

**THE EFFECT OF USING TEXT RENDERING STRATEGY ON THE
STUDENTS' ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

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

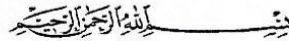
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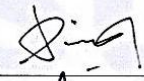
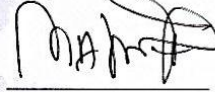

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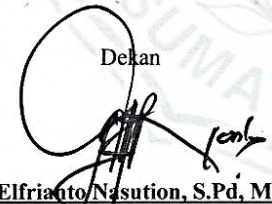
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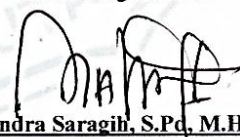

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ABSTRACT

Khairunnisa 1302050008: “The Effect of Using Text Rendering Strategy on the students’ achievement in Reading Comprehension”. Skripsi English Education Program of the faculty of the Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2017.

The objective of this research was to find out the significant effect of using Text Rendering strategy on the students’ achievement in Reading Comprehension. The population of this research was 120 students of SMK PAB 3 Medan Estate academic year 2016/2017. The Researcher was taken the sample by of sample was 60 then was divided in two groups. Class Ak1 which consist of 30 students as Experimental group taught by using Text Rendering strategy and class Pk1 which consist of 30 students as control group taught by using Traditional method. The research design was Experimental research. The instrument used in this research was Essay test with 10 questions. The data were analyzed by using t-test formula. The result showed that $t_c = 9:74$ was higher than $t_t = 2:04$. The level of significance was 0:05 for two t-test ($9:74 > 2:04$). Based on the result of the analysis, the alternative hypothesis (H_a) was accepted. It means that by using Text Rendering Strategy given significant effect in increasing the students’ achievement in reading. The effect of using Text Rendering Strategy on the students’ achievement in reading comprehension was higher than those students’ thought without strategy for 0,01. So, the finding of the study indicated that students’ achievement in teaching narrative text by using Text Rendering Strategy was more significant.

Keywords :*Text Rendering Strategy, Reading, Narrative Text.*

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The objectives of this research is titled to fulfillment of the requiements for the degree of sarjana Pendidikan (S.pd.) of English education program. In writing this research “**The Effect of Using Text Rendering Strategy**”, there were many difficulties and problems, faced by the researcher and without any helps from the following people, it might be impossible to finish it.

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Medan, October 2017

The Researcher

Khairunnisa

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CHAPTER I

INTRODUCTION

A. The Background of the study

Reading is the one of the most important skills in learning a language besides listening, speaking and writing. Reading can be thought as a way to draw information from an interpretation of that information. In teaching reading, the teacher should realize that there are many goals of reading is to develop the students reading study. One of them is Reading Comprehension.

For some reasons, reading can be inferred as a window to come into all over the world. Reading is not only useful to add reader's knowledge but also useful to entertain the reader. Then, the students can also got the enjoyment through had reading as their activity.

In the fact, more students are still very poor in their reading comprehension, since they can not usually read or understand articles in English dailies magazine which were now in curriculum here, let alone their ability in writing, which has mostly been overlooked in our school. The students do not realize that a word may have some different meaning. As a result, they sometimes get miss understanding of a sentence even paragraph.

Based on the explanation previously, grade X students in SMK PAB 3 Medan Estate 2016/2017 might be able in reading comprehension. But in reality, there were many students who had difficulty in reading. Based on the researcher

experience in the field teaching practicing program (PPL) at the X grade students of SMK PAB 3 Medan Estate of the academic year 2016/2017, on Jl. Mesjid No. 1 Medan Estate. The researcher found the problems in reading comprehension especially in narrative text. The problems were : First, the students had limitation vocabulary because it would limited their understanding, vocabulary is the main thing in building comprehension. Second, some of the students still confused about grammar. Thirdly, they were lack of motivation-related engagement from the teacher during reading session. In this case, the teacher should be able to apply suitable strategy that could easily be understood by the students, so that they could understand what they read. The aims of using a variety of ways and teaching strategies were to make the lesson easy for students to learned and make them interested of it. Therefore, teachers would be created any activities and strategy to helped and encouraged learners to sustain their interested in reading.

There were so many strategies that can be used in teaching reading. One of them is Text Rendering Strategy. Text Rendering Strategy is a strategy that can be used to help students in improving their reading ability. Furthermore, Utley (2012) explained that text rendering strategy is a strategy that can be used by students to break down the text. The students would analyzed the text and found the evidenced to support their understanding about the text. Then, it would let the students identified elements of text and determined the meaning of unknown words.

Based on explanation previously, this study attempts in investigated the possibility of the students understanding of reading comprehension through the

strategy of Text Rendering. The researcher assumed that teaching learning English using this strategy would be more enjoyable and effective to the students' achievement in reading comprehension and its strategy is used by the researcher because it could reach more students' interesting in learning skill. So, the researcher would be interested in conducting a research about : "The Effect of Using Text Rendering Strategy on the Students' Achievement in Reading Comprehension".

B. The Identification of The Problem

The problems of this study was identified as follows :

1. The students had limited vocabulary so that they were difficult to understand the reading text especially narrative text.
2. Some of the students still confused about grammar.
3. They were lack of motivation-related engagement from the teacher during reading session.

C. The Scope and Limitation

The scope of this research focused in reading comprehension. The limited of this research in teaching narrative text by using Text Rendering Strategy at X grade in SMK PAB 3 Medan Estate at academic year 2016/2017.

D. The Formulation of the Problem

The problem of this study was formulated :

Was there any significant effect of using Text Rendering Strategy on the students' achievement in reading comprehension?

E. The Objective of the study

The objectives of the study was expected :

To find out the significant effect of using Text Rendering strategy on the students' achievement in reading comprehension.

F. The significance of the study

Finding the study was applied theoretical and practical as follow :

a. Theoretically

The result of this study would expected to gave some distribution

b. Practically

1. Teachers, to enriched and to contributed in teaching reading comprehension by using Text Rendering strategy,
2. Students, to increased the motivation in learning reading comprehension and gave them suggestion that they can enjoyed followed the lesson without taking it too seriously and also is expected to have an improvement in their reading comprehension,
3. Readers or other researcher, that is expected the findings of this research would provide further information about teaching reading comprehension

by using Text Rendering strategy to them who want to carry out a further study about teaching reading comprehension by using Text Rendering strategy. The result of the study was very useful for those who are interested in doing a research related to this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

1.1. Concept of Reading

There are so many definition of reading. According to Brown (2003), reading is an understanding of the author of a printed reading passage. Understanding is not only about understanding how to read but also how to comprehend the reading passage. From this definition, it can be conclude that reading is an activity in which the reader can understand what the text is all about.

According to Burhan (2012:9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of though are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

Dealing of it, cline et.al (2006:2), states that reading is decoding and understanding written texts. And based on the experts quotation above, I then define reading as the process of decoding and understanding of a writing system into the spoken words they represent and at the same time analyze the meaning or the messages of the text by paying attention to the intonation, stressing and pronunciation.

Based on some definitions of reading describe above, it can be concluded that reading is one important language skills to be mastered. It is a skill that bridges readers to meaning of texts. Though reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It is important to reading comprehension because reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of words, sentences and paragraphs.

1.2.Purpose of Reading

The two main purposes for reading : 1) Reading for literary experience : the reader becomes involved in imagined events, settings, actions, consequences, characters, atmosphere, feelings, and ideas; he or she brings an appreciation of language and knowledge of literary forms to the text. This is often accomplished through reading fiction. 2) Reading to acquire and use information : The reader engages with types of texts where she or he can understand how the world is and has been, and why things works as they do.

