

**THE EFFECT OF MAGNET SUMMARY STRATEGY ON STUDENTS' READING
COMPREHENSION THROUGH PROCEDURE TEXT AT SEVENTH GRADE IN SMP
MUHAMMADIYAH 48 MEDAN**

SKRIPSI

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

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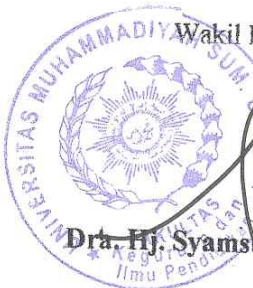
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ABSTRACT

Siregar, Yupita Tri Rizky, 1402050252: “The Effect of Magnet Summaries Strategy on Students Reading Comprehension through Procedure Text at Seventh Grade in SMP Muhammadiyah 48 Medan.” Skripsi, English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan 2018

The objective of this research was to find out the effect of the magnet summaries strategy on students reading comprehension through procedure text. This research has been conducted at SMP Muhammadiyah 48 MEDAN. The sample of this study there were 60 students taken from class VII A totaling 30 students as a control group, VII B totaling 30 students as an experimental group which taught by applying magnet summaries strategy. The research data obtained by giving pre-test and post-test in both groups, after that the data was analyzed. The results showed that the value of t_{hitung} 4.9704 was greater than t_{table} 2.002 ($4.9704 > 2.002$) H_a was accepted, it means there was a significant effect of the magnet strategy summaries on students reading comprehension through procedure text. Therefore, applying the strategy magnet summaries on students reading comprehension through procedure text can be used as a reference for teachers to teach reading comprehension, and students are interested to study English, especially in terms of reading text through procedure text.

Key Words: Magnet Summary Strategy, Reading Comprehension, Procedure Text

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This researcher intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty of Teacher Training and education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitled *“The Effect of Magnet Summaries Strategy on Students Reading Comprehension through Procedure Text at Seventh Grade in SMP Muhammadiyah 48 Medan”*.

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Therefore, there are many more, the Research Center can find and learn what will discuss about this study, finally, experts today will benefit the readers. May we all be under the guidance of Allah SWT.

Medan, October 2018

The researcher

Yupita Tri Rizky Siregar
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CHAPTER I

INTRODUCTION

A. Background Of The study

Reading is one of skill which involves many process to be mastered by the student. According to Linda J. Dorn and Carla Soffos, reading is a complex process involving a network of cognitive actions that work together to construct meaning. So why reading becomes an important skills that must be mastered by students? Because reading will be able to improve students' knowledge and it. Beside that, the purpose of the reading will be achieved not only when the reader comprehends the reading text as well but also when the reader knows which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose.

There are four language skills: listening, speaking, reading, and writing. Reading is the one of important skills in learning English. There are a lot of definitions about reading: some people think that the term of reading just to read the sentences in the text and passage. The other define that reading is to get information from what they read.

Smith (Ginting, 2005) that reading is a process of building an understanding of the written text. Roos roe (1984) that is when a person is reading, someone is going to recognize that words the require interpresi of graphic symbols-cymbals. To fully understand a passage one should be able to use the information to make a conclusion and read critically and creatively in order to understand figurative language, the author set goals, evaluate the ideas written by the author and use such ideas in the ring situation. This whole process is a process of thinking.

The students got problem in identifying the generic structure of procedure text. Such as finding aim/goal (purpose), materials and steps. The students were confused in understanding about the characteristics of procedure text.

In this gap information, the research observed the teacher used the old strategy to teach the student in understanding procedure text. The teacher given an explanation of the procedure text material based on the explanations provided in the teachers textbook and there was no modified strategy to understand the text about the procedure text about. There were only some students understood with the text.

Based on the explanation above, it can be concluded that there are some problems of teaching reading at seventh grade of SMP Muhammadiyah 48 Medan. The teacher can apply a wider variety of strategies that was better and more appropriate in teaching reading, and it can help students to catch the meaning, specific information and easier intention of research. In other words, teacher could use the effective strategies in order to make the reading activity run successfully in teaching reading comprehension.

In this point, the researcher is going to apply on of the strategies namely Magnet Summary Strategy. Prazsler (2006:20) states that magnet summary strategy is a kind of strategy that helps students expends on key term or concepts from reading. Moreover Conklin (2007:66) explain the magnet summary is a strategy in which the student look for the most important in a reading, eliminate unimportant information, and write a summary sentence. Furthermore, Dough Buehl (2009) assumes that magnet summary is a strategy that help students rise above the details and construct meaningful summaries in their own words.

Based on explanation above, the researcher was interesting in conducting in experiment research by using Magnet Summaries Strategy. Therefore, research entitle: *“The Effect of Magnet Summaries Strategy on Students Reading Comprehension through Procedure Text at Seventh Grade in SMP Muhammadiyah 48 Medan”*.

B. Identification of the problem

Based on explanation above, researcher identifies the problem as follows:

1. The students did not understand well about the function of generic structure in comprehending the reading procedure text.
2. The use of magnet summary strategy to improve reading comprehension skill through descriptive text.
3. The students was have difficulty to comprehend the procedure text given. Because Teacher just using the lecture method.

