THE EFFECT OF EXPERIENCE TEXT RELATIONSHIP ASSISTED WITH ANIMATION VIDEO ON READING COMPREHENSION TO JUNIOR HIGH SCHOOL STUDENTS'

SKRIPSI

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

By:

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH NORTH SUMATERA

2019

BERITA ACARA

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 28 September 2019, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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Judul Proposal	:	The Effect of Experience Text Relationship Assisted With Animation Video on Reading Comprehension to Junior High School Students'

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

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                          (   ) Lulus Bersyarat
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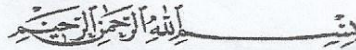Dekan   Ketua Program Studi

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Video on Reading Comprehension to Junior High School Students'

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
02/Sept/2019	Revise Analysis of data	
09/Sept/2019	Revise Interpret the dtn.	
16/Sept/2019	Revise Ack, Chapter 5.	
26/Sept/2019	Acc for the exams	

Medan, 20 September 2019

Diketahui oleh:
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SURAT PERNYATAAN

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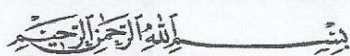
Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Laras Faradiba
N.P.M	:	1502050044
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Experience Text Relationship Assisted with Animation Video in Teaching Reading Comprehension to Junior High School Students'

Dengan ini saya menyatakan bahwa:

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

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Hormat saya
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Laras Faradiba

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Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Faradiba, Laras 1502050044, "The Effect of Experience Text Relationship Assisted with Animation Video on Reading Comprehension to Junior High School Students'." Skripsi, Faculty of Teachers' Training and Education University of Muhammdiyah North Ssumatera, Medan, 2019.

The objective of this study was to investigate whether or not the use of Experience Text Relationship (ETR) assisted with animation video is effective in teaching reading comprehension. The study applied experimental research method. The population of this research was the second grade students' of SMP Swasta Amir Hamzah Medan in the academic year 2019/2020 which consisted of two classes, namely VIII-1 and VIII-2. The researcher used total sampling technique and divided class into two groups, experimental group with 23 students was taught with ETR strategy assisted with animation video and control group with 22 students was taught with conventional method. The instrument of collecting the data was multiple choices which consisted of 20 items. The result showed that the t_{test} was higher than t_{table} (5.04>2.02). It means that H_a was accepted and there was a significant effect of ETR Assisted with Animation Video on Reading Comprehension to Junior High School Students'.

Keyword: *Experience Text Relationship (ETR), Animation Video, Reading Comprehension.*

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamualaikum Warahmatullahi Wabarakatuh

In the name of Allah SWT, the most beneficent and most merciful, praise to Allah. Firstly, the researcher would like to thanks to Allah the most almighty who given this opportunity in finishing and completing this study. Secondly, bless and peace upon to the prophet Muhammad SAW, who has brought us from the darkness to the light.

This research entitled:" The Effect of Experience Text Relationship Assisted with Animation Video on Reading Comprehension to Junior High School Students'". In writing this study, there were so many difficulties and problems faced by the researcher and without any help from the following people, it impossible for her to finished it. Especially her lovely great parents, Sunardy and Latifah S.pd for their support morally and materially during her academic years in completing this study. Her beloved brothers and sisters Hasrul Fikri Maulana S.Kom, Reza Affandi S.Pd, Wan Anisa Maulidya Baros, M.P.d and Gebby Wandani Larasati S.E that always support her to face all the difficulties in completing this study. The researcher also would like thanks to:

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10. Her beloved classmate, VIII A Morning English Department 2015 that cannot be mentioned one by one, that help and support her during the learning process.

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

Medan,   September 2019

The Researcher

Laras Faradiba
1502050044

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CHAPTER I

INTRODUCTION

1.1. Background of Study

English has important role in Indonesia. English learn as a foreign language and the government has determined to put English as a subject at school since primary level up to university level. English consist of four skills, such as: listening, speaking, reading, and writing. One of the main skills that important for students is reading. By reading students will get the information, observe new ideas and knowledge from what has been read.

Ruddell (2005: 31) defines reading is the act of constructing meaning while transacting with text in the process of reading the reader interacts dynamically with the text. Through reading people can develop new knowledge, get information from the text, increase ability, enjoy literature, and enlarge the experience. Most of information is presented in writing and only can receive through reading. Reading is not only able to read the written text but understanding the information from reading the text. According to Snow (2002:11), reading comprehension as the process of simultaneously extracting and constructing meaning trough interaction and involvement with the written language. From the definition above, it can be assumed that reading comprehension is an interactive process between reader and text to comprehend the writer's message. The reader used their prior knowledge to develop and understanding the new information from the text.

There are many possible reasons why students think that reading English is difficult to learn. Firstly, the students were less motivate to learn English because the students already assumes that learning English is difficult and lack of knowledge makes them bored for learning. Secondly, the students are still lack on vocabularies and grammar. They did not know the meaning of words. It means that the students just read the text without knowing the information in the text. The students do not realize that a word may have different meaning, it make them miss understanding and takes a long time to get the message. Thirdly, the teacher used monotonous teaching style. The teacher used a strategy which made students passive learners. Teacher gave the tasks, asked students to read the task, translate the text, answer the question and correct it together during the learning process. The use of teaching media in learning process has not been too effective. Some of them are still confused in finding the appropriate teaching method and media that can be applied in the classroom. Media is a tool for teacher in giving understanding materials for students. The teacher must find interactive media to motivate students and makes students easier to understand the material and not feel bored in teaching and learning process.

In teaching and learning process, the teacher should be able to choose the appropriate strategy so that the objectives can be achieved. The researcher interest to use Experience Text Relationship or abbreviated as ETR for teaching reading comprehension. Through this strategy the students expected to be able to activate and use their background knowledge to comprehend a text. And, the researcher chooses animation video as the media to assist teaching reading comprehension.

The use of animation video is expected to improve students' motivation to read, understand the concept and also improve their learning outcomes.

Based on the description above the writer conducted a research entitled "**The Effect of Experience Text Relationship Assisted with Animation Video on Reading Comprehension to Junior High School Students'** ".

1.1. The Identification of the Problem

The identification of problem in this research was formulated as follows:

1. Students are less of motivation to learn English
2. Students are still lack of vocabularies and grammar
3. Teacher does not use various strategy and teacher does not use interesting media in teaching English

1.2. Scope and Limitation

The scope of this research was focused on reading comprehension ability. The limitation of this research was narrative text.

1.3. The Formulation of the Problem

The problem of this research was formulated as follows:

Is there any significant effect in the students' reading comprehension in English learning when teacher use ETR strategy assisted with animation video?

1.4. The Objective of the Study

Based on the statement of the problem, the objective of the study was: To investigate whether or not the use of ETR strategy assisted with animation video is effective in teaching reading comprehension.

1.5. The Significance of Study

This research was formulated as an effort of finding some uses. The used of this research are:

1. Theoretically

   The result of this study can contribute useful information about ETR assisted with animation video in learning reading comprehension

2. Practically

   a. For the teacher, the implementation of experience text relationship can be used as one of the alternative strategy and animation video as the media in teaching reading comprehension.

   b. For the students, it help them to improve their reading skills to comprehend the text

   c. For other researcher, it can be used as reference in conducting the similar study for obtaining better result.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

1. Reading

A. Definition of Reading

Reading can define in many ways. According to Grabe and Stoller (2002:9) Reading is the ability to draw the meaning from the printed page and interpret this information appropriately. Reading is the process to get, to understand, to catch the content of the reading and extracting information from print, Frank (2004:179). Reading is an exercise dominated by the eyes and brain. The eyes received messages and the brain work out significance of the messages. It means that people receive the information from their eyes, then understand the meaning from their brain. Without reading the opportunities or improving one's life are limited. So, people are expected to increase their interest in reading information and try to develop their reading ability.

B. The Purpose of Reading

When begin to read, it actually had a number of initial decisions to make, and usually make these decisions very quickly, almost unconsciously in most cases. Grabe and stoller (2002: 11-14) explained it as follows:

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

Reading to search for simple information is a common reading ability trough some researchers see it as relatively independent cognitive process. Reading to skim it involves, in essence, a combination of strategies for guessing

where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2. Reading to Learn from the Text

Reading to learn typically occurs in academic and professional contents in which a person needs to learn considerable amount of information from a text. It requires abilities to: remember main ideas, recognize and build rhetorical frames, link the text to reader's knowledge base.

3. Reading to Integrate the information, write, and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader. Both reading to write and reading to critique text may be task variants of reading to integrate information. Both requires abilities to compose, select, and critique information from a text.

4. Reading for General Comprehension

The notion of general comprehension has been intentionally saved for last in this discussion of two reasons, first, it is the most basic purpose of reading, underlying and supporting most other purposes for reading. Second, general reading comprehension actually more complex than commonly assumed. Reading for general comprehension when accomplished by skilled fluent the reader,

requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited time constraints.

C. Types of Reading

Variety of performance is derived more from multiplicity of types of texts than from the variety of overt types performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. There are four types of reading according to Brown (2004:189)

1. Perceptive

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

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. This category includes what many incorrectly think as testing vocabulary and grammar. Formal aspects (lexical and grammatical) language format, including multiple choice, matching or

essay test. Lexical grammatical aspects of language simply the forms we use to perform all four skill of listening, speaking, reading and writing.

3. Interactive

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

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Extensive reading is as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. In other words, instead of spending a half hour decoding tiny part of one book (also known as intensive reading), you read many simpler books that are slightly below the level at which you read fluently. This lets you get used to reading more complex sentences with ease, reinforces the words you already know and helps you learn new words from context.