1.3.While-Reading Activity

The activities are as follows (Abbott, 1985:96-101):

a. Identifying the main idea

The type of reading used for such practice will be skimming. Since the aim is to avoid close and slow reading of the text for all details. The recommended activities are : (a) read the passage in order to give a little; (b) read the passage in order to select the most appropriate title from those given and (c) identify the

topic sentence because obviously these will indicate the main idea, thus acting as markers to the organization of the text.

b. Finding details in a text

The type of reading practiced here is scanning. One useful technique to use for this work is the information gap technique, where by the reader has to fill in the missing information on a worksheet by scanning a text, which has the required information.

c. Following a sequence

The learner who realizes that what he is reading involves some forms of sequencing is able to understand a lot of text, even there are some unknown words.

d. Inferring from the text

Together with identifying the main idea, the ability to infer ('reading between lines') is sometimes called a manipulative thinking skill. Where as reading for literal meaning focuses on what is explicitly stated, we often go beyond the explicitly stated.

e. Recognizing the writer's purpose and attitude

This can be a difficult event for the native readers, since a good writer will often prefer being subtle and indirect in this intention and attitudes. Therefore, we are here concerned with reading by the advance learners. The concept of point is : (1) the writer's purpose, it could be any of the following or a mixture of them : to ridicule, to amuse, to protest, to accuse, to teach, etc; (2) The writer's attitude : it

would be determined by his purpose. It could be serious, superficial, sympathetic, angry, etc.

f. Recognizing discourse features

A text will consist of discourse, a combination of interrelated sentences. The combination is formed in various ways. For instance, the words will belong together as members of the same lexical field. We can identify discourse feature as (1) this, she, etc. As substitutes refer back to previous statements; (2) first, secondly, thirdly etc. signaling a list of some sort; (3) but indicating a change or contrast relative to some previous statement; and (4) so introducing a consequence or result of previous event.

g. The teacher's role

While the learners are busy with their silent reading, the teacher will be very active. Not only has the teacher provided the texts and suggested ways of treating them but also be there in the class, ready to help both individual learner with particular difficulties and the whole group if general difficulties arise. The teacher will very likely be asked the meaning of an unknown word in the text and be many be tempted to give instant translation.

1.4. Post Reading Activity

While learner are reading purposely, the teacher can gain a good idea of how they are coping with their reading because the teacher will be able to circulate round the classroom, seeing how well the reading task are being done (Abbott, 1985:102). However, some kind of follow-up should be valuable. While the learners are still interested in their reading, the teacher can check the result of

reading task. Checking on the reading activity is only the first step. The teacher can exploit the learners' experience in reading by means of further activities. For example, we may consider it valuable language work to deal with some of unknown words, which had deliberately chosen not to consider at the pre-reading stage. We may now want to go from the receptive stage to the productive stage. We must not forget that reading is often a preliminary to some other language work like writing. What the learners have been reading can sometime be used a model for that it can be the starting point to work on writing activities.

1.5. Achievement

The word 'achievement' derives from a verb 'achieve' which means : (1) The act of accomplishing or finishing, (2) Something accomplished successfully, especially by means of skill, practice or perseverance, (3) gain something, taken from The American Heritage Dictionary of the English language by Houghton Mifflin.

The student's achievement is a thing done successfully by the student's especially to their effort and skill. It is parallel with Traver's (1970:447) who states that achievement is the result of what an individual has learned from some educational experiences. Teacher gets the achievement of the students based on cognition, affection and psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge. Affection is the changing of behavior that affects someone lies to do something. Psychomotor is the skill to do something, ready to do it based on physic and emotion, self-control and become a habit. Therefore, it

is concluded that the achievement is a success in reaching particular goal, statues, standard especially by effort, skill, courage, etc.

1.6. Reading Skills

Mc Nell (1992:10) defines the basic skill of reading as follows :

1. Pronunciation

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

2. Structural System

Structural system in the part of a word that forms unit of meaning or sound, the unit may be past or an inflectional ending, a compound word, a prefix, saffix, and syllable.

3. Vocabulary

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

4. Achievement

Achievement is the combination of knowledge in structure and vocabulary in which situation the language is used.

1.7.Types of Reading

Harmer (2001:201) stated, “defined that depending on the purpose of reading”. The types of reading can be classified into to activities :

1. Intensive

In intensive reading type are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense. Interact with the text. That is, reading is a process of negotiating meaning; the reader bring to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative and description, experts from longer texts, questioners, memos, announcements, directions, recipes, and the liks.

2. Extensive

Extensive reading for enjoyment, for example : read magazine and short story. It is requiring a minimum of effort and little concentration that usually read outside a classroom hour, this is different from intensive reading, in that there is no intention to remember the material or the text.

3. Perspective

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. Perspective reading tasks involve attending to the components of larger stretches of discourse : letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

4. Selective

This categories largely a artifact of assessment formats. In order to as certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used : pictured-cued task, matching, true/false, multiple choice, etc. Stimul included sentences, brief paragraphs and simple chartsand graphs.

5. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader 'reading is process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the produce of that interaction.

1.8.Process of Reading

1. Predict : Make educated guesses

Good readers make predictions about thoughts, events, outcomes, and conclusion. As you read, your predictions are confirmed or denied. If they prove invalid, you make new predictions. This constant process helps you become involved with the author's thinking and helps you learn.

2. Picture : Form images

For good readers, the words and the ideas on the page trigger mental images that relate directly or indirectly to the material. Images are like movies in your head, and they increase you understanding of what you read.

3. Relate : Draw comparisons

When you relate your existing knowledge to the new information in the text, you are embellishing the material and making it part of your framework of ideas. A phrase or situation may remind you of a personal experience or something that you read or saw in a film. Such related experiences help you digest the new material.

4. Monitor : Check understanding

Monitor your ongoing comprehension to test your understanding of the material. Keep an internal summary or synthesis of the information as it is presented and how it relates to the overall message.

5. Correct gaps in understanding

Do not accept gaps in your reading comprehension. They may signal a failure to understand a word or a sentence. Stop and resolve the problem. Seek solutions, not confusion. This may mean re-reading a sentence or looking back at a previous page for clarification.

2. Reading Comprehension

2.1. Concept of Reading Comprehension

Reading comprehension is essentially the ability to understand what has been read. There is a little point in being able to pronounce the words on a page if the words mean nothing to someone. He can probably read “Sniptops are finbuggle” because he can decode the sounds in the words, but he can’t

comprehend it because two of the words are nonsense. People with good reading comprehension use several strategies that help them understand the text.

Clara Wong Kee (1997:9) states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two way process in which the reader and the text interact it. The reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

Eksay in amir (2004:6) states, Reading comprehension in general is viewed in this research as the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations.

Someone can also define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. He use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

2.2.Purpose of Reading Comprehension

Reading is one of the most important academic tasks faced by students. Strategy designed to improve reading comprehension may have any number of purposes as adapted. Pressley (1996:203) states, that the purpose of reading comprehension as the following :

- a. To enhance understanding of the context information in the text.
- b. To improve understanding of the organization of information while reading.
- c. To improve attention and concentration while reading.
- d. To make reading a more active process.
- e. To increase personal involvement in reading material.
- f. To promote critical thinking and evaluation of reading material.
- g. To enhance registration and recall of the text information in memory.

2.3.The Levels of Reading Comprehension

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. Its mean that how far the students understand information gotten from the text and which levels that has been achieve. According to Heilman (2005) satates that there are three levels of comprehension, there are literal comprehension, inferential comprehension, critical comprehension, and creative comprehension.

1. Literal Comprehension

Literal comprehension refers to the ability to understand what is stated by the writer taking the ideas and facts as directly stated on the printed page.

2. Inferential Comprehension

Inferential Comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the meaning.

3. Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgements, and proposal reacting about the idea and information writer offers in a passage.

4. Creative Comprehension

Creative comprehension refers to the ability of reader to use his/her imagination when reading the passage.

So, from the explanation above, it can be concluded that all levels of reading comprehension are important and useful.

2.4.Indicators of Reading Comprehension

Comprehension is a complex skill that depends on a variety of factors, contexts, and reading goals. Before a students can understand the meaning of text, he or she must first be able to decode the individual words to an adequate level of accuracy and automaticity (Paris & Stahl, 2005).

A of conflicting material has been written about reading and what it is, but one consistent fact emerges that reading is made up of a collection of different skills. Research studies conducted over the last half century have usually isolated these skills as :

1. Knowledge of word meaning
2. Knowledge of stated facts
3. Ability to identify the main idea

4. Ability to follow the organization of a passage
5. Ability to grasp casual relationships
6. Ability to draw inferences
7. Ability to see the author's purposes.

3. Narrative Text

3.1. Concept of Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. In addition, Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience.

The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. In well-written narration, creativity, drama, suspense, humor, or fantasy to create a central theme or impression.

The generic structure of Narrative text :

1. Orientation

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

2. Complication

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

1. Resolution

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

2. Re-orientation/Coda

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

Language Features :

1. Using past Tense
2. Using Action Verb
3. Chronologically arranged

3.2.Types of Narrative Text

There are several kinds of narrative form. These kinds are based on the story types. The types of narratives are ;

1. Fable : Simple fable is a story about animal which behave like human.
2. Myths : Stories that are believed by some people but the stories can not be true. It was told in ancients culture to explain a practice, belief, or natural occurrence.
3. Legend : It simple a story which relates to on how a place is formed.
4. Fairy Tales : Story which relate much magic things.
5. Science Fiction Story : story which explore the science as the background or plot of the whole story.

