. The teacher checks the students` attendance list.

4. The teacher raises the brainstorming the students' mind

5. The teacher informs the students that they are going to learn about descriptive text.

b. While activities

1. The teacher explains about the definition of descriptive text.

2. The teacher gives and shows the example of descriptive text.

3. The teacher asks the students to read the text silently

4. The teacher explains about the generic structures of descriptive text

5. The teacher asks the students to find the difficult words and to identify the lexico-grammatical use within the descriptive text.

6. The teacher translates and writes the difficult words on the white board.

7. The teacher together with the students discuss the generic structure and language feature. The teacher asks the students to arrange the paragraph of descriptive text into good descriptive text.

8. The teacher explains about the tenses that are used in the text.

9. The teacher gives the students another descriptive text and asks them to do exercise of the text by choosing the right tenses that is suitable with the command.

10. The teacher also asks the students to identify the language feature and generic structure of the text.

11. The teacher asks the students whether any difficulties or not

12. The teacher asks the students to make a descriptive text

c. Post Activities

13. The teacher gives the students chance to ask about descriptive text.

14. The teacher arises the students reflection by asking them what they have got and what they have learn.

15. The teacher closes the class while greeting the students.

6. Source

   For Junior High School Students year VIII, English on SMP Negeri 2 Panyabungan.

7. Media and Tools

   a. Manila Paper

8. Evaluation

   a.Technique : Reading test (Multiple choice)

   b. From   : Reading a text about Descriptive text

9. 1. Method   : Conventional method

   2. Technique   :   textbook

Scoring   :

Reading aspect   :

Scoring : for each question, the correct answer is 1, The maximum value is 10,

               Value for students is the acquisition value.

Medan,   Agustus 2019

Mengetahui

Kepala Sekolah SMP 58 Muhammadiyah   Guru Mata Pelajaran

(Dewi Zahara, S.pd)   **(Asral Efendi, S.P.d)**

Researcher

(Fitri dian sari)