D. Models of Reading

General models of reading serve useful purposes, most commonly by providing a metaphorical interpretation of many process involved in reading comprehension, Grabe and Stoller (2002:31) explained it as follow:

1. Metaphorical models of reading

These models represent metaphorical generalizations that stem from comprehension research. Metaphorical Reading divided into three models, there are:

a. Bottom-up models

Suggest that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with the little interference from readers own background. In the extreme view, the reader processes each word letter-by-letter, each sentence word-by-word, and each text sentence-by-sentence in a linear fashion.

b. Top-down models

Assume that reading is primarily directed by reader goals and expectation. Top-down models characterize the reader as someone who has a set of expectations about text information and samples enough information from the text confirm or reject these expectations.

c. Interactive models

The simple ide a behind this view is that one can take useful ideas from a bottom-up perspective, and combine them with the key ideas from a top-down view. Interactive models highlight the number of process, particularly automatic

process, being carried out primarily in bottom-up manner with the little interference from other processing levels or knowledge resources.

2. Specific models

Specific models divided into four models, there are:

a. Psycholinguistic Guessing Game Model

This model portrays reading comprehension as universally applicable iterative process of (a) hypothesizing, (b) sampling, and (c) confirming the information based on background knowledge, expectations about the text, a sampling of surface features of the text and context information from the text.

b. Interactive Compensatory Model

This model argues that (a) readers develop efficient reading processes, (b) less-automatic processes interact regularly, (c) automatic processes operate relatively independently and (d) reading difficulties lead to increased interaction and compensation, even among processes that would otherwise be more automatic.

c. Word Recognition Model

Most current versions of word recognition models are based on connectionist theories of how the mind organizes information and learn from exposure to text. The key point of this model is that these models are fundamentally bottom-up in orientation, and they account for a considerable amount of what we currently know about word recognition processes under time constraints.

d. Simple View of Reading Model

This model argues that reading comprehension is composed of a combination of word recognition abilities and general comprehension abilities (typically measured by listening comprehension). The basic idea is that when a decoding skill measure and a (listening) comprehension skill measure (both as percentage scores) are multiplied, the resulting score is an accurate measure of reading comprehension.

2. Reading Comprehension

A. Definition of Reading Comprehension

According to Grabe and Stoller (2002:29) reading comprehension is an extraordinary feat of balancing coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reader. Klinger et al (2007:8) defines reading comprehension is a multi- component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Reading comprehension abilities are quite complex and that they vary in numerous ways depending on tasks, motivations, goals, and language abilities. Reading comprehension process is likely to work for skilled readers, assuming a purpose of general comprehension of a longer text. Based on definitions above, it can conclude that in reading comprehension the reader background knowledge

and information from the text should be constructed to get the meaning that is explicitly or not explicitly stated in the text.

The elements of comprehension according to Snow (2002:11) are:

1. The reader who is doing the comprehending

2. The text is to be comprehend

3. The activity which comprehension is a part

B. Levels of Reading Comprehension

Thomas Barrett quoted by Brassell and Rasinski (2008:17) states that there are three types of actions with his three levels taxonomy of reading comprehension:

1. Literal Comprehension

In literal comprehension, it requires a reader to be able retell or recalling the information or the facts that presented in a text. In this level the focus is on the information and ideas.

2. Inferential Comprehension

Inferential comprehension, it takes the ability of the reader to find the information that is implicit in a text. The purpose of reading and teachers question which can demand thinking and imagination can stimulated it,

3. Critical Comprehension

Critical comprehension related to the readers ability that make critical judgment about ideas and information presented in a text. To build the

critical reading the reader must questioning critically, searching for facts, and must encouraging critical thinking to be an active reader.

3. Experience Text Relationship

Experience Text Relationship (ETR) is a teaching strategy proposed by Kathryn Au. Au applied this strategy to the minority children in Hawaii in 1979. As the result the children get better comprehension after trying this strategy. The main point of this strategy is background knowledge building or experienced activation. Students' experiences will contribute to reading achievement when the teacher uses text containing stories directly related to their own world. Wood and Blanton (2009) stated that Experience Text Relationship is a strategy that draws on background knowledge and prior experience. Experience Text Relationship (ETR) helps learners to active and developed their background knowledge of the text and instructing students to active and build upon their prior knowledge facilitates both reading motivation and comprehension.

The experience text relationship consists of students expressing their own experience of knowledge about the topic prior to reading. After the students have adequately shared their knowledge, the text becomes the focus of the class. During this segment of the lesson, the teacher asks the students to read short section of the text and then questions about the content. In the final stage, the teacher aids the students to draw relationship between personal experiences and the material discussed in the text stage. This provides an opportunity for each students to make comparisons and contrast with they already know and to accommodate the new information into their preexisting schemata. This

Experience Text Relationship strategy provides teacher a way to systematically guide their students through the reading process, monitor their students' comprehension, and guide them to the correct answers when needed. It can be applied in order to support the students in their reading comprehension. This Experience Text Relationship also can be used as a way of using the child experiences to promote reading achievement.

Based on the experts' opinion above, it can be concluded that Experience-Text- Relationship (ETR) is a strategy can be used in teaching reading that help teacher to monitor the students in expressing their own experiences and guide them to relate their own experiences to text provided. As its name, this strategy consists of three stages. They are experience stage, text stage and relationship stage. According to Blanton and Wood (2009: 135) Experience Text Relationship (ETR) there are in three stages can be applied in the classroom as follows:

1. Experience

Before reading or called as pre reading, the students can discuss their personal background knowledge or experience that related to the topics, theme or story of the text to be read. After that, the students can create the predictions about the story.

2. Text

While reading, students can read aloud or silently the text. They can read a short story or only one sections of the story and then discussed it. The teacher should make sure that students still tie their thoughts, predictions and comments back to the text.

3. Relationship

For post reading, the teachers help the students to relate the information from the text with their personal experience to develop an understanding of a text.

A. Advantages of Experience Text Relationship

It is appropriate to use this strategy to teach reading because it has some benefits, such as:

a. The activation and use background knowledge in ETR can help the students to improve their comprehension

b. ETR lessons provided opportunities for the students to explore any types of story and incorporate feature it with their existing knowledge

c. To motivate students to read, teacher can give guiding questions to build students prior knowledge.

d. The teacher can systematically guide the reading process and observe the students reading comprehension through ETR staretgy.

B. Disadvantages of Experience Text Relationship

a. Every students has different background knowledge and experience about the story.

b. The teacher need extra attention to stimulus the students explore their own experience.

4. Narrative Text

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed is describing certain event, character, phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as show by himself what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction like memories. The social function of narrative text is to amuse, entertain and deals with actual or vicarious experience in different ways. In addition Knapp and Watkins (2005:221) state that Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes.

The generic structure of narrative text according to Dirgeyasa (2014) describe it as follows:

1. Orientation

   a. To inform the theme or topic

   b. Introduce all characters, place and time of the story (what, who, when, where)

   c. It can attract the reader to continue reading entire story

2. Complication

   a. It included the series that main characters tried to solve the problems.

   b. The main characters usually showed the problem in a real life.

3. Resolution

   a. It containing the ending of the story

b. The problem may be resolved, in happy or sad ending

c. Sometimes there are some of complications.

A. The types of narrative text can describe as follows:

1. Fiction Narrative

   Is un-true story or a story that has never happened in the real world. It included a fairytales, folktales and myths.

2. Non –Fiction

   Is a true story that actually happened in a real life. It often factual stories, biography and history.

   Dominant language features in Narrative text:

   According to Dirgayasa (2014), the common grammatical language features of narrative writing as:

1. It usually used past tense, but may be in the immediate present or effect.

2. It has a variation in a sentence length like, simple, compound and complex.

3. Short sentences tends to increase tension, and the longer sentences provide detailed and contrast

4. The dialogue will develop action and characters

5. In the dialogue tenses may be changed.

5. Animation Video

In general, animation can be defined as the pictures that appear and can move. An animated film is one in which puppets or drawings appear to move.

Harrison and Hummell (2010:20) define it as a quick display of a sequence of static images that create the illusion of motion. According to Trueit (2008:30) animation is a series of still images that appear to be moving when shown quickly one after another. Heinich et al (2001:196) explain basically animation is made up of a series of photographs or drawing of small displacements of objects or images. Heinich et al (2002:190) define video combine motion, color, and sound in ways that can dramatize ideas better than any other medium". The researcher used animation video as media that might encourage the students to improve their reading comprehension skill. By using animation video will help the students understanding the story easier.

a. The advantages of Using Animation Video as Media

Wang (2004) explained the advantage of animation video as media in teaching as follows:

1. Using video in teaching learning English can encourage students' autonomy and proactivity. When video has played in the classroom, the students can directly obtain the cultural background and emotional attitude about the learning materials. Hence, it can make them more autonomous.

2. Video can help the teacher to get the students attention and also can motivate the students to learn. Video has a sound and scene effect that can make students interest and decrease their tedium.

3. English video in teaching language can showed the real situations in life. The students can learn language in real life that different with the traditional English teaching object.

4. Using video in teaching English can give students direct access to learn culture of the target language. Learning English not only about the linguistic like pronunciation, grammar, vocabulary and idiomatic expressions but also learn about value, social custom, and habit for proficient in English.

b. The Disadvantage of Animation Video

1. Teacher must found or create videos that similar or relevant with the material

2. Requires special equipment in its presentation to display a video, and it need other supporting tools.

2.2 Relevant Studies

Several studies have investigated and relate with this study are:

a. Mensi Resolusi (2015), his research focused on the implementation of ETR strategy for junior high school students. His conducted quasi experimental method in order to know the effect ETR strategy for the eighth grade students in SMP Sandika Palembang. Based on data analysis it showed the students score improved. It was shown form the result of t-obtained was 7.312. it can conclude that the ETR strategy can improve students reading comprehension

b. Hanifah Khailidyah (2015), her research focused on the implementation of animated video as the media to improve reading skill for seventh grade students in SMP in Jalancagak Subang. She conducted quasi experimental method in order to find out the effect of using animated video as the media in teaching reading. Based on data analysis it was found that the students score is improve, control group the result is 41,74% and the experimental group the score is 89,53%. The researcher conclude that the use of animated video give significant effect to improve students reading ability.