C. The Scope and Limitation

The scope this research was focused on magnet summary strategy. And the researcher was limited the study on reading comprehension through Procedure text.

D. Formulation of the problem

Is there any significant effect of using magnet summary strategy on student reading comprehension through procedure text at seventh grade in SMP Muhammadiyah 48 Medan?

E. Objective Of Study

The objective of this study was identified the effect of magnet summaries strategy in teaching reading comprehension of procedure text at the seventh grade of SMP Muhammadiyah 48 Medan.

F. Significance Of The Study

By using this research, there was some significance to the students, teacher and researcher.

1. For students

This research was helpful for students and give the positive contribution especially in term of student's reading comprehension using Magnet Summary Strategy.

2. For teacher

After knowing the effectiveness in teaching reading comprehension using magnet summary strategy, the teacher can improving their ability and get more variation strategies in teaching reading. The teacher can implement this strategy while teaching in classrooms so that the learning process is not monotonous.

3. For researcher

Hopefully this study expand her knowledge about this strategy and also researcher can use this strategy to improve her skill in reading comprehension the text and academic requirement to get under graduate degree.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Frameworks

1. Reading

Reading is one of skill which involves many process to be mastered by the student. According to Linda J. Dorn and Carla Soffos, reading is a complex process involving a network of cognitive actions that work together to construct meaning. In addition, Moreillon (2007:10) states that reading is making meaning from printed and from visual information. From definition above reading is an activity process where students can find a sense of what they have read.

It supported by Nunan (1991:72) reading is usually conceived of as solitary activity in which the reader interacts with the text in isolation. It means that there is a relationship between the reader and the text that their read to find the means of text. Koda (2004:227) reading is a complex, multifaceted pursuit requiring then continuous deployment and integration of multiple operations. It means that reading is a process that complicated, continue and have coherent between each other interconnected.

Furthermore Johnson (2008:3-4) states that reading is the practice of using text to create meaning. The two keywords here are creating and meaning. Also according to Wallace (2003:7) the reading process has tended to be characterized primarily as psychological, cognitive and individual. So, the reading has relationship with the social process. The factor that can influence the reading is psychological, affective and individual from the readers.

In Addition Caroline T. Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Moreover, Grellet there are main ways in reading as follows:

a. Skimming

Skimming is reading quickly over a text to get the gist of idea.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information.

c. Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure, mainly involve global understanding.

d. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive and thinking process of transferring printed letters into meaning.

2. Reading Comprehension

Schumn (2006:263) reading comprehension is complex task that involves processing information at the word, sentence, paragraph, and passage or book levels. Background knowledge play important role in reading comprehension. King and Stanly (1989:330) state that there are five components of reading comprehension may help the students to read carefully. Pressley (2000) describes the development of reading comprehension as a two-stage process, beginning with “lower processes” focused at the word level—such as word

recognition (phonics, sight words), fluency (rate, accuracy, and expression), and vocabulary (word meanings).

According to Nation (2009: 49), “reading is a source of learning and a source of enjoyment”. Reading enlarges the students’ knowledge. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help the learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study.

As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase. By reading, the readers can go around the world although they just stay at home. They can broaden their knowledge of economy, science, technology, culture, or reading to get the pleasure. Not only that, the readers also get the message that the writer had expressed. It can be said that reading is a bridge which connects between the writer and the readers.

Reading comprehension is generally known as an interactive mental process between a reader’s linguistic knowledge, knowledge of the world, and knowledge about a given topic (Mohammadi and Abidin, 2011). The product of reading can be used to test the progress of students’ understanding of written language through tests (Djiwandono, 1996). The main idea of each paragraph is usually expressed somewhere in a paragraph by one sentence (topic sentence), and it is usually found at the beginning of the paragraph, but can come at the end or even in the middle of the paragraph (Gillet, 2011).

According to Sweet and Snow (2003:1) define reading comprehension as the process simultaneously extracting and constructing meaning. Words constructing and extracting are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. She also mentioned that comprehension entails three elements, as follows:

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

King and Stanly (1989:330) state that there are five components of reading comprehension may help the students to read carefully:

1. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content text.

2. Finding the meaning of certain word

It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and of the text that is read.

3. Finding factual information

The factual information are generally prepared for student and those, which appear with question. Usually there will be some question: reason, purpose, result and time and the answer of this question will be found in the text.

4. Identifying references

Inference is a skill where the reader has to be able to read between lines. King and Stanly divide into two attention, draw logical inferences, and make prediction.

Based on definition above, it can be concluded that reading is an interactive and a thinking process of transferring printed text into meaning in order to communicate certain message between the writer and reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

3. Procedure text

In their book, Mark and Cathy stated that, "procedure is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. It also states that a procedure enables people to do things that are new to them or to make sure they do things in the correct order, and include all that needs to be done.

Then, it can be concluded that procedure text presents steps to do something, making something, or going somewhere. In case of procedure text can be easily experienced in daily life, people ought to know about it.

Anderson and Anderson (1997:50) define procedure text as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. Gerot and Wignell (1994:86) state that the social

function of procedure text is to describe how something accomplished through a sequence of action or steps.

a. Generic Structure

Gerot and Wignel (1977:55) explain that the generic structure of the procedure text consist of three points. They are:

1. Goal

The goal of procedure text is an introductory statement and give information what we need. It mean the important thing that we need is the goal or may be the title of the text and sometimes it can be an introductory paragraph.