6. Short Story : Story of one or two pages.
7. Parables : Story that illustrates one or more instructive lessons or principles. Parable differs from a fable.
8. Novels : Long even very long and complex story.
9. Horror Story : A story with horror contents.

3.3.The Characteristics of Narrative Text

1. Many based on common events from life.
2. Familiarity makes prediction easier.
3. Key vocabulary often known.
4. Simple vocabulary.
5. Cause and effect known.
6. Concrete, real concepts.
7. People oriented.
8. Dialogue makes text less concepts dense.
9. Stories can have personal meaning.
10. May give insight for own life/interest.
11. Purpose is to entertain or share experience.
12. Chronological structure.
13. Simple concepts.
14. Familiar story types.

4. Text Rendering Strategy

4.1. Concepts of Text Rendering Strategy

Text rendering strategy is a strategy that can be used to help students in improving their reading ability. According to Kagan (1998) notes that the text rendering strategy is a strategy to foster reading comprehension and shared understanding among participants. It means that this strategy can be used in improving reading comprehension. It also takes students' participation in the classroom. In the other word, text rendering strategy will stimulate the students to participate more than before in the classroom while teaching and learning process.

According to Elbow (1989), text rendering is a literacy that students complete while reading. In other word, text rendering is a way for students to break down text. Text rendering is a great way to use the human lense. In personalizes the reading experience because students get to pick for whatever reason a sentence, a phrase and a word in the text that stood out to them.

4.2. The Advantages of Text Rendering Strategy

According to Roberston (1990), one of the primary benefits of text rendering is that keeps students reading and re-reading text. Robertson noted that the process to text rendering shows students how they come to know what they know. This sentence means that text rendering helps students strengthen their idea in which they will read and re-read the text orderly to get the best understanding. As a result, the students will be involved fully in creating their understanding about the text. According to Haley-Davis (2004), many different types of texts can

be used for text rendering effectively. According to the researcher, students collaboratively construct meaning and expand their thinking, students focus on text and revisit it for clarification, students become engaged in the reading, students like this strategy because it is low stress, everyone participates and it doesn't spotlight students with low reading levels or ability, students will often see that they share similar ideas about what they've read, students who are problem readers will be able to just repeat a word/phrase/sentence that they've heard, and the power of this strategy is that it focuses attention on the key elements of the text.

4.3.The Disadvantages of Text Rendering Strategy

This can be a difficult strategy to use, in terms of breaking down texts for expository writing, to identify the very basic elements. Some texts will be more challenging to break down, when you can only refer to a sentence, phrase, and word to express the overall idea.

4.4.The Procedures of Text Rendering Strategy

In the application of a strategy, it is important for the teachers to master the procedures of the strategy well. Some experts convey their understanding about Text Rendering Procedures. However the researcher will use the steps suggested by Kagan (1998) and Blevins (2002) :

1. Students are given an article, a portion of a chapter, or a story to be read individually.

2. The teacher asks students to read silently or read the piece aloud to the students.
3. The teacher is given three strips of chart paper (one long, one medium, and one shorter strips; their phrases on medium strips; and the shortest strip to write their word.
4. The teacher asks the students to re-read or review the article looking for the sentence, phrase, and word that best represents the ideas of the article. Students will highlight or underline their chosen sentence, phrase and word.
5. The students are divided into some groups.
6. The students in their own groups will choose one sentence, phrase, and word for their group.
7. Have a representative from each group from a circle in the center of the class. Have other class members from an outer circle. Representatives will share their answers and will attempt to persuade the outer circle that their answers are the best. Teacher will chart answers and allow the class to vote.
8. Have students write a brief summary of the original reading passage using specified number of words from the list the class has agreed upon.

5. Teaching Method

5.1. Concept of Traditional Method

The traditional method (old concept) emphasize the importance of mastering the lesson material. Traditional language teaching is based on a

traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional method thus focuses on grammatical structure and isolated items of vocabulary. Uwameiye (2008) state that conventional method is a traditional method of teaching where the teachers transmits information (subject matter content) verbally to his/her students, sometimes writing on the black board of using instructional materials.

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

5.2.Advantages of Traditional Method

As Chuda (2008) states the very last thing the teacher does during the lesson is that “he sums up the topic and sets assignments for the next lesson”. We can see that the students always know what follows. First, the previous lesson’s subject matter is revised either collectively or by one student, who is examined, or possibly in a test that all the students take. The second component is the new subject matter : the teacher’s explanation of it, followed by exercises, mostly translations as practice. The last component is revision and the assignment homework.

So in traditional method the students just listen the explanation of the teachers about the subject. When teachers explain about the subject, the teachers

using national language, so the students not using their language like mother tongue language is not use. It means that the students can know of the using of national languages.

5.3. Disadvantages of Traditional Method

Traditional methodology, however, also appears to have some disadvantages. According Tyler (2008), there is not enough attention paid to teaching the basic skills, reading and writing, speaking and listening. As mentioned above, “reading, in a foreign language seems to have more to do with deciphering than with reading in one’s mother tongue. The student tries to understand every single word and its grammatical form, because he believes it is essential for understanding the text.

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

Based on explanation above it can be concluded that the traditional method generally is the learning center teachers, and placing students a objects in the study. So, here the teachers act as versaille and as a learning resource. Traditional learning system has a characteristic that the learning management is determined by the teacher. The role of the students only perform activities in accordance with the instruction of teachers. The traditional method is more focused effort ofr spend the subject matter, so that the traditional method is more oriented on the text

subject matter. Teachers tend to deliver any material, problems and understanding or the reception quality of the material the students get less attention seriously. The lecture method is the traditional method, because it has always been used as a means of verbal communication between teachers and students in the learning method.

5.4.The Procedures of Traditional Method

1. Teacher guides the students and checks the attendance list, and then introduces the lesson that will be teach.
2. The teacher gives a text for each students.
3. The teacher asks the students to read a text.
4. Aften finishing reading, the teacher asks the students to answer the question.

B. Relevant Study

There were some studies that related to this research had been conducted before. The first study is conducted by Yenjo Nita Adelina (2012) in journal of Teaching Reading by Combining Text Rendering and Partner Reading Strategies for Senior High School Students Vol. 1, July 2012. The basic purpose of this study is to investigate the participant were 112 students who were assigned to one control group and three experimental group. All the participants answered the reading comprehension questions as a pretest. Then Text Rendering strategy was conducted in the first combination of both strategies was conducted in the second

experimental group, and for the control group. After treatments, students answered the question of an equivalent post-test. To determine the effect of strategies as independent variables on the students' reading comprehension as dependent variable. The results suggested that there was a statistically significant difference among the reading comprehension performance of the three experimental groups and control groups in their post-test scores, to provide with the combination of Text Rendering and Partner Reading Strategies, significantly outperformed to other groups in terms of reading comprehension.

The second study is conducted by DewiRantini (2013) in journal of Teaching Reading Through Combining Text Rendering Strategy and Gallery Walk Strategy at Grade Eight students of Junior High School Vol.2 June 2013. The basic purpose of this research is to find out whether there was a significant difference of Gallery Walk strategy and after being taught using Text rendering strategy. The results of this research Text Rendering strategy to gain ideas and information and comprehend the reading text after being taught using Text Rendering strategy, it also proved that Text Rendering strategy was successfully helpful the students in comprehending the text by the types of questions.

C. Conceptual Framework

The researcher used Text Rendering strategy as the research to find out the students' achievement in reading comprehension. This strategy was used to ordered the students interested, motivated and increase their capability in this skill. Because this strategy lets the students collaboratively construct meaning and

expand their thinking, and students can focused on the text and revisited it for clarification, students become engaged in the reading. It means by using this strategy to be implemented for students, it was significantly give the good effect in their reading comprehension.

Reading is an understanding of the author of a print reading passage. Understanding is not only about understanding how to read but also how to comprehended the reading passage. From this definition, it can be concluded that reading is an activity in which the reader can understand what the text is all about.

Reading is a physic and mental activity to revealed the meaning of the written texts. Reading is decoding and understanding written texts. Reading as the processed of decoding and understanding of a writing system into the spoken words they represented and at the same time analyzed the meaning or the messages of the text by paying attention to the intonation, stressing and pronunciation.