2.3 Conceptual Framework

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│   Experience Text Relationship   │
│            Strategy              │
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│    Animation Video as the Media  │
└─────────────────────────────────┘
```
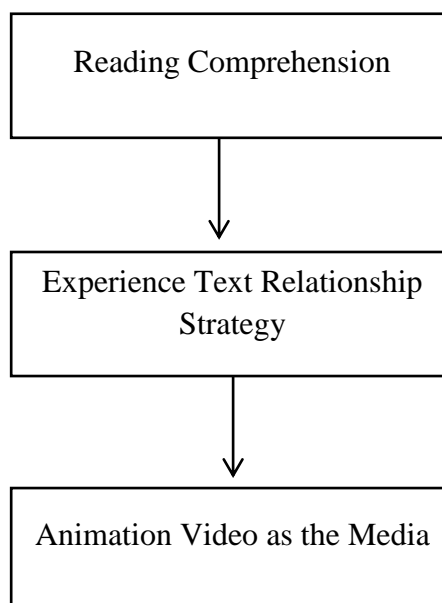
Reading is one of English four skills, which has an important role for a learner in language learning. Reading belongs to one of two respective skills

which a learner must learn first before they can learn the productive skills. Considering the skills in reading are essential for a learner in order to master the language. However, reading in foreign language is not merely about the skills in decoding symbols and pronouncing words, but it needs ability to comprehend a text. In this research, the researcher focuses on teaching reading comprehension on narrative text because narrative text is a part of genre text that we know has the important role in teaching English. By mastering genre text the students will understand reading passage easily, write a passage correctly, finds the message of the text easily. The researcher uses Experience Text Relationship (ETR) the strategy used by the teacher to teaching the students in mastering narrative text. It will be assisted with animation video as media to comprehending the text. The study was intended to investigate the effect of using ETR strategy assisted with animation video in the students reading comprehension.

2.4 Hypothesis

By using the hypothesis, it made the researcher easier to focus the research. Therefore, in this research, the researcher would like to formulate the hypothesis as follows:

1. Alternative Hypothesis (H_a)

Using ETR strategy is effective in Teaching Reading comprehension at the Eighth Grade Students of SMP Swasta Amir Hamzah Medan in the Academic Year of 2019/2020.

2. Null Hypothesis (H_o)

Using ETR strategy is not effective in Teaching Reading comprehension at the Eighth Grade Students of SMP Swasta Amir Hamzah Medan in the academic year of 2019/20120

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location and Time

This research was conducted at SMP Swasta Amir Hamzah Medan. It is located `at Jalan Meranti No. 1 Medan Petisah, Kota Medan. The reason for choosing this school is because the students still have poor knowledge in reading comprehension. The research was carried out in academic year 2019/2020.

3.2. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP Swasta Amir Hamzah Medan in the academic year of 2019/2020.

2. Sample of the Research

In this research, sample of the study take two classes as sample and the total number of sample was 45 students that is VIII- 1 as the experimental group consist of 23 students, and VIII-2 as the control group consist of 22 students.

Table 3.1

Sample of the Research

No	Class	Sample
1	VIII- 1	23
2	VIII-2	22
Total		45

3.3. Research Design

The quasi experimental research was used to carry out of this research. Which means, it were had certain experiment applied to the sample. To obtain the data, the researcher was administer the sample into two groups, first group as experimental group that was taught by applying Experience Text Relationship (ETR) assisted with animation video and the second group as the control group that was taught with conventional method. The design of this research can be seen in the table 3.2

Table 3.2

The Research Design

Class	Name of Group	Pretest	Treatment	Posttest
VIII-1	Experimental group	✓	ETR assisted with animation video	✓
VIII-2	Control group	✓	Lecture method	✓

1. Pretest

The researcher gave pretest in the beginning meeting to both of experimental group and control group. The aim of pretest was to know the students' achievement in reading comprehension before treatment.

2. Treatment

The researcher gave the same material with different method to both of group. Experimental group used ETR strategy assisted with animation video and the control group used conventional method.

Table 3.3

Treatment in Experimental Group

Teacher Activities	Students Activities
1. Teacher greeted and checks students' attendance	1. Students gave response to the teacher
2. Teacher told the students about the topic or title of the story that will discussed	2. Students listened to the teacher
3. Teacher showed the animation video related to the text that will be discussed later on	3. Students pay attention to the animation video that will discussed later on
4. Teacher showed the animation video that explain about narrative text, the definition, generic structure, and the language features	4. Students listened carefully to the animation video that explain about narrative text
5. Teacher explained the students about ETR strategy to answer the questions	5. Students understood about the ETR method
6. Teacher asked students to answer the questions with ETR strategy	6. Students answered the questions
7. Teacher and students corrected the answer together	7. Students got the assessment of the answer questions

Table 3.4

Treatment in Control Group

Teacher Activities	Students Activities
1. Teacher greeted and checked the students' attendance.	1. Students gave response to the teacher
2.The teacher gave the explanation about narrative text	2. Students listened to the teacher explanation
3. The teacher gave the students text and asked students to answer the questions	3. Students read the text and answer the questions
4. Teacher and students corrected the answer together	4.Students got the assessment of the answer questions

3. Posttest

Posttest was given after the treatment has been done to the students'. This test way done to know the result of pre-test and post-test, whether there was a significant difference or not in students' reading comprehension achievement after got treatment with ETR strategy assisted with animation video. The researcher gave a test for experimental and control group which consisted multiple choice items for students.

3.4. Instrument of Research

The instrument of this research was multiple choices that consist of 20 items. The students' asked to answer the test based on the topic. The correct answer got 1 score and the incorrect answer got 0. The researcher divided test into two section, first section in the pretest and second section in the posttest. The researcher gave the test in order to know the effect of applying ETR strategy assisted with animation video in reading comprehension.

3.5. Technique of Collecting Data

The technique of collecting data in this research will give as follows:

1. Giving pretest to experimental group and control group

2. Giving treatment to experimental group by applying ETR straregy assisted with animation video

3. Giving treatment to control group by applying conventional method

4. Giving posttest to both of group

5. Correcting the scores of posttest of experimental and control group

3.6. Technique of Analyzing the Data

The technique to analyze the data by using the following procedure:

1. Correcting and scoring the answer of the test. The researcher calculate the students' individual score by using the formula:

$$S = \frac{correct\ answer}{total\ question} X\ 100$$

2. Listing the score into two tables, fist for the experimental group and the second for the control group

3. Calculating the total score pretest and posttest in experimental group and control group

4. The technique of data analysis that used Sudijono (2012) in this study is statistical analysis with t-test, the formula as follows:

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

With the explanation:

M_1 = the average score of experimental class

M_2 = the average score of control class

SE = standard error

To adjust the symbol used in the formula, the symbol M_1 as the variable I and M_2 as the variable II. Variable 1 as standard deviation SD, and variable 2 as standard deviation SD:

1. Calculating the mean variable M_1 by using the formula:

$$M_x = \frac{\sum x}{N}$$

2. Calculating the mean of variable M_2 by using the formula:

$$M_y = \frac{\sum y}{N}$$

3. Calculating standard deviation variable 1 by using the formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

4. Calculating standard deviation variable 2 by using the formula:

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

5. Calculating standard error variable 1by using the formula:

$$SE_{M1} = \frac{SDx}{\sqrt{N_1 - 1}}$$

6. Calculating standard error variable 2 by using the formula:

$$SE_{M2} = \frac{SDy}{\sqrt{N_2 - 1}}$$

7. Calculating standard error differences mean variable1and mean variable 2 by using the formula:

$$SE_{M_1 - M_2} = \sqrt{SEM1^2 - M2^2}$$

8. Calculating $t_0$by using the formula:

$$t_{0=} \frac{M_1 - M_2}{SE_{M1-M2}}$$

Where:

M   = Mean

M_x = Mean of variable 1 (experimental group)

M_y = Mean of variable 2 (control group)

$\sum fx$' = The amount of multiplication between the homemade midpoint and the frequency of each interval

N   = Number of classes

SD_x = Standard deviation of the sample 1 (experimental group)

SD_y = Standard deviation of the sample 2 (control group)

SE_M = The magnitude of mean error of the sample

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data that had been collected based on the score of pre-test and post-test in reading comprehension of narrative text. The data to be analyzed was obtained by giving multiple choices test to the students in order to know their ability in their achievement in reading comprehension. The data were divided into two groups, first group was experimental group and the second group was the control group. This research was conducted in three meeting for each groups. Both of groups were given in the same test in the pre-test and post-test.

B. Data Analysis

The effect of ETR strategy on the students' achievement in reading narrative text. Based on the data from the test, the score were analyzed in order to know the differences between pre-test and post-test of experimental group, it could be seen on the table 4.1 below

Table 4.1

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

No	Students' Initial	Students' Score	
		Pre-test (x_1)	Post-test (x_2)
1.	AFD	60	80
2.	A	35	70