2. Materials

Things that we need for completing the procedure. It could be ingredients, tools, and equipment. Without material, we will be difficult to make steps to get the final result.

3. Steps

There are series of steps and we should to do some steps to get the final result. Mean he procedure.

4. Result

Result of a series of steps that have been done.

b. Types of procedure text

Procedure text in English has several types.

1. Do the instruction manually

Procedure text that explains how something works or how to use instruction / manual operation, for example, how to use computer, how to use computer.

2. Perform certain activities

Procedure text that instructs how to certain activities, for example how to make a noodle and how to dance.

3. Human nature or habit

Procedure text related to human behavior, for example how to live happily and how to be a good person.

Below is a guideline for assessment and assessment criteria of procedure text.

1. Assessment guidelines	: 25%
Idea / story content	: 25%
Application of schematic structure	: 25%
Fluency	: 25%
Appearance	: 25%

2. Assessment criteria / score

1 = Bad

1,5 = Fair

2 = Good

2,5 = Excellent

A procedure consists of a series of steps which shows how to achieve some goals. From the explanation above the researcher concludes that the procedure text is text that have the specific characteristics includes the purpose, material and steps do the something in order make the easily to accomplish something.

c. Language Features

They are very important things that should we known. Beside that procedure text also have language feature, like Mukarto, *et al* (2004:174) say that:

- a. A procedure text uses imperative sentence. An imperative sentence uses infinitive.
- b. A procedure text also uses connector to put the steps in order. First is a word to express the sequence of steps.

5. Magnet Summary Strategy

Magnet summary strategy is one of effective strategies in reading comprehension skill. This strategy is suitable use in reading activity. It can help teacher in teaching learning process and can help students to understand quickly to make summary of the text. According to Buehel (2009) magnet summary strategy is a strategy that help students rise above the details and construct meaningful summaries in their own words. Magnet Summaries help students expand on key terms or concepts from a reading. These “magnet” words help students organize information that becomes the basis for student created summaries (Buehl, 2001).

Urquhart, Vicki and Monette McIver (2005) states that, magnet summaries is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrases and then combine the words or phrases into a sentences or

two that incorporates all of the relevant information. In other hand, this strategy help the students to find the key word in the reading, and combine the key word to make sentences.

In addition Roberta (2010) stat that in this strategy, students identify key word from reading and then use them to organize information into summary. Students read a short portion of text, looking for key term to which the details in the passage seem to connect. Kelley & Classen-Grade in Moss and Lap (2010, p. 327) state that summarizing refers to making a brief restatement of the main ideas of a text called summary.

Moss (2010:307) explains Magnet summary strategy is a structured process to assist teachers as they provide summarization instruction to young learners. So, this strategy helps the teacher for young learners to teach summary

Furthermore, Beuhl (2009) there are some explanation about the way to apply magnet summaries strategy:

1. Introduce the concept of magnet words by connecting to students' prior knowledge of magnets. Buehl suggests that just as magnets attract metal, magnet words attract information.
2. Instruct students to read a short piece of text.
 - As students read, they should look for key concepts that seem to organize the material.
 - After students have finished reading the material, discuss possible magnet words.
 - As a class, select one word to serve as the magnet term; write it on the chalkboard or on an overhead transparency. (When introducing the strategy, consider selecting the magnet words in advance rather than allowing students to generate the word choice.)

3. With the class, details from the short reading that support the magnet word. Record the details on the chalkboard or transparency.
4. As a class or in small groups, write a paragraph using the magnet word and the details.
5. Assign the remaining text for students to read. Students can read cooperatively or independently but provide each student with several large index cards for additional magnet words and supporting details from the text. As they read the remainder of the text, they create magnet cards for selected terms.
6. Place students in cooperative learning groups. Students share cards and create summaries.
 - On the back of each magnet card write a summary statement.
 - Refine the magnet card summary statements into a summary paragraph

There are some advantages of magnet summary strategy. According to Buehl (2009).

1. Student learn to prioritize what they need to remember, and they develop facility in separating main idea from supporting details.
2. Students flesh out their understandings of key vocabulary and ideas.
3. Student gain practice in reducing text to their most essential elements, allowing them to reflect on their personal understandings of what a text means.

B. Relevance Study

There are some previous researches that have done by some researchers related to magnet summary strategy:

The First, Hardiansyah (2013) conducted the research entitle “The Effect of Using Magnet Summary Strategy toward Reading Comprehension of The Fifth Grade Students at Almunawwarah Islamic Boarding School”. He found that the student who had taught by

using magnet summaries strategy have good level in reading comprehension than the students who have no thought by using magnet summaries strategy and the magnet summaries strategy gave significant effect to word students reading comprehension.

The Second, Evita (2011) conducted the research entitle “Teaching Reading Using Collaborative and Magnet Summary Strategy at Senior High School”. She found that magnet summary strategy can make students inters in teaching reading. Ten students can be easy to make summary by using own word. Also this strategy can be implemented in writing and speaking skill.