Text rendering strategy is a strategy that can be used to help students in improving their reading ability. Text rendering strategy is a strategy to foster reading comprehension and shared understanding among participants. It means that this strategy can be used in improving reading comprehension. It also takes students' participation in the classroom. In the other word, text rendering strategy was stimulated the students to participated more than before in the classroom while teaching and learning process. Text rendering is a literacy that students completed while reading. In other word, text rendering is a way for students to

break down text. Text rendering is a great way to used the human lense. It personalizes the reading experienced because students got to pick for whatever reason a sentence, a phrase and a word in the text that stood out to them.

D. Hypothesis

This research is to answer the question about whether yes or not the effect of using text rendering strategy on the students' achievement in reading comprehension. To get the answer of question, the researcher purpose alternative hypothesis (Ha) and null (Ho) as follows :

Ha : Alternative hypothesis is receivable, so there is any significant difference of using text rendering strategy on the students' achievement in reading comprehension

Ho : Null hypothesis is rejective, so there is no significant difference of using text rendering strategy on the students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location of The Research

The research was conducted at SMK PAB 3 Medan Estate at Jalan Mesjid No. 1 Medan. The reason for choosing this school because based on PPL (Practice Program Learning), the students had problem in their achievement in English learning, especially in reading skill. In this case researcher was applied Text Rendering Strategy.

B. Population and Sample

1. Population

The population of this research were the X grade students of SMK PAB 3 Medan Estate in academic year 2016/2017, which consisted of four classes. They were X Ak1 and X Ak2, X Pk1 and X Pk2. So, the population consisted of 120 students.

Table 3.1

Population of The Research

No.	Classes	Population
1.	X Ak1	30
2.	X Ak2	30
3.	X Pk1	30

4.	X Pk2	30
Total		60

2. Sample

The sample in this research were class X Ak1 that amounts to 30 students and X Pk1 that amounts to 30 students which were taken by Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment, two cards were taken randomly as the sample of research and the first chosen is X Ak1 as Control Group while the second chosen is X Pk1 as Experimental Group. The table population and sample can be seen below :

Table 3.2
Sample of The Research

No.	Classes	Sample
1.	X Ak1	30
2.	X Pk1	30
Total		60

C. Research Design

This research was conducted by using an experimental quantitative, research which consisted of pre-test and post-test in ordered to know the effect of using Text Rendering Strategy on the students' achievement in reading comprehension. In conducted the experimental research, the sample was divided

into two groups, there were experimental and control group. The experimental was taught by using text rendering strategy and the control group was taught by using traditional method. The designed of this research can be seen as follow :

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X Pk1)	✓	Text rendering strategy	✓
Control (X Ak1)	✓	Traditional Method	✓

In this research there were three procedures we used to collect the data. They were pre-test, treatment, and post-test that was given to experimental group and control group.

a. Pre-test

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

b. Treatment

A treatment was given to the students. The experimental group was taught by using text rendering strategy while the control group was taught by using traditional method.

Table 3.4
Treatment in Experimental Group

No.	Teacher Activities	Students' Activities
1.	The teacher gave motivation to students.	The students gave responses to the teacher.
2.	The teacher gave the narrative text to read individually.	The students gave the narrative text.
3.	The teacher asked students to read silently the narrative text to the students.	The students read silently the narrative text.
4.	The teacher gave three strips of chart paper (one long, one medium, and one shorter strip).	The students used markers to write their sentence on long strip, their phrases on medium strips, and the shortest strip to write their word).
5.	The teacher asked the students to re-read or review the narrative text looking for the sentence, phrase, and word that best represented the ideas of the narrative text.	The students re-read the narrative text looking for the sentence, phrase, and word that best represented the ideas of the narrative text.
6.	The teacher asked the students to make a group, 1 group consists of 3	The students were making a group which consists 3 or 5

	or 5 students.	students.
7.	The teacher asked the students with their own group choose one sentence, phrase, and word for their group.	The students with their own group choose one sentence, phrase, and word for their group.
8.	The teacher asked the students with their own group representatives their answer. And teacher chart answers and allow the class to vote.	The students with their own group had a representative their answer.
9.	The teacher asked the students with their own group write a brief summary of the original reading passage using specific number of words from the list of the class has agreed upon.	The students with their own group write a brief summary of the original reading passage using specific number of words from the list of the class has agreed upon.

Table 3.5

Treatment in control Group

No.	Teacher Activities	Student Activities
1.	Teacher guided the students and checks the attendance list, and then introduced the lesson that was	Students gave responded to the teacher and listen to the teacher.

	teach.	
2.	The teacher gave a text for each students.	The students had the text but they don't read the text until the teacher gave them an instruction.
3.	The teacher asked the the students to read a text.	The students read text loudly.
4.	After finishing reading the teacher asked the students to answered the question.	The students answered the questions.

c. Post-test

The post-test was gave to both groups, experimental and control group after the treatment had complete. In order to know their mean score of experimental group after received treatment. The researcher used post-test to know the effect of using Text Rendering Strategy on the students' achievement in reading comprehension about narrative paragraph.

D. Instrument of Research

The instrument of this research was collected by using essay test consisted of 10 items. Each corrected answered was scored 1 point and incorrect answered 0. The material of test is about narrative test. The procedure in administrating to both groups after they think by using text rendering strategy and lecturing

method. And the test was taken from source, Mahir Menghadapi UN SMA/MA IPA 2013 5 Tahun.

In collecting the data, some steps will be conducted :

1. Giving pre-test to experimental and control groups by used essay test to the students.
2. Giving the treatment to experimental group by using Text Rendering Strategy and giving the treatment to control group by using traditional method.
3. Giving post-test to both classes to the students in Experimental and Control groups.
4. Collecting the students answer sheets.
5. Correcting the students answer sheets.

E. The Technique of Analyzing the Data

The following steps were applied in the analyzing the data :

1. Scoring the students answer

$$Score = \frac{\text{true items}}{\text{members of items}} \times 100\%$$

2. Listing the score into two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the mean of the mean of students score by using formula :

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

Where :

M : Mean

$\sum X$: Total students score

N : Total students

4. Calculating deviation of sample 1 (Experimental Group)

a. Standard deviation of sample 1 (Experimental Group)

$$S1 = \frac{\sqrt{n(\sum x_1^2) - (\sum x_1)^2}}{n_1(n_1 - 1)}$$

b. Standard deviation of sample 2 (Control Group)

$$S2 = \frac{\sqrt{n(\sum x_2^2) - (\sum x_2)^2}}{n_2(n_2 - 1)}$$

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

$$F_c = \frac{s_1^2}{s_2^2} \rightarrow \text{if } F_c < F_t, \text{ so the data will polled variants (homogeneity)}$$

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

$$r_{x_1x_2} = \frac{n\sum x_1x_2 - (\sum x_1)(\sum x_2)}{\sqrt{\{n(\sum x_1^2) - (\sum x_1)^2\}\{n(\sum x_2^2) - (\sum x_2)^2\}}}$$

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

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

Where :

- t : T-test
- \bar{x}_1 : Average of Variable 1 (Experimental group)
- \bar{x}_2 : Average of Variable 2 (Control group)
- S_1 : Standard deviation of sample 1 (Experimental group)
- S_2 : Standard deviation of sample 2 (Control group)
- S_1^2 : Standard deviation variants of sample 1 (Experimental group)
- n : Total of sample
- n_1 : Number of cases for variable 1 (Experimental group)
- n_2 : Number of cases for variable 2 (Control group)
- F_c : F_{count}
- F_t : F_{table}
- l : Number constant
- r : The correlation between the two groups of data.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by giving the students a test consisting of 10 essay test. In this research, the sample was divided into two classes, the experimental and control group classes, that consists of 30 students in Experimental group classes (X Pk1) and 30 students in Control group (X Ak1). Each class was given a pre-test and post-test. The test was treated to experimental group and control group in two stages. Both of group classes was given a pre-test and post-test. The data of this research, the initials' name (sample) and the students' score in the pre-test and post-test of two classes can be seen in the table 4.1 and 4.2 below .