3.	AIG	45	75
4.	AAH	60	85
5.	AG	35	70

No.			
6.	BK	65	80
7.	DLL	50	85
8.	FRR	55	80
9.	FN	40	90
10.	KM	60	90
11.	LS	50	80
12.	MRL	60	80
13.	MR	45	75
14.	MIHL	35	80
15.	NRG	70	95
16.	NRG	65	85
17.	PAL	50	85
18.	RO	60	75
19.	S	55	90
20.	TMAN	70	90
21.	WN	40	80
22.	YAAH	40	70
23.	ZAYR	50	75
		$\sum X_1 = 1.195$	$\sum X_2 = 1.865$

Based on the table 4.1 above, it showed the total score of pre-test was 1.195 with the lowest score was 35 and the highest score was 70. Meanwhile, the total score of post-test was 1.865 with the lowest score was 70 and the highest score was 95.

Table 4.2

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

No	Students' Initial	Students' Score	
		Pre-test (y_1)	Post-test (y_2)
1.	AS	50	65
2.	AK	50	75
3.	AH	35	65
4.	AS	50	70
5.	INA	45	75
6.	MAS	35	50
7.	MF	40	50
8.	MHT	40	60
9.	MIRN	40	45
10.	MI	45	60

11.	MIP	35	40
12.	MRW	30	45
13.	MRA	30	40
14.	MSF	40	50
15.	PAW	45	65
16.	RS	35	65
17.	RR	45	60
18.	SD	45	65
19.	SAT	65	70
20.	SC	65	70
21.	SR	45	65
22.	SNRT	40	60
		$\sum y_1 = 900$	$\sum y_2 = 1.305$

Based on the table 4.2 above, it showed that the total score of post-test was 900 with the lowest score was 35 and the highest score was 65. Meanwhile the total score of posttest was 1.305 with the lowest was 45 and the highest was 75. 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.

1. **Mean of variable X (variable 1)**

The table 4.3 showed the calculation of Mean in experimental group as follows:

Table 4.3

The Calculation of Mean in Experimental Group

No	Students' Initial	Students' Score		$X(x_2-x_1)$
		Pre-test (x_1)	Post-test (x_2)	
1.	AFD	60	80	20
2.	A	35	70	35
3.	AIG	45	75	30
4.	AAH	60	85	25

5.	AG	35	70	35
6.	BK	65	80	15
7.	DLL	50	85	35
8.	FRR	55	80	25
9.	FN	40	90	50
10.	KM	60	90	30
11.	LS	50	80	30
12.	MRL	60	80	20
13.	MR	45	75	30
14.	MIHL	35	80	45
15.	NRG	70	95	25
16.	NRG	65	85	20
17.	PAL	50	85	35
18.	RO	60	75	15
19.	S	55	90	35
20.	TMAN	70	90	20
21.	WN	40	80	40
22.	YAAH	40	70	30
23.	ZAYR	50	75	25
		$\sum X_1 = 1.195$	$\sum X_2 = 1.865$	$\sum X = 670$

Based on the table 4.3 above it can be seen that there was the differences between pre-test and post-test of experimental group. After calculated the data for the experimental group above score for pre-test was 1.195 and the score for post-test was 1.865. It means the score for post-test is higher than the pre-test. The mean score was calculated as follows:

The Average (Mean)

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{670}{23}$$

$$M_x = 29.13$$

2. **Standard Deviation of variable X (variable 1)**

The table 4.4 showed the calculation of standard deviation in experimental

group as follows:

Table 4.4

The Calculation of Standard Deviation in Experimental Group

No	Students' Initial	$X(x_2-x_1)$	$X (x-M_x)$	$(X-M_x)^2$
1.	AFD	20	-9.13	83.3569
2.	A	35	5.87	34.4569
3.	AIG	30	0.87	0.7569
4.	AAH	25	-4.13	17.0569
5.	AG	35	5.87	34.4569
6.	BK	15	-14.13	199.6569
7.	DLL	35	5.87	34.4569
8.	FRR	25	-4.13	17.0569
9.	FN	50	20.87	435.5569
10.	KM	30	0.87	0.7569
11.	LS	30	0.87	0.7569
12.	MRL	20	-9.13	83.3569
13.	MR	30	0.87	0.7569
14.	MIHL	45	15.87	251.8569
15.	NRG	25	-4.13	17.0569
16.	NRG	20	-9.13	83.3569
17.	PAL	35	5.87	34.4569
18.	RO	15	-14.13	199.6569
19.	S	35	5.87	34.4569
20.	TMAN	20	-9.13	83.3569
21.	WN	40	10.87	118.1569
22.	YAAH	30	0.87	0.7569
23.	ZAYR	25	-4.13	17.0569
		$\sum X= 670$		$\sum X^2= 1782.6087$

The data on the table 4.4 showed that the calculation of standard deviation of

experimental group as follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$= \sqrt{\frac{1782.6087}{23}}$$

$$= \sqrt{77.50}$$

$$= 8.80$$

3. Mean of Variable Y

The table 4.5 showed the calculation of mean in control group as follows:

Table 4.5

The Calculation of Mean in Control Group

No	Students' Initial	Pre-test (y_1)	Post-test (y_2)	Y(y_2-y_1)
1.	AS	50	65	15
2.	AK	50	75	25
3.	AH	35	65	30
4.	AS	50	70	30
5.	INA	45	75	20
6.	MAS	35	50	15
7.	MF	40	50	10
8.	MHT	40	60	20
9.	MIRN	45	60	15
10.	MI	40	45	5
11.	MIP	35	40	5
12.	MRW	30	45	15
13.	MRA	30	40	10
14.	MSF	40	50	10
15.	PAW	45	65	20
16.	RS	35	65	30

17.	RR	45	60	15
18.	SD	45	65	20
19.	SAT	65	70	5
20.	SC	65	70	5
21.	SR	45	65	20
22.	SNRT	40	60	20
		$\sum y_1 = 900$	$\sum y_2 = 1.305$	$\sum Y = 360$

Based on the table 4.5 above it can be seen that there was the differences between pre-test and post-test of control group. After calculated the data for the control group above score for pre-test was 900 and the score for post-test was 1.305. It means the score for post-test is higher than the pre-test. The mean score was calculated as follows:

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{360}{22}$$

$$M_y = 16.36$$

4. **Standard Deviation of variable Y (variable 2)**

The table 4.6 showed the calculation of standard deviation in control group

Table 4.6

The Calculation of Standard Deviation in Control Group

No	Students' Initial	$Y(y_2-y_1)$	$Y(y-M_y)$	$(y-M_y)$
1.	AS	15	-1.36	1.8496
2.	AK	25	8.64	74.6496
3.	AH	30	13.64	186.0496
4.	AS	30	13.64	186.0496
5.	INA	20	3.64	13.2496
6.	MAS	15	-1.36	1.8496

7.	MF	10	-6.36	40.4496
8.	MHT	20	3.64	13.2496
9.	MIRN	15	-1.36	1.8496
10.	MI	5	-11.36	129.0496
11.	MIP	5	-11.36	129.0496
12.	MRW	15	-1.36	1.8496
13.	MRA	10	-6.36	40.4496
14.	MSF	10	-6.36	40.4496
15.	PAW	20	3.64	13.3496
16.	RS	30	13.64	186.0496
17.	RR	15	-1.36	1.8496
18.	SD	20	3.64	13.3496
19.	SAT	5	-11.36	129.0496
20.	SC	5	-11.36	129.0496
21.	SR	20	3.64	13.2496
22.	SNRT	20	3.64	13.2496
		$\sum Y=360$		$\sum Y^2= 1359.0912$

The data on the table 4.6 shown that the calculation of standard deviation of experimental group as follows:

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

$$= \sqrt{\frac{1359.0912}{22}}$$

$$= \sqrt{61.77}$$

$$= 7.85$$

5. The Calculation of Standard Error

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

$SD_x = 8,80$

SD_y = 7,85

N1   =23

N2   =22

X   =670

Y   =360

M_x =29.13

M_y =16.36

$(X-M_x)^2$=1782.6087

$(Y-M_y)^2$=1359.0912

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

a. Standard Error of Experimental Group

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}}$$

$$= \frac{8.80}{\sqrt{23-1}}$$

$$= \frac{8.80}{\sqrt{22}}$$

$$= \frac{8.80}{4.69}$$

$$= 1.87$$

b. Standard Error of Control Group

$$SE_{M1} = \frac{SD_2}{\sqrt{N_2-1}}$$

$$= \frac{7,85}{\sqrt{22-1}}$$

$$= \frac{7.85}{\sqrt{21}}$$

$$= \frac{7.85}{4.58}$$

$$= 1.71$$

c. **The Difference of Standard Error**

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$= \sqrt{(1.897)^2 + (1.71)^2}$$

$$= \sqrt{3.4969 + 2.9241}$$

$$= \sqrt{6.421}$$

$$= 2.53$$

C. **Testing of Hypothesis**

The result above then was applied to test the hypothesis. The t-test value was can

be seen in the following calculations:

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{29.13 - 16.36}{2.53}$$

$$= \frac{12.77}{2.53}$$

$$= 5.04$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha: The value of the $t_{observe}$ was higher than the value of t_{table} ($t_{observe}>t_{table}$). Where t_{table} value for the degree of freedom was calculated as follows:

Df   = (N1+N2-2)

        = (23+(22-2)

        = 23+20

        = 43

After the data above were calculated by t-test formula, it was found that $t_{observe}$ was 5.04 and t_{table} was 2.02. Then after seeking the table of distribution of t_{table} as the basic of counting critical in certain of degree of freedom (Df),the calculation showed that df were 43 at the level of significant 5%, based on the table of distribution, it was gotten that the price of t_{table} at 2.02. The fact showed that $t_{observe}>t_{table}$, 5.04>2.02 It showed that hypothesis (Ha) was accepted.

D. Research Finding

Based on the result above, this research described that the students' who were taught by Experience Text Relationship assisted with animation video gave the significant effect. The students' who were taught by ETR assisted with animation video got the higher score than those who were taught by conventional method.

The result of the t_{test} showed that the $t_{observe}$ was higher than t_{table}. It was 5.04>2.02 and the hypothesis (H_a) was accepted.

E. Discussion

Based on the result, there was an improvement of students' ability in reading comprehension after implementing ETR strategy assisted with animation video. It was supported with the previous research by Mansi Resolusi (2015) found that the students who were taught with ETR had the higher score than students who were taught with conventional method. Similarly with Farida Repelitawati et al (2018) showed that the result of the study in improving students' achievement in reading comprehension with ETR has been successfully. The study used classroom action research with two cycles. And found that there was a significant effect in every cycle and the students gave a good response during teaching and learning process. In short, both of researchers found that ETR can enhance students' ability in reading comprehension.

Furthermore, Hanifah Khailidiyah (2015) focused on the implementation of animated video as the media to improve reading skill. She conducted quasi experimental method in order to find out the effect of using animated video as the media in teaching reading. Based on data analysis it was found that the students score is improve and increase their motivation, fun, inspiring, make the class more attractive, increasing their enthusiasm, and increasing their focus, and make the material become easier to understand.

The ETR strategy can guide students to find the appropriate information and message of the story. This method can activate students experience or background