The third, Resti (2011) conducted the research entitle “Teaching reading comprehension by combining think aloud and magnet summary strategy in junior high school”. She found the magnet summary strategy is a good strategy that should be applied in junior high school. The students can recognize the information they do not understand, share their ideas into a summary, so it can assists them in getting the information they need.

C. Conceptual Framework

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. The direction began from observation, pre-test, treatments, and post-test. The preliminary research is observation before giving pre-test to the students. Then, giving post-test to the students to see the average score of them. Next, giving treatment of magnet summary strategy to experimental class. It mean the control class does not get treatment. And the last, giving post-test to both experimental and control class. By post-test, the researcher tries to analyze the data in score number from.

D. Hypothesis

a. Alternative Hypothesis (HA)

HA: there is significance different between students' reading comprehension of procedure text by using magnet summary strategy that the student who not receive the instruction of the method.

b. Null Hypothesis (HO)

HO: there is no there is significance different between students' reading comprehension of procedure text by using magnet summary strategy that the student who not receive the instruction of the method

CHAPTER III

METHOD OF RESEARCH

A. The Location of the Research

This research was conducted at the seventh grade of SMP Muhannadiyah 48 Medan, the reason for choosing this school because researcher observed that the school and the student. The students was got problem in identifying the generic structure of procedure text. Such as finding aim/goal (purpose), materials, steps, confused in understanding about the characteristics of procedure text. The teacher was not implemented a better and more appropriate strategy in reading comprehension teaching.

B. Population and Sample

1. Population

The population of this research was the seventh grade of SMP Muhammadiyah Medan. SMP Muhammadiyah 48 Medan have three classes for the seventh grade. Number of the students was 90 students.

2. Sample

Based on the total of population the researcher was used the population as the sampling, one class as an experimental class and another one was a control class. So, the total of sample was 60 students.

C. Research Design

This research is a kind of Quasi experimental (pre and post-test) in between group research. Why the researcher choose the Quasi experimental?, because it was no strict limits on randomization, and at the same time can control the threats of validity .The researcher was assigned interact group as of the experimental and control treatment, research a pre-test to both groups, conduct experimental treatment activities with the experimental group only, and the research a post-test to assess the different between the two groups.

D. Instrument of The Research

To collecting data research was used the test as the instrument of this research, the test was multiple choices test. Multiple choice test was the instrument in quantitative research to answer the research question in this research.

E. The Technique of Collecting Data

1. The researcher was given pre-test to find out homogeneity between control group and experiment class.
2. The researcher was giving some treatments to the experimental class in particular time.
3. And post-test given to both of the classes

F. The Technique of Data Analysis

In completing the data, the next step of this research was collected the data. The function of data collecting was determine the result of the research. In collecting data, the researcher was used t-test when the data was normal and homogenous and used U Mann –

white if the data was not normal or not homogenous. In order to find out significance between treatment class and control class by using magnet summary strategy in teaching reading comprehension.

It was calculated N-Gain between pre-test and post-test in experimental class. N-Gain was used to know the effect size the treatment that was given to experimental class the formula as follows:

$$N - Gain = \frac{Post\ tset - Pre\ test}{Maxscore - Pre\ test}$$

Note:

Spost : Post-Test Score

Spre : Pre-Test Score

Smaks : Maximum Ideal Score

Table 3.1: The criteria of achievement N-Gain score

limitation	Category
$G > 0.7$	High
$0.3 < G < 0.7$	Middle
$G \leq 0.3$	Low
Meltzer 2002	

1. T-test

- a. Normality test One of methods was used to test the normality of data is Kolmogorov Smirnov (KS-21).

$$KS = I \left| F_n(y_{i-1}) - F_0(y_i) \right|$$

Note:

KS : Value of KS

$F_n(y_{i-1})$: Cumulative percentage frequency before i

$F_0(y_i)$: Distribution normal of frequency data at i

To calculate KS value obtained subsequently compared with the KS value table. If the value calculate $KS < KS$ table accept H_0 then it means a simple regression model of data or multiple regression followed a normal distribution and conversely if the value calculated $KS > KS$ then reject H_0 it means that a simple regression model of data or multiple regression was not follow a normal distribution.

b. Homogeneity test

In a regression analysis of research data that either should was a homogenous distribution of data and method used to test the Levene test. And the formula was as

below.

$$w = \frac{(n - k) \sum n (Z - \bar{Z})^2}{(k - 1) \sum \sum (Z_{ij} - \bar{Z}_j)^2}$$

Note:

L : Levene Value

X : Residual data value

Residual data mean

N : Amount of sample

K : Amount of group

Z_{ij} : Y_{ij} - Y

Z_□ : Average of group Z

The value of Levene counting obtained was compared with Levene table or can also use significant comparison with alpha value of 5%. If the value of Levene count < Levene table or p value > 5% if the data a simple regression or multiple regression have homogenous variety.

On contrary, if the value pf the Levene > Levene table or p value < 5% then data regression simple or multiple regression not homogenous variety. And the hypothesis by T=test as below:

Formula calculated of t test

$$t_{hitung} = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2 + S_2^2}{n_1 + n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

Note :

t = t-test

X_{□1} = mean score of treatment class

X_{□2} = mean score of control class

S_1^2 = Standard deviation of treatment class

S_2^2 = Standard deviation of control class

n_1 = Number of students of treatment class

n_2 = Number of the students of control class

r = The correlation value of X_1 with X_2

2. U Mann- Whitney test

U-test was used to test the comparative hypothesis of two independent sample when data are ordinal from, if in an observation interval of the data, than it needed to be change first into ordinal data.