Table 4.1

The score of Experimental group in Pre-test and Post-test

No.	Students' Initial	Pre-test	Post-test
1	AI	65	80
2.	AN	70	90
3.	AT	65	80
4.	AR`	75	85
5.	AW	60	80
6.	DT	60	85
7.	DA	60	80

8.	DN	70	90
9.	DL	60	85
10.	HL	75	85
11.	HS	70	75
12.	IA	60	85
13.	IY	60	85
14.	LS	70	75
15.	MR	65	80
16.	NS	60	80
17.	NF	70	75
18.	NK	75	85
19.	PS	60	85
20.	RD	65	80
21.	RP	75	85
22.	RA	65	80
23.	SR	70	90
24.	SI	65	80
25.	SS	60	80
26.	SN	70	75
27.	SA	75	85
28.	SY	70	90
29.	TF	70	75

30.	TN	60	80
Total		1995	2465
Mean		66,5	82,1

The table above can be explained about mark of students' achievement in pre-test and post-test of experimental group. The experimental group consists of 30 students. The highest score in pre-test is 75, there were some students that got the highest score and the lowest score is 60, the students that get it because they lack of vocabulary, they lack good motivation to read a text and they do not answer the good question. The highest score in post-test is 90 and the lowest score is 75. After researcher was given treatment to students by using text rendering strategy in teaching reading so that can help the students to answer the good question. The mean of pre-test in the Experimental group was 66,5 and the mean of post-test in the Experimental group was 82,1.

Table 4.2

The Score of Control group in Pre-test and Post-test

No.	Students' Initial	Pre-test	Post-test
1.	AD	70	80
2.	AR	70	80
3.	CT	50	70
4.	DL	10	70
5.	DA	30	80

6.	DP	70	70
7.	EY	10	60
8.	EV	20	60
9.	FB	10	70
10.	IL	30	70
11.	IN	20	70
12.	LF	30	60
13.	LK	30	70
14.	ML	20	60
15.	MK	30	50
16.	MS	10	60
17.	MD	40	50
18.	NF	20	50
19.	NK	40	70
20.	NH	30	60
21.	PR	20	70
22.	RL	70	60
23.	RA	20	50
24.	SJ	20	70
25.	SD	30	60
26.	SS	20	60
27.	SW	30	50

28.	SR	30	70
29.	TN	60	70
30.	ZS	30	60
Total		970	1930
Mean		32,33	64,33

The table previously explained the mark of students' achievement in pre-test and post-test of control group. The control group consists of 30 students. The highest score in pre-test is 70, and the lowest score is 10. In control class the students do not have good motivation to study especially in English so that can get the low score. After giving treatment by applying Traditional method the highest score in post-test is 80, there was one students can got the highest score and the lowest score is 50. The mean of Pre-test in Control group was 32,33 and the mean of Post-test in the Control group was 64,33.

B. Data Analysis

Based on the table 4.2 showed the highest score of the pre-test in the control group was 70 and the lowest was 10 while the highest score of post-test was 80 and the lowest was 50. The mean of Pre-test in Control group was 32,33 and the mean of Post-test in the control group was 64,33.

Table 4.3**The Calculation Table of Standard Deviation**

NO.	X_1	X_2	X_1^2	X_2^2	$X_1 \cdot X_2$	$X_1 - X_2$
1.	80	80	6400	6400	6400	-
2.	90	80	8100	6400	7200	10
3.	80	70	6400	4900	5600	10
4.	85	70	7225	4900	5950	15
5.	80	80	6400	6400	6400	-
6.	85	70	7225	4900	5950	15
7.	80	60	6400	3600	4800	20
8.	90	60	8100	3600	5400	30
9.	85	70	7225	4900	5950	15
10.	85	70	7225	4900	5950	15
11.	75	70	5625	4900	5250	5
12.	85	60	7225	3600	5100	25
13.	85	70	7225	4900	5950	15
14.	75	60	5625	3600	4500	15
15.	80	50	6400	2500	4000	30
16.	80	60	6400	3600	4800	20
17.	75	50	5625	2500	3750	25
18.	85	50	7225	2500	4250	35
19.	85	70	7225	4900	5950	15

20.	80	60	6400	3600	4800	20
21.	85	70	7225	4900	5950	15
22.	80	60	6400	3600	4800	20
23.	90	50	8100	2500	4500	40
24.	80	70	6400	4900	5600	10
25.	80	60	6400	3600	4800	20
26.	75	60	5625	3600	4500	15
27.	85	50	7225	2500	4250	35
28.	90	70	8100	4900	6300	20
29.	75	70	5625	4900	5250	5
30.	80	60	6400	3600	4800	20
$X_1 = 2465$		$X_2 = 1930$	$X_1^2 = 203175$	$X_2^2 = 126500$	$X_1 \cdot X_2 = 158700$	$X_1 - X_2 = 535$

Based on the table 4.3 above the calculation of standard deviation was shown below :

For Experimental group :

$$S_1 = \frac{\sqrt{n(\sum X_1^2) - (\sum X_1)^2}}{n_1(n_1-1)}$$

$$S_1 = \frac{\sqrt{30(203175 - (2465)^2)}}{30(30-1)}$$

$$S_1 = \frac{\sqrt{6095250 - 6076225}}{30(29)}$$

$$S_1 = \frac{\sqrt{19025}}{870} = \sqrt{21,86} = 4,67$$

For Control group :

$$S_2 = \frac{\sqrt{n(\sum X_2^2) - (\sum X_2)^2}}{n_2(n_2 - 1)}$$

$$S_2 = \frac{\sqrt{30(126500) - (1930)^2}}{30(30-1)}$$

$$S_2 = \frac{\sqrt{3795000 - 3724900}}{30(29)}$$

$$S_2 = \frac{\sqrt{70100}}{870} = \sqrt{80,57} = 8,97$$

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

$$F_c = \frac{S_1^2}{S_2^2}$$

S_1^2 is standard deviation squared (variants) of sample 1 (Experimental group) and S_2^2 is the deviation squared (variants) of sample 2 (Control group). Based on the data was calculated previously, it was found S_1^2 was 21,86 and S_2^2 was 80,57. Then, for F_c when $F_c < F_t$, so the data is polled variants (homogeny).

So, F_c was calculated as below :

$$F_c = \frac{S_1^2}{S_2^2}$$

$$F_c = \frac{21,86}{80,57} = 0,27$$

$$r_{x_1x_2} = \frac{n \sum x^1x^2 \cdot (\sum x_1) (\sum x_2)}{\sqrt{\{n (\sum x_1^2) - (\sum x_1)^2\} \{n \sum x_2^2 - (\sum x_2)^2\}}}$$

$$r_{x_1x_2} = \frac{60.126500 - (2465)(1930)}{\sqrt{\{60(203175) - (2465)^2\} \{60(126500) - (1930)^2\}}}$$

$$r_{x_1x_2} = \frac{7590000 - 4757450}{\sqrt{12190500 - 6076225} (7590000 - (3724900))}$$

$$r_{x_1x_2} = \frac{2832550}{\sqrt{(6114275)(3865100)}}$$

$$r_{x_1x_2} = \frac{2832550}{\sqrt{23632284}} = \frac{2832550}{23632284} = 0,01$$

Testing hypothesis :

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

$$\bar{x}_1 = \frac{\sum x_1}{\sum x_2}$$

$$\bar{x}_1 = \frac{2465}{30} = 82,16$$

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

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

$$\bar{X}_2 = \frac{1930}{30} = 64,33$$

T_c = between X_1 and X_2

$$T_c = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}} \cdot 2r \left[\frac{S_1}{\sqrt{n_1}} \right] \left[\frac{S_2}{\sqrt{n_2}} \right]}$$

$$T_c = \frac{82,16 - 64,33}{\sqrt{\frac{21,86}{30} + \frac{80,57}{30}} \cdot 2,0,01 \left[\frac{4,67}{\sqrt{30}} \right] \left[\frac{8,97}{\sqrt{30}} \right]}$$

$$T_c = \frac{17,83}{\sqrt{0,72} + 2,68 - 0,02 \left[\frac{4,67}{\sqrt{30}} \right] \left[\frac{8,97}{\sqrt{30}} \right]}$$

$$T_c = \frac{17,83}{\sqrt{3,4 - 0,02}}$$

$$T_c = \frac{17,83}{\sqrt{3,38}}$$

$$T_c = \frac{17,83}{1,83} = 9,74$$

T_c was compared with t_t , the value of t_t got by t distribution critical value table with significant rate $\alpha = 0,05$ with $df = n_1 + 30 - 2 = 28$. So, t_t was 2,04. It showed that t test $>$ t table = $9,74 > 2,04$. It mean that H_a was accepted and H_0 was rejected. So, it could be concluded that there was any significant effect of using Text Rendering Strategy on the students' achievement in reading comprehension.