knowledge that can help the students to comprehend a text. In line with Blanton and Wood (2009) stated that ETR is a strategy that draws on a background knowledge and prior experience. ETR can help learners to activate and developed their background knowledge of the text instructing students to active and build upon their prior knowledge facilitates both reading motivation and comprehension. The success of this research was influenced by two factors. First, the teacher factor that guide the students to integrate their background knowledge with the story or the text. Second, the students' factor was active and responsive during the learning process. The used of animation video can attract students attention in learning English and help them to understand text easily. By using a video the students not only know the story from a text but they can watched it and also hear the story. Similar with Wang (2004) that explained the advantage of animation video one of them was videos can motivate the students and help the teacher to get students attention. The video has a sound and vivid scene that can attracted students attention and decrease their tedium. In short, the used of media in teaching and learning process was very influential in improving students learning outcomes.

In conclusion, there was a significant effect of using ETR assisted with animation video in reading comprehension to junior high school students'.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the data, it can be concluded that there was the significant effect of using Experience text relationship assisted with animation video on the students' achievement in reading comprehension of narrative text. It can be seen from the data which had obtained of pre-test and post-test in experimental group the mean score was 29.13, while in the control group was 16.36. The calculation of T-test 5.04 was higher than t_{table}2.02 it means that the alternative hypothesis or H_a that using ETR staretgy is effective in teaching reading comprehension at the eighth grade students of SMP Swasta Amir Hamzah Medan was accepted.

B. Suggestion

Referring to the conclusion above, the researcher hopes that this research useful for anyone in teaching and learning process, some suggestions were stated as the followings:

1. The English teacher can use Experience Text Relationship strategy in teaching reading comprehension to increase the students' achievement in reading because it can be an alternative strategy to motivate students' in reading narrative text. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The teacher can also use animation video as the media in teaching reading. The media can make students more interesting to learn and more easy to understand the text or the story of the text.

3. The students are suggested to use Experience Text Relationship in reading comprehension, because this strategy can help them to activate their background knowledge so it can make them easier to comprehend the text.

4. It is suggested to other researchers who are interested to do the same research to use this finding as the source of information and further related studies.

5. It also suggested to school management to encourage their teacher to improve their teaching skills, to be better, interesting and creative not only with ETR or animation video as the media, but also the other method and teaching media to improve students' achievement in reading comprehension.

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APPENDIX 1

School   : SMP Swasta Amir Hamzah

Subject   : English

Class/Semester: VIII/ I (Experimental Group)

Time   : 2 x 40 minute

Material   : Narrative Text

Skill   : Reading Comprehension

A. Standard Competence (KI)

KI 1   : Respect and appreciate the teaching of religions their adheres to

KI 2   : Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual, cooperation), courtesy, confidence, interacting effectively with the social and natural environment within the scope of association and existence

KI 3   : Understand and apply knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye

KI 4   : Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, drawing, and making) in accordance with what is learned in the school and other the same perspective theory

B. Basic competence and Indicator

No.	Basic Competence	Indicator
1.	1.1.Being grateful for the opportunity to learn	1.1.1 Actively participate in learning activities

	English as the medium instruction for international communication is realized in the spirit of learning	
2.	2.2. Demonstrate honest, discipline, confident, and responsible behavior in carrying out transactional communication with teachers and friends	2.2.1 Developing confident behavior in carrying out transactional communication with teachers and friends
3.	3. 14. Understanding social functions, text structures, and linguistic elements from fable narrative text according to the context their use	3.14.1. Determine communicative objectives of the text 3.14.2. Identifies the text structure
4.	4.18. Capturing the meaning of oral and written short and simple to use	4.18.1. Capturing the nature and characteristic of fables/ legend narrative text verbally, accurately and fluently 4.18.2 Students are able to answer the question based on the given text 4.18.3 Students are able to identify the specific information of the text 4.18.4. Students are able to choose answer in the multiple choice text 4.18.5 Students are able to retell the text

C. Objective of the Study

After participating in teaching learning, the students' be able to:

1. Students are able to answer the question based on the given text
2. Students are able to identify the specific information of the text
3. Students are able to choose answer in multiple choice
4. Students are able to retell the text
   Expected students' character:

- Can be trusted
- Respect
- Diligence

D. Material

Narrative Text

Social Function

The social function of narrative text is to amuse, entertain and deals with actual or vicarious experience in different ways**.**

Generic Structure

1. Orientation
2. Complication
3. Resolution
4. **The types of narrative text can describe as follows:**
3. Fiction Narrative can be said as a fiction if the story is untrue and not happened in the real world. Fiction includes folk tales, fairy tales, and myths.
4. Non -Fiction Narrative is called non-fiction if the story or event is true and actually occurred. Non – fiction is often factual stories, biography, and history.

Language Features

1. Can be written in the first person or third person.
2. Use temporal conjunction and temporal circumstances that describe time and place.
3. They use past tense.
4. They use material process (action verb) and some behavioral and verbal process
5. Use relational process

E. Teaching Method

Method: Experience Text Relationship

F. Learning Media

Media   : Animation video, laptop, in focus.

Tools   : worksheet, white board, marker

G. Learning Resources

Sholeh, M. Badrus. 2014. *Headline English 2 for SMP-MTs*. Bandung: PT. SEWU (Srikandi Empat Widya Utama).

www.youtube.com

H. Teaching and Learning Activities

Stage	Teacher Activities	Students Activities
Initial activities	• Teacher greets and checks students' attendance • Teacher deliver the objectives of the study	• The students gave the response to teacher • The student listened to the teacher
Observing	• Teachers tell the	• Students pay

	students about the topic or title of the story that will discussed. • Teacher showed the animation video related to the text that will be discussed later on • Teacher and students discuss their personal experiences that relate to the theme, topic, or main idea of the text to be read.	attention to topic and the animation video that will discussed later on • Students gave a response and discuss their personal experience.
Questioning	• The teacher ask students about the story that has been displayed, then students generate predictions about the story	• Students gave their predictions about the story
Collecting Data	• Teacher will show the animation video that explanation about narrative text, the definition, generic structure, and the language features and the example of narrative text • Teacher choose one students to read aloud in	• Students collecting the data about narrative text structure and observe the generic structure, language features from the example

	front of the class • Teacher ask students to find the meaning of difficult words	of narrative text • Students read the text in front of the class • Students search the meaning of difficult words
Associating	• Teacher give a worksheet for to every students and ask them to answer the questions	• Students answer the questions
Communicating	• Teacher and students will correcting the answer together • Teacher give the feedback	• Students got the assessment
Closing	• Teacher and students conclude that had been learned • Reflection	• Students conclude the material that had been learned

I. **Scoring**
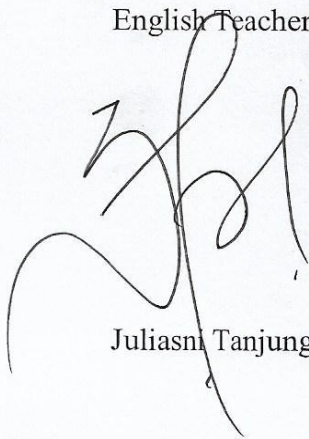
$$S = \frac{correct\ answer}{total\ question} X\ 100$$

Known by,

Medan   2019

English Teacher

Researcher

Juliasni Tanjung, S.pd

Laras Faradiba

Head Master of SMP Swasta Amir Hamzah
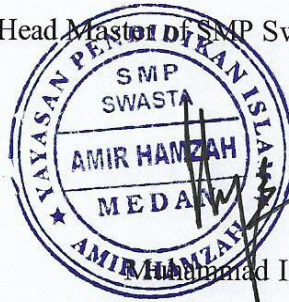
Muhammad Ilyas, S.Si

APPENDIX 2

School   : SMP Swasta Amir Hamzah

Subject   : English

Class/Semester: VIII/ I (Control Group)

Time   : 2 x 40 minute

Material   : Narrative Text

Skill   : Reading Comprehension

A. Standard Competence (KI)

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KI 4   : Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, drawing, and making) in accordance with what is learned in the school and other the same perspective theory

B. Basic competence and Indicator

No.	Basic Competence	Indicator
1.	4.1.Being grateful for the opportunity to	1.1.1 Actively participate in learning

		learn English as the medium instruction for international communication is realized in the spirit of learning	activities
2.		2.2. Demonstrate honest, discipline, confident, and responsible behavior in carrying out transactional communication with teachers and friends	2.2.1 Developing confident behavior in carrying out transactional communication with teachers and friends
3.		3. 14. Understanding social functions, text structures, and linguistic elements from fable narrative text according to the context their use	3.14.1. Determine communicative objectives of the text 3.14.2. Identifies the text structure
4.		4.18. Capturing the meaning of oral and written short and simple to use	4.18.1. Capturing the nature and characteristic of Indonesian fables/ legend narrative text verbally, accurately 4.18.2 Students are able to answer the question based on the given text 4.18.3 Students are able to identify the specific information of the text 4.18.4. Students are able to choose answer in the multiple choice text