When the data was still shaped interval, we can used t-test to text, but if the assumption of t-test was not match (must be normal), than this test can be used. There was two formulation that was used for testing; both of formulas was used in calculating, it is used to determine the price of U whichever was smaller. U price smaller that was used for testing and comparing with the U table.

$$U1 = n1.n2 + -R1$$

$$U2 = n1.n2 + -R$$

Noted:

$n1$: Amount of sample 1

$n2$: Amount of sample 2

$U1$: Amount of level 1

U2 : Amount of level 2

R1 : Amount of rank sample 1

R2 : Amount of rank sample 2

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. DATA CALCULATING

The data were collected by giving a multiple choice test. The researcher was got the score after giving the post-test and pre-test to the control class and experiment class. The result of the test can be seen in the following table:

Table 4.1: Result of Pre-test and Post-test Score of the Experiment Group

No	Student's initial	Pre test	Post test
1	ARH	40	80
2	AIS	50	90
3	AR	30	70
4	ARR	50	90
5	BS	60	90
6	DRW	30	70
7	DA	20	80
8	FHP	40	70
9	GA	20	80
10	IAS	50	90
11	LM	40	80
12	MR	30	70
13	MAR	40	80
14	MI	10	70
15	MJ	40	70
16	MR	60	90
17	NZM	30	70
18	NA	50	90
19	NSF	30	80
20	NS	20	80
21	RHB	20	70
22	RH	30	70
23	RN	40	80
24	RR	20	70
25	RRN	50	80
26	SSF	30	70
27	SD	40	80
28	SFR	40	70
29	SM	50	90

30	TRB	30	80
----	-----	----	----

The data in the table 4.1 showed the highest score of pre-test was 60 and lowest was 10.

While the highest score of post-test was 90 and lowest was 70.

Table 4.2: Result of

Pre-test and Post-

test Score of the

Control Group

No	Student's initial	Pre test	Post test
1	AS	30	70
2	AAN	40	80
3	ASR	30	80
4	BA	20	60
5	DA	40	70
6	DTH	20	70
7	DAY	60	80
8	HP	20	70
9	HY	20	80
10	HA	30	60
11	IKE	20	70
12	MS	30	70
13	MAB	50	80
14	MA	20	60
15	MHA	40	80
16	MRE	30	60
17	MR	30	70
18	MY	50	70
19	MZ	40	80
20	NA	40	80
21	PAS	30	70
22	PNS	40	80
23	RTP	40	80
24	RP	40	60
25	RAP	40	80
26	RSR	20	70
27	RV	40	80
28	RPD	20	70
29	SMS	20	60
30	WS	30	70

The data in the table 4.2 showed the highest score of pre-test was 60 and lowest was 20. While the highest score of post-test was 70 and lowest was 80.

B. DATA ANALYSIS

Based on the table 4.1 and 4.2 above, the following data was analyzed by computing reliability and t observed which was related to examine the hypothesis in order to answer the research problem. The data analysis was taken from the post-test scores by experiment and control group.

$$X = \frac{\text{Post tset} - \text{Pre test}}{\text{Maxscore} - \text{Pre test}}$$

$$Y = \frac{\text{Post tset} - \text{Pre test}}{\text{Maxscore} - \text{Pre test}}$$

1. N-Gain Score

$$X = \frac{2350-1090}{90-1090}$$

$$Y = \frac{2160-980}{80-980}$$

$$X = \frac{3,440}{-100}$$

$$Y = \frac{1180}{-900}$$

$$X = -0,0344$$

$$Y = -1,31$$

Table 4.3: The Criteria of Achievement N-Gain Score

Limitation	Category
$G > 0,7$	High
$0,3 < G < 0,7$	Middle
$G \leq 0,3$	Low
Meltzer 2002	

Based on the calculating and the table score of $X = -0,0344$ the criteria of achievement N-Gain score was low, because $G \leq 0,03(-0,0344 \leq 0,3)$. While score of $Y = -1,31$ and the criteria of achievement N-Gain score was low. So, the score of both group was low.

a. Mean of experiment group

$$X = \frac{\sum X}{NX}$$

$$X = \frac{2350}{30}$$

$$X = 78,3$$

b. Standard deviation of experiment group

$$SD = \sqrt{\sum X^2 - \frac{(\sum X)^2}{n}}$$

$$SD = \sqrt{185900 - \frac{(2350)^2}{30 - 1}}$$

$$SD = \sqrt{185900 - \frac{(5522500)}{29}}$$

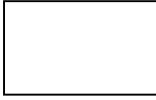
$$SD = \sqrt{185900 - \frac{184083,3}{29}}$$