Determining the percentage of the effect of \bar{X}_1 towards \bar{X}_2

$$\begin{aligned} \backslash D &= (rxy^2) \times 100\% \\ &= (0,01)^2 \times 100\% \\ &= 0,0001 \times 100\% \\ &= 0,01\% \end{aligned}$$

C. Research Findings

Based on the calculation, it was found that the result T_c was higher t_t ($9,74 > 2,04$) it showed that the alternative hypothesis was accepted and it mean that the using Text Rendering Strategy gave significant effect on the students' achievement in reading comprehension. It was proven from the data shown that the score of the Experimental group (students who were taught by using Text Rendering strategy) was higher that the control group. The effect of using Text Rendering Strategy on the students' achievement in reading comprehension was 0,01%.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

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

1. Based on the findings, it was found that there was any significant effect of using Text Rendering Strategy on the students' achievement in reading which was proven from the result of the test ($T_c > t_t$) from significant 5% ($9,74 > 2,04$) it means that null hypothesis is rejected and alternative hypothesis is accepted.
2. The effect of using Text Rendering Strategy on the students' achievement in reading comprehension was 0,01%

B. Suggestion

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

1. For English teacher, it's better to use Text Rendering strategy to increase the students' achievement in reading narrative text because it can help the students understand reading narrative text.
2. For students, to increase their motivation in learning reading comprehension and motivate them to enjoy following the lesson without

taking it too seriously and also is expected to have an improvement in their reading comprehension.

3. For the other researchers, the result of this research can be used as a source of research for other researcher, which focused on the research is reading and can be used an alternative strategy of learning in teaching reading to increased students skill's.

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CURRICULUM VITAE

Name : Khairunnisa
Place / Date Birth : Medan, 12 Juni 1995
Register Number : 1302050008
Sex : Female
Religion : Moslem
Status : Single
Hobby : Traveling, Swimming
Fathers' Name : Dahlan
Mothers' Name : Khairida
Address : Jl. Gaperta Ujung Perum. Tosrio Indah Blok C 12
Hp : 085261640598

EDUCATION

2000-2006 : SD SWASTA KARTIKA 1-1 MEDAN
2007-2009 : SMP SWASTA PANCA BUDI MEDAN
2010-2012 : SMK NEGERI 9 MEDAN
2013-2017 : Student of English Departement FKIP University of
Muhammadiyah North Sumatera

Medan, Oktober 2017

Khairunnisa



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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 : Khairunnisa
NPM : 1302050008
Program Studi : Pendidikan Bahasa Inggris

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

The Effect of Using Text Rendering Strategy on the Students' Achievement in Reading Comprehension

Sekaligus saya mengusulkan/ menunjuk Bapak/Ibu:

I. Rita Harisma, S.pd, M.Hum

ACC ^{09/01-2017}

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, 4 Januari 2017

Hormat Pemohon,

Khairunnisa

Keterangan

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

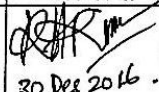


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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Khairunnisa
NPM : 1302050008
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Using Text Rendering Strategy on the Students' Achievement in Reading Comprehension	 30 Des 2016

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Rita Harisma, S.Pd, M.Hum

Medan, 30 Desember 2016
Hormat Pemohon,



Khairunnisa

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Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 110 /II.3-AU /UMSU-02/F/2017
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

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

Nama : **KHAIRUNNISA**
N P M : 1302050008
Program Studi : **Pend. Bahasa Inggris**
Judul Penelitian : **THE EFFECT OF USING TEXT RENDERING
STRATEGY ON THE STUDENTS'
ACHIEVEMENT IN READING
COMPREHENSION**

Pembimbing : Rita Harisma, S.Pd.,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 sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 06 Januari 2018

Medan, 06 Rab. Akhir 1438 H
06 Januari 2017 M

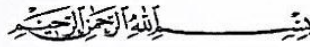
Wassalam
Dekan



Dibuat rangkap 4 (Empat) :

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

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Khairunnisa
N.P.M : 1302050008
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Text Rendering Strategy on the Students' Achievement in Reading Comprehension

Dengan ini saya menyatakan bahwa:

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

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

Medan, 20 Februari 2017
Hormat saya
Yang membuat pernyataan,



Khairunnisa

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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SURAT KETERANGAN

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

Nama Lengkap : Khairunnisa
N.P.M : 1302050008
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Text Rendering Strategy on the Students' Achievement in Reading Comprehension

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 04, Bulan Februari, Tahun 2017

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

Medan, 2 Februari 2017

Ketua,

Mandra Saragih, S.Pd, M.Hum



Canggih, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Lamp : --- 17 Februari 2017 M
Hal : Mohon Izin Riset

Kepada : Yth. Bapak / Ibu Kepala
SMK PAB 3 MEDAN ESTATE
Di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

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 Mahasiswa : KHAIRUNNISA
N P M : 1302050008
Program Studi : Pendidikan Inggris
Judul Skripsi : THE EFFECT OF USING TEXT RENDERING STRATEGY ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam
Dekan



** Peringatan **



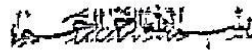
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PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor: 1140/KET/II.3/UMSU-P/F/2017



Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama : Khairunnisa
N P M : 1302050008
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

adalah benar telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 15 Jumadil Akhir 1438.H
14 Maret 2017.M.

Kepala UPT Perpustakaan



[Signature]
Irfan Bustami, S.H., M.Hum



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Khairunnisa
N.P.M : 1302050008
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Text Rendering Strategy on the Students' Achievement in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
03/01-2017	Revisi Chapter I	
	- Background of Study	
	- The Formulation of the problem	
	- The Objective of the study	
	- The significance of the study	
10/01-2017	Revisi Chapter II	
	- Theoretical of Framework	
	- The Procedure of Text Rendering strategy in teaching reading.	
	- Traditional Method.	
17/01-2017	Revisi Chapter III	
	- Population and Sample.	
	- Instrument of Collecting Data.	
	- The Technique of Analyzing Data.	
27/01-2017	Ace to Seminar Proposal.	

Diketahui oleh:
Ketua Prodi

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

Medan, 27 Januari 2017

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum)



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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Khairunnisa
N.P.M : 1302050008
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Text Rendering Strategy on the Students' Achievement in Reading Comprehension

Pada hari Sabtu tanggal 04 bulan Februari tahun 2017 sudah layak menjadi proposal skripsi.

Medan, Februari 2017

Disetujui oleh:

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
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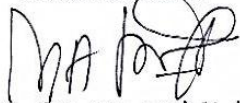
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini ... Sabtu ... Tanggal ... 04 ... Bulan ... Februari ... Tahun 2017 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Khairunnisa
N.P.M : 1302050008
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Text Rendering Strategy on the Students' Achievement in Reading Comprehension

No	Masukan dan Saran
Judul	OK
Bab I	Expert too old
Bab II	Make definition of Reading Comprehension
Bab III	Revision table of Population & Sample
Lainnya	References
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


(MANDRA SARAGIH, S.Pd, M.Hum)

Dosen Pembimbing


(Rita Harisma, S.Pd, M.Hum)

Panitia Pelaksana


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

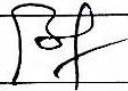

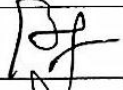

Sekretaris


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



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DAFTAR HADIR PESERTA SEMINAR

No	Hari Tanggal	Nama Penyaji	Pimpinan Seminar	Paraf
SEBAGAI PESERTA				
1	23/12/2015	Susilawati	Mandra Saragih, spd, M.Hum	
2	11/01/2016	firi Hlandayani	Mandra Saragih, spd, M.Hum	
3	30/07-2016	Widya Epriani Hrb	Yessi Irianti, spd, M.Hum	
4	13/1/-2017	Tiya Pooja	Pirman Ginting S.Pd, M.Hum	
5				
6				
7				
8				
SEBAGAI PEMBAHAS				
1	23/12/2015	Susilawati	Mandra Saragih, spd, M.Hum	
2	13/1/2017	Tiya Pooja	Pirman Ginting S.Pd, M.Hum	
3				

Sebelum Anda Seminar Anda Harus :

- 7 kali sebagai peserta
- 3 kali sebagai pembahas

DIBAWA SEWAKTU MENGIKUTI SEMINAR

APPENDIX I

LESSON PLAN

(Control Group)

Name of School	: SMK PAB 3 Medan Estate
Subject	: English
Aspect/Skill	: Reading
Class	: X
Time Allocation	: 2 x 45 minutes
Material	: Narrative Text

1. Standard Competence

Understanding the meaning of simple short essay in the form of recount and narrative to interact with the surrounding environment.

2. Basic Competence

Read aloud meaningful functional text and simple form of short essay recount and narrative by saying, stress and intonation are acceptable with regard to the surrounding environment.