		4.18.5 Students are able to retell the text

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Narrative Text

a. Social Function

The social function of narrative text is to amuse, entertain and deals with actual or vicarious experience in different ways.

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1. Orientation
2. Complication
3. Resolution

c. The types of narrative text can describe as follows:
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d. Language Features

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2. Use temporal conjunction and temporal circumstances that describe time and place.
3. Use past tense.
4. Use material process (action verb) and some behavioral and verbal process
5. Use relational process

E. Teaching Method

Method: Lecture Method

F. Learning Media

Media   : Laptop, in focus.

Tools   : worksheet, white board, marker

G. Learning Resources

Sholeh, M. Badrus. 2014. *Headline English 2 for SMP-MTs*. Bandung: PT. SEWU (Srikandi Empat Widya Utama).

H. Teaching and Learning Activities

Stage	Teacher Activities	Students Activities
Opening	• Teacher greets and checks students' attendance • Teacher deliver the objectives of the study	• Students answer the teacher greeting • Students listened to the teacher

Observing	• Teachers tell the students about the topic or title of the story that will discussed.	• Students pay listened to the teacher
Questioning	• The teacher ask students about the what they know about the topic	• The students give the response
Collecting the Data	• The teacher give the explanation about narrative text, the definition, generic structure, and the language features and the example of narrative text	• Students collecting the data related with generic structure, language features and the example of narrative text
Associating	• The teacher give the students worksheet and ask students to answer the questions	• Students answered the questions
Communicating	• Teacher and students correcting the answer together • Teacher give the feedback	• Students got an assessment
Closing	• Teacher and students conclude the material that have	• Students conclude the material that had been

	been learned	learned
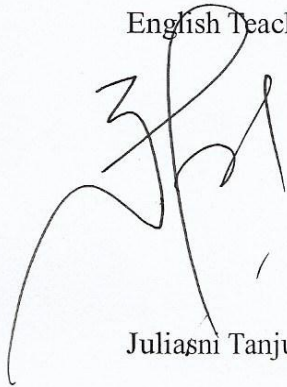
I. Scoring

$$S = \frac{correct\ answer}{total\ question} X\ 100$$

Known by,   Medan   2019

English Teacher   Researcher

Juliasni Tanjung, S.pd   Laras Faradiba

Head Master of SMP Swasta Amir Hamzah
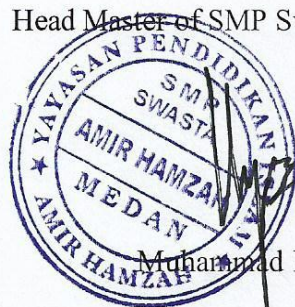
Muhammad Ilyas, S.Si

INSTRUMENT OF RESEARCH

The Wolf and The Stork

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

Just one look was enought for her to guess what had happened. At once, whitout saying a word or wasting anytime she set to work. It was going to be a very long and a very dificult job. But how could the stork help the greddy wolf?

At last, with the aid of her long beak, she got hold of the bone and pulled it out of the wolf's throat.

Now, any other animal would have been glad to pay the stork for what she did. And, when the wolf began walking away, without even thanking her, she said as much.

"you think I would pay you?" cried the wolf, finding his voice. "after digging into my throat with your long beak? You should be glad I don't eat you, you ungrateful bird! Go away, and don't get under my paws again!"

1. What does the text tell about?
a. The friendship of wolf and stork
b. Appreciative wolf
c. Ungrateful wolf

d. Ungrateful bird

2. Why did the wolf scream in the pain?

 a. He felt very hungry

 b. Chicken bone stuck in his throat

 c. There was a stork passing nearby

 d. The stork ready to help the wolf

3. ....she was set to work.....the word <u>set</u> can be replaced by....

 a. Managed

 b. Wanted

 c. Tried

 d. Began

4. How did the stork help the wolf?

 a. Using her beak

 b. Using her throat

 c. Using her paws

 d. Using her wings

5. Which is not the characteristic of the wolf?.

 a. Ungrateful

 b. Greddy

 c. Humble

 d. Arrogant

The Lion and The Mouse

A lion lay asleep in the forest, his great head resting on his paws. A timid little mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the lion's nose. Woken from his nap, the lion laid his huge paw angrily on the tiny creature to kill her. "Spare me!" begged the poor mouse. "Please let me go and some day I will surely repay you." The lion was so amused at the idea of the little mouse being able to help the King of Beasts, that he lifted up his paw and let her go.

Some weeks later, the lion was caught in a net. The hunters, who desired to carry the lion alive to their King, tied him to a tree while they went in search of a wagon to carry him. Just then the little mouse happened to pass by, and seeing the lion's sad plight, went up to him and soon gnawed away the ropes of the net, freeing the lion. "You have helped me and now I have returned the favor. Was I not right - even a mouse can help a lion!" said the little mouse.

Questions

1. The word "huge" (p.1) means very...

   a. Old

   b. large

   c. tiny

   d. tall

2. The second paragraphs tell about....

   a. The little mouse ask for forgiveness

   b. The mouse disturb the lion when he take a nap

c. The mouse prove his promise to help the lion

d. The lion couldn't caught by the hunters

3. What did the little mouse did to prove his promise?

    a. he run up and down upon the lion

    b. he tried hard to help the lion free

    c. he tied the lion into the three so the hunters can carry him

    d. he would never forget the lion

4. Why the lion get angry with the little mouse?

    a. Because the mouse help him when he was caught by the hunters

    b. Because the mouse cried besides him

    c. Because the mouse disturb him when he take a rest

    d. Because the mouse eat in front of him

5. What is the moral lesson from the text?

    a. It is the best to prepare the days of necessity

    b. United we stand, divided we fall

    c. Be honest to everyone

    d. Don't judge a book by its cover

The Ant and Grasshopper

It was a hot summer day. A grasshopper was lying in the shade, relaxing from the heat of the sun when an ant passed by. The ant was dragging a huge seed in order to store it for the winter. Just looking at the ant made the grasshopper feel tired.

"Ant, why do you work all day long? Why don't you sit for a while and sing a song with me?" he asked, and he took out his violin.

"I am gathering food for the winter when it will be cold and there will be no food. It would be a good idea if you did the same," the ant answered.

Oh Ant, why worry about the winter? There is plenty of food right now!" the grasshopper replied. The ant walked away with his load, leaving the grasshopper playing his violin and singing.

"I am gathering food for the winter when it will be cold and there will be no food. It would be a good idea if you did the same," the ant answered

Winter came and just as the ant had warned, Grasshopper had no food stored. So he went to the ant. "Hello again, Ant! I came to sing you a song in return for some food. "All summer long I was working hard, while you were singing and laughing at me. As a result I have a full tummy now and you are hungry".

Questions

1. Who were the characters of the story?

   a. Grasshopper

   b. Dragonfly and grasshopper

   c. Ant and beetle

   d. Ant and Grasshopper

2. When did the story happen?

   a. On the spring day

   b. On the fall season

    c. On a rainy day

    d. Summer and winter season

3. Is the ant is hard worker? Why ...

    a. Cause he did not sing a song like grasshopper do

    b. He prepare for the days of necessity

    c. He always dragging a huge of seed everyday

    d. He always searching for his food

4. What did the grasshopper do in winter day?

    a. He always sing a song

    b. He fall asleep cause his tummy is full

    c. He plays with his friend

    d. He felt hungry and try to search his food

5. What is the moral value of the text

    a. Always sing a song to make you happy

    b. Work today and you can get benefits tomorrow

    c. Don't look at the someone because of his clothes

    d. You don't have to prepare anything quickly

The Monkey and The Crocodile

Once upon a time a monkey lived in a tree by a river. The monkey was alone as he had no friends or family, but he was happy and content. The tree gave him plenty of sweet jamun fruit. One day a crocodile who was swimming up the river climbed on to the bank to rest under the monkey's tree. 'Hello', called the

monkey, who was a very friendly animal. 'Hello', replied the crocodile, surprised. 'Do you know where I can get some food?' he asked. 'I haven't had anything to eat all day and I am really hungry.' Now you might think that the crocodile would want to eat the monkey, but this was a very kind and gentle crocodile and the thought never entered his head.

The two animals became good friends – they would talk and tell each other stories, and eat lots of sweet jamuns together. One day the crocodile told the monkey about his wife and family. The monkey said. 'Please take some fruit for your wife as well when you go back today'.

The crocodile's wife loved the jamuns. She had never eaten anything so sweet before. But she was not as kind and gentle as her husband and she said 'Imagine how sweet the monkey would taste as he eats these jamuns every day.'But the kind crocodile tried to explain to his wife that he could not possibly eat the monkey. The poor crocodile did not know what to do – he did not want to eat his friend, but he could not let his wife die. At last he decided what he must do and the next time that he visited the monkey he asked him to come to meet his wife as she wanted to thank him in person for the lovely jamun fruit.The monkey was very pleased, but said he could not possibly go because he did not know how to swim. The monkey thought quickly. The monkey asked to crocodile turned and swam quickly to the jamun tree. As soon as they reached the river bank, the monkey jumped off his back and climbed into the safety of his tree'The crocodile felt really foolish – he had lost a friend and a supply of good sweet fruit. The