$$SD = \sqrt{\frac{1816,7}{29}}$$

$$SD = \sqrt{62,64}$$

$$SD = 7,91$$

c. Mean of control group



$$Y = \frac{2160}{30}$$

$$Y = 72$$

d. Standard deviation of control group

$$SD = \sqrt{\sum Y^2 - \frac{(\sum Y)^2}{n}}$$

$$SD = \sqrt{157200 - \frac{(2160)^2}{30}}$$

$$SD = \sqrt{157200 - \frac{4665600}{30}}$$

$$SD = \sqrt{157200 - \frac{155520}{29}}$$

$$SD = \sqrt{\frac{1680}{29}}$$

$$SD = \sqrt{57,93}$$

$$SD = 7,6$$

2. The Normality of The Test

a. The normality of X variable

Formula:

$$Z = \frac{X - \bar{X}}{SD}$$

$$F_T = Z_{TABEL}$$

$$F_S = \frac{F.KOMULATIF}{N}$$

$$F_T - F_S$$

Table 4.4: The Normality of X Variable

NO	X	$Z\left(\frac{X-\bar{X}}{S}\right)$	F_T	F_S	$F_T - F_S$
1	70	-1,09	0,3621	0,4	-0,0379
2	70	-1,09	0,3621		-0,0379
3	70	-1,09	0,3621		-0,0379
4	70	-1,09	0,3621		-0,0379
5	70	-1,09	0,3621		-0,0379
6	70	-1,09	0,3621		-0,0379
7	70	-1,09	0,3621		-0,0379
8	70	-1,09	0,3621		-0,0379
9	70	-1,09	0,3621		-0,0379
10	70	-1,09	0,3621		-0,0379
11	70	-1,09	0,3621		-0,0379
12	70	-1,09	0,3621		-0,0379
13	80	0,21	0,0832	0,366	-0,2828
14	80	0,21	0,0832		-0,2828
15	80	0,21	0,0832		-0,2828

116	80	0,21	0,0832		-0,2828
17	80	0,21	0,0832		-0,2828
18	80	0,21	0,0832		-0,2828
19	80	0,21	0,0832		-0,2828
20	80	0,21	0,0832		-0,2828
21	80	0,21	0,0832		-0,2828
22	80	0,21	0,0832		-0,2828
23	80	0,21	0,0832		-0,2828
24	90	1,47	0,4279	0,233	0,1949
25	90	1,47	0,4279		0,1949
26	90	1,47	0,4279		0,1949
27	90	1,47	0,4279		0,1949
28	90	1,47	0,4279		0,1949
29	90	1,47	0,4279		0,1949
30	90	1,47	0,4279		0,1949

Based on the table above $D = 0,1949$ with $N = 30$ and $\alpha = 0,05$ we get table value of $0,242$. Because $0,1942 < 0,242$, then H_0 was accepted. So, the data X was normal.

b. The normality of Y variable

Formula:

$$Z = \frac{Y - \bar{Y}}{SD}$$

$$FT = ZTABEL$$

$$FS = \frac{F.KOMULATIF}{N}$$

$$FT - FS$$

Table 4.5: The Normality of Y Variable

NO	Y	$Z(\frac{Y-Y}{S})$	F_T	F_S	$F_T F_S$
1	60	-1,5789	0,4419	0,2	0,241
2	60	-1,5789	0,4419		0,241
3	60	-1,5789	0,4419		0,241
4	60	-1,5789	0,4419		0,241
5	60	-1,5789	0,4419		0,241
6	60	-1,5789	0,4419		0,241
7	70	-0,1026	0,1026	0,4	-0,2974
8	70	-0,1026	0,1026		-0,2974
9	70	-0,1026	0,1026		-0,2974
10	70	-0,1026	0,1026		-0,2974
11	70	-0,1026	0,1026		-0,2974
12	70	-0,1026	0,1026		-0,2974
13	70	-0,1026	0,1026		-0,2974
14	70	-0,1026	0,1026		-0,2974
15	70	-0,1026	0,1026		-0,2974
16	70	-0,1026	0,1026		-0,2974
17	70	-0,1026	0,1026		-0,2974
18	70	-0,1026	0,1026	-0,2974	
19	80	0,1052	0,0398	0,4	-0,3602
20	80	0,1052	0,0398		-0,3602
21	80	0,1052	0,0398		-0,3602
22	80	0,1052	0,0398		-0,3602
23	80	0,1052	0,0398		-0,3602
24	80	0,1052	0,0398		-0,3602
25	80	0,1052	0,0398		-0,3602
26	80	0,1052	0,0398		-0,3602
27	80	0,1052	0,0398		-0,3602
28	80	0,1052	0,0398		-0,3602
29	80	0,1052	0,0398		-0,3602
30	80	0,1052	0,0398	-0,3602	

Based on the table above $D = 0,241$ with $N = 30$ and $\alpha = 0,05$ we get table value of $0,242$. Because $0,241 < 0,242$, then H_0 was accepted. So, the data Y was normal.

3. The Homogeneity of The Test

In a regression analysis of research data either should have a homogenous distribution of data and method used to test Levene.