3. Indicator

1. Mention the meaning of narrative text

2. Identified the generic structure of narrative text
3. Identified the types of narrative text
4. Read and understand a narrative text

4. Instructional Objective

1. Students able to mention the meaning of narrative text
2. Students able to identify the generic structure of narrative text
3. Students able to identify the types of narrative text
4. Student able to read and understand a narrative text

5. Material

Read and understand a text about narrative text form

6. Learning Method

Traditional method

7. Learning Activity

a. Opening Activity

1. Greeting
2. Praying
3. Check the students attenden list

b. Main Activity

1. Teacher gives a text for each student.
2. The teacher explains the text to the students to read.
3. After finishing reading the teacher asks the students to answer the question.
4. Students give the response to the teacher and listen to the teacher.
5. The students have the text but they don't read the text until the teacher gives them an instruction.
6. The students read the text loudly and answer the question.

c. Close Activity

1. The teacher and students make the conclusion about narrative text of lesson.
2. Prayer
3. The teacher closes the meeting and says hamdalah

8. Learning Source

Buku Mahir Menghadapi UN SMA/MA IPA 2013 5 Tahun

9. Assessment

a. Technic of Assessment

Reading test

c. Form of Assesing

Essay test

$$\text{Formula : score} = \frac{\text{trueitems}}{\text{membersofitems}} \times 100 \%$$

Medan,

2017

Known by,

English Teacher,

TheResearcher

Lely Fitri Hasibuan, S.pd, M.hum

Khairunnisa

The Headmaster of SMK PAB 3 Medan Estate

Dr. Amaluddin, M.M

APPENDIX II

LESSON PLAN (Experimental Group)

Name of School	: SMK PAB 3 Medan Estate
Subject	: English
Aspect/Skill	: Reading
Class	: X
Time Allocation	: 2 x 45 minutes
Material	: Narrative Text

1. Standard Competence

Understanding the meaning of simple short essay in the form of recount and narrative to interact with the surrounding environment.

2. Basic Competence

Read aloud meaningful functional text and simple form of short essay recount and narrative by saying, stress and intonation are acceptable with regard to the surrounding environment.

3. Indicator

1. Mention the meaning of narrative text

2. Identified the generic structure of narrative text
3. Identified the types of narrative text
4. Read and understand a narrative text

4. Instructional Objective

1. Students able to mention the meaning of narrative text
2. Students able to identify the generic structure of narrative text
3. Students able to identify the types of narrative text
4. Student able to read and understand a narrative text

5. Material

Read and understand a text about narrative text form

6. Learning Method

Text Rendering Strategy

7. Learning Activity

1. Opening Activity

1. Greeting
2. Praying
3. Check the students attendance list

2. Main Activity

Students are given an article, a portion of a chapter, or a story to be read individually.

1. The teacher asks students to read silently or read the piece aloud to the students.
2. The teacher is the given three strips of chart paper (one long, one medium, and one shorter strip). Students use markers to write their sentences on long strip; their phrases on medium strips; and the shortest strip to write their word.
3. The teacher asks the students to re-read or review the article looking for the sentence, phrase, and word that best represents the ideas of the article. Students will highlight or underline their chosen sentence, phrase and word.
4. The students are divided into some groups.
5. The students in their own groups will choose one sentence, phrase, and word for their group.
6. Have a representative from each group from a circle in the center of the class. Have other class members from an outer circle.. Representatives will share their answers and will attempt to persuade the outer circle that their answers are the best. Teacher will chart answers and allow the class to vote.
7. Have students write a brief summary of the original reading passage using specified number of words from the list the class has agreed upon.

3. Close Activity

1. The teacher and students make the conclusion about narrative text of lesson.
2. Prayer
3. The teacher close the meeting and say hamdallah

8. Learning Source

Buku Mahir Menghadapi UN SMA/MA IPA 2013 5 Tahun

9. Assesment

- Technic of Assessment

Reading test

- Form of assasing

Essay test

$$\text{Formula : score} = \frac{\text{trueitems}}{\text{membersofitems}} \times 100$$

Medan,

2017

Known by,

English Teacher,

The Researcher

Lely Fitri Hasihuan, S.pd, M.hum

Khairunnisa

The Headmaster of SMK PAB 3 Medan Estate

Drs. Amaluddin, M.M

APPENDIX III

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood, and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take it outside with him and pretended to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the



















meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the pappa bear.

1. What is the type of text in the above?
2. Who is involved in the text above?
3. Why the poor rabbit didn't taste any of the meat?
4. Why the mother bear always gave her youngest child an extra large piece of meat?
5. How the bear gave a meat to the poor rabbit?
6. What is the character of the rabbit?
7. What is the character of the bear?
8. How many children of bear?
9. What is the mother bear know?
10. What is the lessons can we learn in the story?

SMK PAB 3 MEDAN ESTATE

Experimental Group

NAMA SISWA	Meeting 1	Meeting 2
IKMA NUR FADILLA 1		
FAH NURDILLAH 2		
TRISNAWATI 1		
KARDAH HUSNIAH 5	<i>[Signature]</i>	<i>[Signature]</i>
WANDIRA 4	<i>[Signature]</i>	<i>[Signature]</i>
ABHARY		
TAMIYATI 6		
DA ASSYIFA 4	<i>[Signature]</i>	<i>[Signature]</i>
DA NUZULIA 2	<i>[Signature]</i>	<i>[Signature]</i>
WILA AEFAH 6	<i>[Signature]</i>	<i>[Signature]</i>
IRILINA 5	<i>[Signature]</i>	<i>[Signature]</i>
IZAH SIPAHUTAR 3	<i>[Signature]</i>	<i>[Signature]</i>
AH AFIQAH RAFFANAH 6	<i>[Signature]</i>	<i>[Signature]</i>
RI YANI 6	<i>[Signature]</i>	<i>[Signature]</i>
SURYANI		
KA RIZKY FAUZI MANIK 1	<i>[Signature]</i>	<i>[Signature]</i>
RACHMANAR		
POSPITA SARI		
BAFITRI 4	<i>[Signature]</i>	<i>[Signature]</i>
FAZRINA AJIYATI 3	<i>[Signature]</i>	<i>[Signature]</i>
KA KHAIRUNNISA 5	<i>[Signature]</i>	<i>[Signature]</i>
PO SEKAR SARI 6	<i>[Signature]</i>	<i>[Signature]</i>
ADANI 1	<i>[Signature]</i>	<i>[Signature]</i>
DA PAJADINTA PUTRI 5	<i>[Signature]</i>	<i>[Signature]</i>
Y ARILYANA 1		
TI RAHMADHANI 2	<i>[Signature]</i>	<i>[Signature]</i>

TANA SYAH PUTRI 4		
MA ANFITUPULU 3		
SI ARDILA 5		
ANGGRI YANI 2		
FANI RIZKY 3		
MA NUR ALIA SARI 4		
NYA HAYURA WBS 2		
JANA 2		
EIA MADA YANTI 3		

- Ayu
- Sindi Ardila
- Muro
- Hafitina

5

APPENDIX III

Pre test

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit
^{Sentence}
was a good shot, and the bear, being very clumsy, could not use the arrow to good
 advantage. The bear would call over the rabbit and asked the rabbit to take his
 bow and arrows and came with the bear to the other side of the hill..The rabbit,
 fearing to arouse the bear's anger by refusing, consented and went with the bear
 and shot enough buffalo to satisfy the ^{word} hungry family. Indeed, he shot and killed so
 many that there was lots of meat left after the bear and his family had loaded
 themselves, and packed all they could carry ^{word} home. The bear was very gluttonous
 and did not want the rabbit to get any of the meat, so the poor rabbit could not
 even taste the ^{word} blood from the butchering, as the bear would throw earth on the
^{word} blood, and dry it up. Poor rabbit would have to go home ^{word} hungry after his hard
 day's work.

The bear was the father of five children. The youngest child was very kind
 to the rabbit. The mother bear, knowing her youngest child was very hearty eater,
 always gave him an extra large piece of meat, but the youngest ^{Phrase} child didn't eat.
 He would take it outside with him and pretended to play ball with it, kicking it
 toward the rabbit's house, and when he got close to the door he would give the
 meat with such a great kick, that it would fly into that rabbit's house and in this
^{Phrase}
 way the poor rabbit would get his meal unknown to the pappa bear.

20

1. What is the type of text in the above? *Narrative text* ✓
2. Who is involved in the text above? *The bear and Rabbit* ✓
3. Why the poor rabbit didn't taste any of the meat?
4. Why the mother bear always gave her youngest child an extra large piece of meat?
5. How the bear gave a meat to the poor rabbit?
6. What is the character of the rabbit?
7. What is the character of the bear?
8. How many children of bear?
9. What is the mother bear know?
10. What is the lessons can we learn in the story?