monkey had saved himself because he had thought quickly. But from that day on, he never trusted crocodiles again.

Questions

1. Where did the story happen?

   a. River

   b. Jungle

   c. Zoo

   d. Air

2. Which statement is true according to the text?

   a. The crocodile was clever and cunning animal

   b. The monkey finally eaten by crocodile

   c. The crocodile did not swam to the river bank cause he not believe the monkey

   d. The crocodile wants to give monkey's heart to his wife

3. When did the crocodile tell he wanted monkey's heart?

   a. When they are in the crocodile house

   b. When they are in the river

   c. When they are in the zoo

   d. When they are under the jamun tree

4. How did the monkey escape from the crocodile?

   a. Monkey tell the crocodile that he left his heart

   b. Monkey swam to the river

   c. By saying that the crocodile was foolish

d. By asking the crocodile to give him a ride

5. From the story above, we can learn that?

   a. Never ever trust the wild animal

   b. We have to be cunning with friend

   c. In any situation we must not betray anyone's trust

   d. The strongest will always be winner

APPENDIX 4

ANSWER KEY
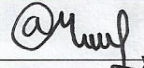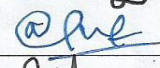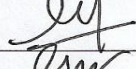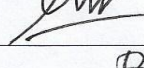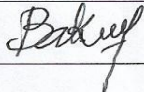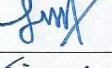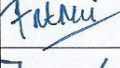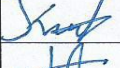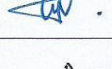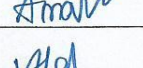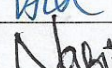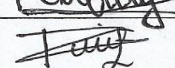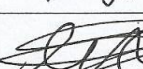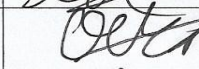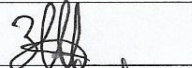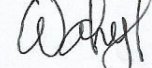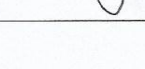
No	Answer Key
1.	C
2.	B
3.	D
4.	A
5.	C
6.	B
7.	C
8.	B
9.	C
10.	D
11.	D
12.	D
13.	B
14.	D
15.	B
16.	B
17.	D
18.	B
19.	A
20.	C

.

Attendance List Meeting 1 Experimental Group

No	Students' Name	Signature
1.	Akmal Firdaus D.	
2.	Armasyah	
3.	Aykel Ihsan Sava G.	
4.	Angga Alfahri Hrp	
5.	Arif Gunawan	
6.	Bagas Kurniawan	
7.	Dewi Lintang L.	
8.	Fadhil Rafif R.	
9.	Fitri Novalisa	
10.	Kiki Mujiani	
11.	Liza Sabila	
12.	Mhd. Rafli Lbs	
13.	Mhd. Rahman	
14.	Mhd.Izlal Helmy L.	
15.	Nabila Rifqa G.	
16.	Naswa Rifa G.	
17.	Putra Agung L.	
18.	Rizan Oesvan I.	
19.	Sindu	
20.	T.M.Ahmadi Nezad	
21.	Wahyu Ningsih	

22.	Yusfi Aulia A.H.	
23.	Zizi Az-zahra Y.R.	

Attendance List Meeting 2 Experimental Group
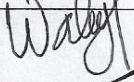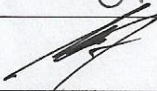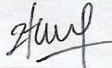
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3.)	Aykel Ihsan Sava G.	
4.	Angga Alfahri Hrp	
5.	Arif Gunawan	
6.	Bagas Kurniawan	
7.	Dewi Lintang L.	
8.	Fadhil Rafif R.	
9.	Fitri Novalisa	
10.	Kiki Mujiani	
11.	Liza Sabila	
12.	Mhd. Rafli Lbs	
13.	Mhd. Rahman	
14.	Mhd.Izlal Helmy L.	
15.	Nabila Rifqa G.	
16.	Naswa Rifa G.	
17.	Putra Agung L.	
18.	Rizan Oesvan I.	
19.	Sindu	
20.	T.M.Ahmadi Nezad	
21.	Wahyu Ningsih	

22.	Yusfi Aulia A.H.	
23.	Zizi Az-zahra Y.R.	

Attendance List Meeting 3 Experimental Group

Students Attendance of Experimental Group (VIII-1)
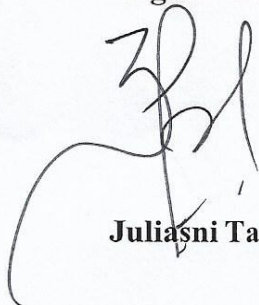
No	Students' Name	Signature
1.	Akmal Firdaus D.	
2.	Armasyah	
3.	Aykel Ihsan Sava G.	
4.	Angga Alfahri Hrp	
5.	Arif Gunawan	
6.	Bagas Kurniawan	
7.	Dewi Lintang L.	
8.	Fadhil Rafif R.	
9.	Fitri Novalisa	
10.	Kiki Mujiani	
11.	Liza Sabila	
12.	Mhd. Rafli Lbs	
13.	Mhd. Rahman	
14.	Mhd.Izlal Helmy L.	
15.	Nabila Rifqa G.	
16.	Naswa Rifa G.	
17.	Putra Agung L.	
18.	Rizan Oesvan I.	
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20.	T.M.Ahmadi Nezad	

21.	Wahyu Ningsih	
22.	Yusfi Aulia A.H.	
23.	Zizi Az-zahra Y.R.	

Medan   2019

English Teacher   **Reasearcher**

Juliasni Tanjung, S.pd   **Laras Faradiba**
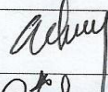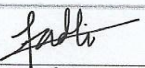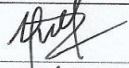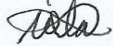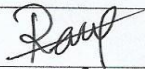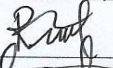
Head Master of SMP Amir Hamzah
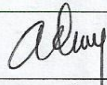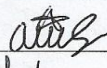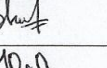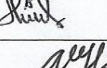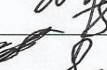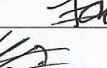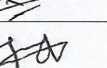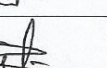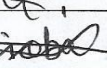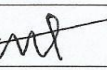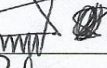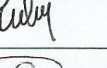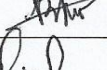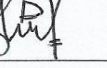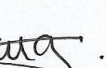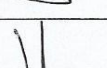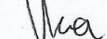
Muhammad Ilyas, S.Si

Attendance List Meeting 1 Control group

No	Students' Name	Signature
1.	Aditya Syahputra	
2.	Aisyah Khairani	
3.	Akrom Hatami	
4.	Anggi Saskia	
5.	Intan Nur Aini	
6.	M. Arif Sabani	
7.	M. Fadly	
8.	M. Hafiz Tanjung	
9.	M.Ibnu Raja Nst	
10.	M. Ikhwan	
11.	M. Iqbal Prd	
12.	M.Rafly Wardana	
13.	M. Riza Ananda	
14.	M. Sigit Fakrullah	
15.	Putri Ayumi W.	
16.	Rahmat Satria	
17.	Reza Rahadian	
18.	Sasa Davina	
19.	Salwa Afriliani T.	
20.	Silvia Chintya	

21.	Sofi Ramadhani	
22.	Syaiful Nur Rahman T.	
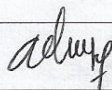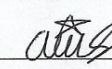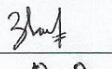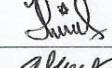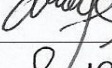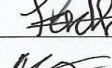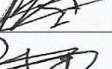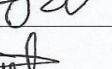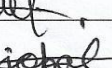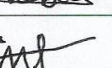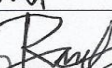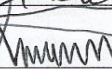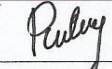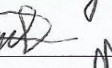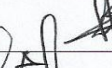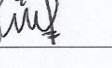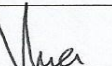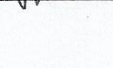
Attendance List Meeting 2 Control Group

No	Students' Name	Signature
1.	Aditya Syahputra	
2.	Aisyah Khairani	
3.	Akrom Hatami	
4.	Anggi Saskia	
5.	Intan Nur Aini	
6.	M. Arif Sabani	
7.	M. Fadly	
8.	M. Hafiz Tanjung	
9.	M.Ibnu Raja Nst	
10.	M. Ikhwan	
11.	M. Iqbal Prd	
12.	M.Rafly Wardana	
13.	M. Riza Ananda	
14.	M. Sigit Fakrullah	
15.	Putri Ayumi W.	
16.	Rahmat Satria	
17.	Reza Rahadian	
18.	Sasa Davina	
19.	Salwa Afriliani T.	
20.	Silvia Chintya	

21.	Sofi Ramadhani	
22.	Syaiful Nur Rahman T.	

Attendance List Meeting 3 Control Group

Students Attendance of Control Group (VIII-II)
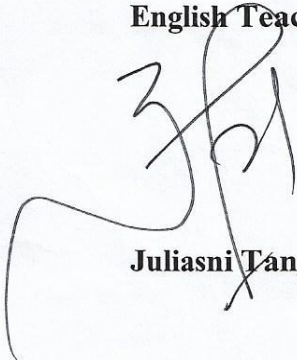
No	Students' Name	Signature
1.	Aditya Syahputra	
2.	Aisyah Khairani	
3.	Akrom Hatami	
4.	Anggi Saskia	
5.	Intan Nur Aini	
6.	M. Arif Sabani	
7.	M. Fadly	
8.	M. Hafiz Tanjung	
9.	M.Ibnu Raja Nst	
10.	M. Ikhwan	
11.	M. Iqbal Prd	
12.	M.Rafly Wardana	
13.	M. Riza Ananda	
14.	M. Sigit Fakrullah	
15.	Putri Ayumi W.	
16.	Rahmat Satria	
17.	Reza Rahadian	
18.	Sasa Davina	
19.	Salwa Afriliani T.	
20.	Silvia Chintya	

21.	Sofi Ramadhani	
22.	Syaiful Nur Rahman T.	

Medan   2019

English Teacher   Reasearcher

Juliasni Tanjung, S.pd   Laras Faradiba

Head Master of SMP Amir Hamzah

Muhammad Ilyas, S.Si

Appendix 7 Students Answer

Pre

Name : Tm Nezad
Class : VIII – I
Group : E6

The Wolf and The Stork

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

Just one look was enought for her to guess what had happened. At once, whitout saying a word or wasting anytime she set to work. It was going to be a very long and a very dificult job. But how could the stork help the greddy wolf?

At last, with the aid of her long beak, she got hold of the bone and pulled it out of the wolf's throat.

Now, any other animal would have been glad to pay the stork for what she did. And, when the wolf began walking away, without even thanking her, she said as much.

"you think I would pay you?" cried the wolf, finding his voice. "after digging into my throat with your long beak? You should be glad I don't eat you, you ungrateful bird! Go away, and don't get under my paws again!"

1. What does the text tell about?
   a. The friendship of wolf and stork
   b. Appreciative wolf
   c. Ungrateful wolf
   d. Ungrateful bird
2. Why did the wolf scream in the pain?
   a. He felt very hungry
   b. Chicken bone stuck in his throat
   c. There was a stork passing nearby
   d. The stork ready to help the wolf
3. ....she was set to work.....the word set can be replaced by....
   a. Managed
   b. Wanted
   c. Tried
   d. Began
4. How did the stork help the wolf?
   a. Using her beak
   b. Using her throat
   c. Using her paws
   d. Using her wings
5. Which is not the characteristic of the wolf?.
   a. Ungrateful
   b. Greddy
   c. Humble
   d. Arrogant

T = 14

f = 6

70 =

Name : EZAD
Class : VIII-1
Group : E5

The Wolf and The Stork

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

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   b. Using her throat
   c. Using her paws
   d. Using her wings
5. Which is not the characteristic of the wolf?.
   a. Ungrateful
   b. Greddy
   c. Humble
   d. Arrogant

T = 8
F = 2

90

Name : Nashwa Rifa Gunawan
Class : VIII – 1
Group : eg

The Wolf and The Stork

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

Just one look was enought for her to guess what had happened. At once, whitout saying a word or wasting anytime she set to work. It was going to be a very long and a very dificult job. But how could the stork help the greddy wolf?

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   c. There was a stork passing nearby
   d. The stork ready to help the wolf
3. ....she was set to work.....the word set can be replaced by....
   a. Managed ✗
   b. Wanted
   c. Tried
   d. Began
4. How did the stork help the wolf? ✓
   a. Using her beak
   b. Using her throat
   c. Using her paws
   d. Using her wings
5. Which is not the characteristic of the wolf?.
   a. Ungrateful
   b. Greddy ✓
   c. Humble
   d. Arrogant

T= 13
F= 7

65
N