Table 4.6: The Homogeneity of The Test

NO	X	X-X	Y	Y-Y
1	70	-8,3	60	-12
2	70	-8,3	60	-12
3	70	-8,3	60	-12
4	70	-8,3	60	-12
5	70	-8,3	60	-12
6	70	-8,3	60	-12
7	70	-8,3	70	-2
8	70	-8,3	70	-2
9	70	-8,3	70	-2
10	70	-8,3	70	-2
11	70	-8,3	70	-2
12	70	-8,3	70	-2
13	80	1,7	70	-2
14	80	1,7	70	-2
15	80	1,7	70	-2
16	80	1,7	70	-2
17	80	1,7	70	-2
18	80	1,7	70	-2
19	80	1,7	80	8
20	80	1,7	80	8
21	80	1,7	80	8
22	80	1,7	80	8
23	80	1,7	80	8
24	90	11,7	80	8
25	90	11,7	80	8
26	90	11,7	80	8

27	90	11,7	80	8
28	90	11,7	80	8
29	90	11,7	80	8
30	90	11,7	80	8
Σ	2350	200,2	2160	192

Formula Levene:

$$w = \frac{(n - k) \sum n (Z - \bar{Z})}{(k - 1) \sum \sum (Z_{ij} - Z_j)}$$

$$\begin{aligned} \sum n(\bar{Z} - \bar{Z})^2 &= 30(200,2 - 0,2783)^2 + 30(192 - 0,2783) \\ &= 30(199,9)^2 + 30(191,7)^2 \\ &= 30(39960,00) + 30(36748) \\ &= 1198800 + 1102440 \\ &= 2301240 \end{aligned}$$

$$\begin{aligned} \sum \sum (\bar{Z}_{ij} - \bar{Z})^2 &= (8,3 - 200,2)^2 + (1,7 - 200,2)^2 + (11,7 - 200,2)^2 \\ &\quad + (12 - 192)^2 + (2 - 192)^2 + (8 - 192)^2 \\ &= 129114032 \end{aligned}$$

NB; the sum of all data is not included because it is too much and added to other sheets.

$$\begin{aligned} W &= \frac{(n - k) \sum n (Z - \bar{Z})}{(k - 1) \sum \sum (Z_{ij} - Z_j)} = \frac{30 - 2 \quad 2301753}{2 - 1 \quad 129114032} \\ &= \frac{(28) \quad 2301753}{(1) \quad 129114032} \\ &= \frac{64449084}{129114032} \\ &= 0,49 \end{aligned}$$

Based on the table and summation above, the value F_{tabel} with the significance $\alpha = 0,05$ and $N = 28 = 4,20$ and the F_{hitung} was 0,49. So, $F_{\text{hitung}} < F_{\text{tabel}}$ ($0,94 < 4,20$) and it can be concluded and the data was homogen.

4. The calculated of T test

Before calculating, the researcher determined coefficient r , to get T observed because, normality test and homogeneity test was finished. The next step was calculated hypothesis.

Table 4.7: Determine Coefficient r

NO	X	Y	$X - X_{\square}$	$Y - Y_{\square}$	X^2	Y^2	$X \square Y_{\square}$
1	70	60	-8,3	-12	4900	3600	99,6
2	70	60	-8,3	-12	4900	3600	99,6
3	70	60	-8,3	-12	4900	3600	99,6
4	70	60	-8,3	-12	4900	3600	99,6
5	70	60	-8,3	-12	4900	3600	99,6
6	70	60	-8,3	-12	4900	3600	99,6
7	70	70	-8,3	-2	4900	4900	16,6
8	70	70	-8,3	-2	4900	4900	16,6
9	70	70	-8,3	-2	4900	4900	16,6
10	70	70	-8,3	-2	4900	4900	16,6
11	70	70	-8,3	-2	4900	4900	16,6
12	70	70	-8,3	-2	6400	4900	16,6
13	80	70	1,7	-2	6400	4900	-3,4
14	80	70	1,7	-2	6400	4900	-3,4
15	80	70	1,7	-2	6400	4900	-3,4
16	80	70	1,7	-2	6400	4900	-3,4
17	80	70	1,7	-2	6400	4900	-3,4
18	80	70	1,7	-2	6400	4900	-3,4
19	80	80	1,7	8	6400	6400	-3,4
20	80	80	1,7	8	6400	6400	13,6
21	80	80	1,7	8	6400	6400	13,6
22	80	80	1,7	8	6400	6400	13,6
23	80	80	1,7	8	6400	6400	13,6

24	90	80	11,7	8	8100	6400	93,6
25	90	80	11,7	8	8100	6400	93,6
26	90	80	11,7	8	8100	6400	93,6
27	90	80	11,7	8	8100	6400	93,6
28	90	80	11,7	8	8100	6400	93,6
29	90	80	11,7	8	8100	6400	93,6
30	90	80	11,7	8	8100	6400	93,6
Σ	78,3	72	1	0	185900	157200	1383

Formula of determine coefficient r:

$$r_{hitung} = r_{xy} \frac{\Sigma ZX ZY}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$t_{hitung} = \sqrt{\frac{n-2}{1-r^2}}$$

$$\begin{aligned} \text{a. } r_{hitung} &= r_{xy} = \frac{\Sigma ZX ZY}{\sqrt{(\Sigma x^2)(\Sigma y^2)}} \\ &= \frac{1383}{\sqrt{(185900)(157200)}} \\ &= \frac{1383}{\sqrt{292234800}} = \frac{1383}{17094,876} = \mathbf{0,080} \end{aligned}$$