- * Kisao Pajonima Pami
- * Naito Khamanda
- * Halilito
- * Ayu Raida
- * Sindi Ardila

(5)

Post Test

APPENDIX III

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood, and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take it outside with him and pretended to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the pappa bear.

100

1. What is the type of text in the above? Narrative text ✓
2. Who is involved in the text above? The bear and the rabbit
3. Why the poor rabbit didn't taste any of the meat? The bear was very gluttonous and did not want the rabbit to get any of the meat.
4. Why the mother bear always gave her youngest child an extra large piece of meat? Her youngest child was very hearty eater
5. How the bear gave a meat to the poor rabbit?
6. What is the character of the rabbit? The rabbit is a good rat
7. What is the character of the bear? The bear is a very clumsy
8. How many children of bear? The father of five children
- Bonus 9. What is the mother bear know? ✓
10. What is the lessons can we learn in the story? ✓

⑤. He would take it outside with him and pretend to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the Pappa bear.

⑩ We like must share to each others.

Nama Ketchikan

Hadiyati Sidiyasa
Trijani RISKI
Nur Hafidha Azmah
Selvia Adipitupulu
Yuvia Mardiana
Lili's Surgani

(3)

APPENDIX III

Pre Test

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood, and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take it outside with him and pretended to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the papa bear.



1. What is the type of text in the above? Narrative text ✓
2. Who is involved in the text above? rabbit and bear ✓
3. Why the poor rabbit didn't taste any of the meat? because the poor rabbit could not even taste the blood from the but chering
4. Why the mother bear always gave her youngest child an extra large piece of meat? The mother bear, knowing her youngest child was very hearty eater
5. How the bear gave a meat to the poor rabbit?
6. What is the character of the rabbit? good ✓
7. What is the character of the bear? good ✗
8. How many children of bear? Five children ✓
9. What is the mother bear know?
10. What is the lessons can we learn in the story? Must kinds eat ✓

3

Post Test

- Papa bear
- Senita Napitum
- Harisah Siphutor
- Nur fagina
- Tin fani rizky
- Yeta Madyant

APPENDIX III

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood, and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat it. He would take it outside with him and pretended to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the pappa bear.

NO 5

80

1. What is the type of text in the above? *Narrative text* ✓
 2. Who is involved in the text above? *The bear and the rabbit* ✓
 3. Why the poor rabbit didn't taste any of the meat? *The bear was very gluttonous and did not want the rabbit to get any of the meat.*
 4. Why the mother bear always gave her youngest child an extra large piece of meat? *The mother bear knowing her youngest child was very healthy eat*
 5. How the bear gave a meat to the poor rabbit? ✗
 6. What is the character of the rabbit? *was a good shot* ✓
 7. What is the character of the bear? *very clumsy* ✓
 8. How many children of bear? *five children* ✓
 9. What is the mother bear know?
 10. What is the lessons can we learn in the story? *we should share with each others.*
-

APPENDIX III

Pre-Test

- Group Contest :
- Septiana Gunipuri
 - Novi Sapitri
 - Dinda Assyifa S.
 - Ayu Wandira
 - Tika Nur Alia S.

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. sentence The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. word Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work. sentence

The bear was the father of five children. sentence The youngest child was very kind to the rabbit. The mother bear, knowing her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. Phrase He would take it outside with him and pretended to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the pappa bear.

word

(AKUNTANSI)

DAFTAR NAMA SISWA
SMK PAB 3 MEDAN ESTATE

Control Group

NAMA SISWA	Meeting 1	Meeting 2
ADUS DONGORAN		
AKISA		
ALYIA TRI RAMADHANI LBS		
ANVI LESTARI		
ANNA AMELIA SARI		
ANNA FADILLAH		
ANNA PITA SARI		
ANISA YANNI HASIBUAN		
ANINA		
ARATALI BULOLO		
AMELIANT		
INDAH NOVITA SARI		
LAILAN FITRIANI NASUTION		
LILI KHAIRUNNISA		
MELIANA		
MEDY KURNIAWATI		
MIRLA SARI		
MUTIARA DEWITRI		
NADIA FITRIYANI		
NADYA KHAIKANI		
NUUR HABIBAH		
PATRI RIZKI IKHWANIA		
RAHMANI LUBIS		
RISKA ANANDA		

• JULI ANI	stunf	stunf
ALSYAH DAULAY		
ELIA SEVANI	@Amid.	@Amid.
MULAN KATUTON	Hadi	Hadi
KA RAFBI	Prata.	Prata.
ISMAWATI	Prati	Prati
AMYUNI SAHETRI		
PORANI SITOMAU	Zunf.	Zunf.
ATI Pudzinia	Stunf.	Stunf.
INTA TANTRIYA	Stunf	Stunf

Umas faatdi 2010
Kelas X Akuntansi

Pre-Test

APPENDIX III

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood, and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take it outside with him and pretended to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the pappa bear.

1. What is the type of text in the above?
2. Who is involved in the text above?
3. Why the poor rabbit didn't taste any of the meat?
4. Why the mother bear always gave her youngest child an extra large piece of meat?
5. How the bear gave a meat to the poor rabbit?
6. What is the character of the rabbit?
7. What is the character of the bear?
8. How many children of bear?
9. What is the mother bear know?
10. What is the lessons can we learn in the story?

Answer

1) Narrative text

10

My Name is _____
I'm student class _____

Post Test

APPENDIX III

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood, and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take it outside with him and pretended to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the pappa bear.

1. What is the type of text in the above?
2. Who is involved in the text above?
3. Why the poor rabbit didn't taste any of the meat?
4. Why the mother bear always gave her youngest child an extra large piece of meat?
5. How the bear gave a meat to the poor rabbit?
6. What is the character of the rabbit?
7. What is the character of the bear?
8. How many children of bear?
9. What is the mother bear know?
10. What is the lessons can we learn in the story?

Answer →

90

- ① the type of the text is Narrative text ✓
- ② the rabbit and the bear ✓
- ③ the bear was very gluttonous and did not want the rabbit to get any of the meat ✓
- ④ the bear was the father of five children ✓
- ⑤ He would take it outside with him and pretended to play ball with kicking it toward the rabbit's house, and when he got close to the door he would give the meat with ~~six~~ a great tick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the pappa bear ✓
- ⑥ the rabbit was a good shot and tire bear ✓
- ⑦ and the bear, being very clumsy ✓
- ⑧ five children ✓
- ⑨ ✓
- ⑩ please don't miserly and gluttonous, please share to your friends if you have about ✓
such: Share to friend if him want it.

Alasan: BUKAN KEZAKSIAN
Kelas: X - Akumlangi.

Pre-Test

APPENDIX III

Read the text and answer the question correctly!

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood, and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take it outside with him and pretended to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat with such a great kick, that it would fly into that rabbit's house and in this way the poor rabbit would get his meal unknown to the pappa bear.

1. What is the type of text in the above?
2. Who is involved in the text above?
3. Why the poor rabbit didn't taste any of the meat?
4. Why the mother bear always gave her youngest child an extra large piece of meat?
5. How the bear gave a meat to the poor rabbit?
6. What is the character of the rabbit?
7. What is the character of the bear?
8. How many children of bear?
9. What is the mother bear know?
10. What is the lessons can we learn in the story?

NARRATIVE TEXT. ✓
THE BEAR AND THE RABBIT.

(20)

1. What is the type of text in the above?
2. Who is involved in the text above?
3. Why the poor rabbit didn't taste any of the meat?
4. Why the mother bear always gave her youngest child an extra large piece of meat?
5. How the bear gave a meat to the poor rabbit?
6. What is the character of the rabbit?
7. What is the character of the bear?
8. How many children of bear?
9. What is the mother bear know?
10. What is the lessons can we learn in the story?

80

Narrative text ✓

The Bear and The Rabbit ✓

The Bear was very gluttonous and did not want the rabbit to get any of the meat.

The bear was the father of five children ✓

He would take it outside with him and pretend to play ball with it, kicking it toward the rabbit's house, and when he got close to ~~together~~ ^{to} he would give the meat with such a great kick,

that it would fly into that rabbit's house and in this way, the poor rabbit would get his meat unknown to the mother bear.

The rabbit was a good shot. ✓

being very clumsy. ✓

Five ~~children~~ children. ✓

The mother bear, knowing her youngest child, was very brasty ~~other~~.

The make five to ~~to~~ and you can will merit to