Name : Nashwa Rifa Gunawan
Class : VIII-I
Group : EG

The Wolf and The Stork

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

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   b. Greddy
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   d. Arrogant

T= 17
P=3

85

Name : M. Saqr
Class : Vol-2
Group : q

The Wolf and The Stork

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

Just one look was enought for her to guess what had happened. At once, whitout saying a word or wasting anytime she set to work. It was going to be a very long and a very dificult job. But how could the stork help the greddy wolf?

At last, with the aid of her long beak, she got hold of the bone and pulled it out of the wolf's throat.

Now, any other animal would have been glad to pay the stork for what she did. And, when the wolf began walking away, without even thanking her, she said as much.

"you think I would pay you?" cried the wolf, finding his voice. "after digging into my throat with your long beak? You should be glad I don't eat you, you ungrateful bird! Go away, and don't get under my paws again!"

1. What does the text tell about?
    a. The friendship of wolf and stork
    b. Appreciative wolf
    c. Ungrateful wolf
    d. Ungrateful bird

2. Why did the wolf scream in the pain?
    a. He felt very hungry
    b. Chicken bone stuck in his throat
    c. There was a stork passing nearby
    d. The stork ready to help the wolf

3. ....she was set to work.....the word set can be replaced by....
    a. Managed
    b. Wanted
    c. Tried
    d. Began

4. How did the stork help the wolf?
    a. Using her beak
    b. Using her throat
    c. Using her paws
    d. Using her wings

5. Which is not the characteristic of the wolf?.
    a. Ungrateful
    b. Greddy
    c. Humble
    d. Arrogant

40/n

Name : MSqit
Class : VIII – 2
Group : G9

The Wolf and The Stork

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

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   c. There was a stork passing nearby
   d. The stork ready to help the wolf

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   b. Wanted
   c. Tried
   d. Began

4. How did the stork help the wolf?
   a. Using her beak ✓
   b. Using her throat
   c. Using her paws
   d. Using her wings

5. Which is not the characteristic of the wolf?.
   a. Ungrateful
   b. Greddy
   c. Humble ✓
   d. Arrogant

Name : Salwa Apriliani T
Class : VIII²
Group : C6

The Wolf and The Stork

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

Just one look was enought for her to guess what had happened. At once, whitout saying a word or wasting anytime she set to work. It was going to be a very long and a very dificult job. But how could the stork help the greddy wolf?

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Now, any other animal would have been glad to pay the stork for what she did. And, when the wolf began walking away, without even thanking her, she said as much.

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   d. The stork ready to help the wolf
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   c. Using her paws
   d. Using her wings
5. Which is not the characteristic of the wolf?.
   a. Ungrateful
   b. Greddy
   c. Humble
   d. Arrogant

65/

POST

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

Form : K – 1

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa   : Laras Faradiba
NPM   : 1502050044
Prog. Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK = 3.60

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Experience Text Relationship Assisted with Animation Video in Teaching Reading Comprehension to Junior High Schools' Students	
	The Effect of POW (Pick, Organize, Write) + TREE (Topic, Reason, Explain, Ending) on Students' Ability in Writing	
	The Effect of Journallistic Question Method Assisted with V.O.A News Video on Students' Achievement in Writing	

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

Medan, 20 Maret 2019
Hormat Pemohon,

Laras Faradiba

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

70

Form K-2

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

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Laras Faradiba
NPM   : 1502050044
Prog. Studi   : Pendidikan Bahasa Inggris

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

The Effect of Experience Text Relationship Assisted with Animation Video in Teaching Reading
Comprehension to Junior High Schools' Students

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yusriati, S.S, M.Hum   Acc 09/09-2019

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

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

Medan, 02 April 2019
Hormat Pemohon,

Laras Faradiba

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

Nomor   : 729 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
             Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama   : Laras Faradiba
N P M   : 1502050044
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Effect of Exprience Text Relationship Assisted with Animation Video in Teaching Reading Comprehension to Junior High Schools' Students.

Pembimbing   : Yusriati, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 4 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 28 Rajab 1440 H
04 April   2019 M

Dekan

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

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

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Laras Faradiba
N.P.M : 1502050044
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Experience Text Relationship Assisted with Animation Video on Reading Comprehension to Junior High School Students'

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15/04/2019	Rwise chapter one	
29/04/2019	Rwise chapter two	
30/04/2019	Rwise chapter three	
30/4/2019	acc for seminar	

Medan,   April 2019

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

(Yusriati, SS, M.Hum.)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:
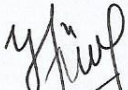
Nama Lengkap   : Laras Faradiba
N.P.M   : 1502050044
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Experience Text Relationship Assisted with Animation
                   Video in Teaching Reading Comprehension to Junior High School
                   Students'

Sudah layak diseminarkan.

Medan,   April 2019

Disetujui oleh
Pembimbing

Yusriati, SS, M.Hum

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini *Rabu* Tanggal *15* Bulan *05* Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Laras Faradiba
N.P.M : 1502050044
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Experience Text Relationship Assisted with Animation Video in Teaching Reading Comprehension to Junior High School Students'

No	Masukan dan Saran
Judul	
Bab I	
Bab II	Theories must be relevant
Bab III	References up date
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas
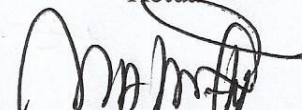
(Khairil, S.Pd., M.Hum)

Dosen Pembimbing

(Yusriati, SS, M.Hum)

Panitia Pelaksana

Ketua

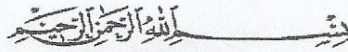(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Laras Faradiba

N.P.M   : 1502050044

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Experience Text Relationship Assisted with Animation Video in Teaching Reading Comprehension to Junior High School Students'

Pada hari Rabu tanggal 15 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Khairil, S.Pd, M.Hum   **Yusriati, SS, M.Hum**

Diketahui oleh
Ketua Program Studi,

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
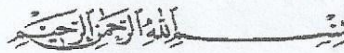
SURAT KETERANGAN

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

Nama Lengkap	:	Laras Faradiba
N.P.M	:	1502050044
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Experience Text Relationship Assisted with Animation Video in Teaching Reading Comprehension to Junior High School Students'

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 15, Bulan Mei, Tahun 2019.

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

Medan,   Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 4587 /II.3/UMSU-02/F/2019   Medan, 08 Dzulqaidah 1440 H
Lamp   : ---   11 Juli   2019 M
H a l   : Mohon Izin Riset

Kepada Yth, Bapak/Ibu Kepala
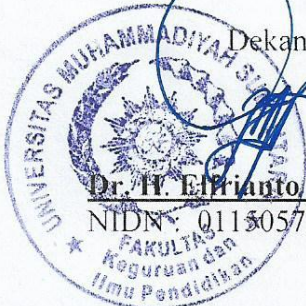SMP Swasta Amir Hamzah Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama   : Laras Faradiba
N P M   : 1502050044
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitia : The Effect of Experience Text Relationship Assisted with Animation
                  Video in Teaching Reading Comprehension to Junior High School
                  Students'.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

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

** Pertinggal **

Nomor   : 4939/AH-P/S.6/VIII/2019

Lampiran   : -

Hal   : **Selesai Riset**

Kepada Yth :

Dekan

Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhammadiyah Sumatera Utara

Di

Tempat

Kepala SMP Swasta Amir Hamzah Jalan Meranti No.1 Medan, dengan ini menerangkan bahwa :

No	Nama Mahasiswa	NIM	Jurusan
1	Laras Faradiba	1502050044	Pendidikan Bahasa Inggris

Benar bahwa nama mahasiswi diatas telah selesai melakukan *Riset* di SMP Swasta Amir Hamzah mulai tanggal 30 Juli s/d 15 Agustus 2019 yang dilaksanakan dengan **BAIK.**

Demikian Surat Keterangan ini diperbuat agar dapat dipergunakan sebagaimana mestinya.

Medan, 21 Agustus 2019

Kepala Sekolah,
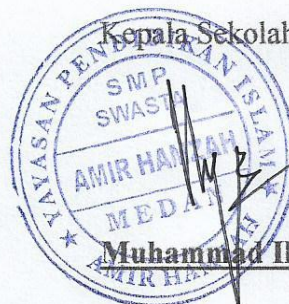
Muhammad Ilyas, S.Si

CURRICULUM VITAE

Name   : Laras Faradiba

Register number   : 1502050044

Place/ Date of Birth   : Medan/ 08 December 1997

Gender   : Female

Religion   : Islam

Address   : Jl. Sidomulio Lk. 27 Tanjung Mulia, Medan
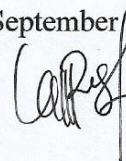
Fathers Name   : Sunardy

Mothers Name   : Latifah S.Pd

Brothers Name   : Hasrul Fikri Maulana S.Kom, Reza Affandi, S.Pd

Education

1. Elementary School (2003-2009) at SD Negeri 067255 Medan
2. Junior High School (2009-2012) at SMP Negeri 43 Medan
3. Senior High School (2012-2015) at SMA Swasta Dharmawangsa Medan
4. Students of English Department of FKIP Universitas Muhammadiyah Sumatera Utara

Medan, September 2019

Laras Faradiba