If you don't want to use r_{table} , it can be replaced by using the t_{table} formula below

$$\begin{aligned} \text{b. } t_{hitung} &= r \sqrt{\frac{n-2}{1-r^2}} \\ &= \mathbf{0,080} \sqrt{\frac{30-2}{1-(0,080)^2}} \\ &= \mathbf{0,080} \sqrt{\frac{28}{1-0,0064}} \\ &= \mathbf{0,08} \sqrt{\frac{28}{0,9936}} \end{aligned}$$

$$\begin{aligned}
 &= 0,080 \sqrt{28,180} \\
 &= 0,080 \times 5,308 \\
 &= 0,4246
 \end{aligned}$$

Table 4.7: Calculated of t-test

NO	X	Y
1	70	60
2	70	60
3	70	60
4	70	60
5	70	60
6	70	60
7	70	70
8	70	70
9	70	70
10	70	70
11	70	70
12	70	70
13	80	70
14	80	70
15	80	70
16	80	70
17	80	70
18	80	70
19	80	80
20	80	80
21	80	80
22	80	80
23	80	80
24	90	80
25	90	80
26	90	80
27	90	80
28	90	80
29	90	80
30	90	80
Σ	78,3	72

Formula calculated of t test

$$t_{hitung} = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$\begin{aligned}
 *X_1 &= 78,3 & *N &= 30 \\
 *X_2 &= 72 & *r &= 0,424 \\
 *S_x &= 7,91 & *S^2_x &= 62,56 \\
 *S_y &= 7,6 & *S^2_y &= 57,76
 \end{aligned}$$

$$\begin{aligned}
 t_{hitung} &= \frac{X_1 - X_2}{\sqrt{\frac{S_1^2 + S_2^2}{n_1 + n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}} \\
 &= \frac{78,3 - 72}{\sqrt{\frac{62,56 + 57,76}{30 + 30} - 2 \cdot 0,424 \left(\frac{7,91}{\sqrt{30}}\right)\left(\frac{7,6}{\sqrt{30}}\right)}} \\
 &= \frac{78,3 - 72}{\sqrt{2,85 + 1,925 - 0,8492 \cdot 2,830}} \\
 &= \frac{6,3}{\sqrt{4,01 - 2,4032}} \\
 &= \frac{6,3}{\sqrt{1,6068}} = \frac{6,3}{1,2675} = 4,9704
 \end{aligned}$$

$$\begin{aligned}
 Db &= n_1 + n_2 - 2 \\
 &= 30 + 30 - 2 \\
 &= 58 \quad t_{tabel \ 0,05} = 2,002
 \end{aligned}$$

$$S_0, -t_{tabel} < t_{hitung} > + t_{tabel}$$

$$-2,002 < 4,9704 > 2,002$$

C. THE TESTING HYPOTHESIS

Based on the conducted that alternative hypothesis (Ha); there was a significant effect of magnet summaries strategy on students reading comprehension through procedure text was accepted. And null hypothesis (Ho); there was not a significant effect of magnet summaries strategy on students reading comprehension through procedure text was

rejected. It means that there was significant effect of magnet summaries strategy on students reading comprehension through procedure text.

The formula of t-observed and t- table were applied to test the hypothesis. Based on the calculation of t-test, it was found that the t-test was 4,9704 and t-table 2.002. It means that $t\text{-observed} > t\text{-table}$ or $4,9704 > 2,002$.

D. RESEARCH FINDING

After collecting data from the pre-test, post-test scores, average scores, drop deviations from the experimental group and the control group, the N-Gain score, normality test, homogeneity test and hypothesis test produced a t_{table} value ($4,9704 > 2.002$.), Hypothesis having the null hypothesis has been successfully rejected.

As the result, the student's achievement in reading procedure text by applying magnet summaries strategy was higher than taught by conventional method, the hypothesis was accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Although in the N-Gain determination section the score looks very weak because the difference in scores from the two groups was not too much different, but the use of strategy magnet summaries on students reading comprehension through procedure text for students of seventh grade SMP Muhammadiyah 48 was significant student achievement in writing summary before and after treatment.

This was showed by the post-test results where the group experiment was higher than the control group. It can also be seen that the standard of effectiveness of testing of effect sizes was categorized as a strong effect. It can therefore be used throughout the curriculum so students can apply it to the content area and can also be applied to various types and levels of students.

B. SUGGESTION

1. For the English teacher, Due to the 2013 curriculum that has been implemented in almost every school with a high school level, the magnet summaries strategy is very suitable to use because it invites students to be more independent in discussing the questions without having to be explained by the teacher. In addition, magnet summaries strategy is also very easy to apply to every text. Therefore, it is suggested to the teacher to use this magnet summaries strategy at every opportunity even though the 100% magnet summaries strategy is produced directly.
2. For students of seventh grade SMP Muhammadiyah 48, difficulties found by students in the explanation given by the teacher, because sometimes the way the teacher explains what the purpose of the text is very difficult for students to understand, even though this incident does not apply to each student. Therefore the magnet summaries strategy is very helpful for students because this strategy can help students to know what is in the text. Believe if someone's reading ability is very good, it is very rare that they find difficulties in understanding English text.
3. For the reader, In order to see if the magnet summaries strategy can also be applied and effective in all English texts, it is recommended for those of you who will conduct research to do the same research even though it is different in the subject and object used in the research. And also as input for you who will one day go to the field teaching English in class.

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