THE EFFECT OF APPLYING MULTISENSORY TEACHING METHOD ON
THE STUDENTS' READING ACHIEVEMENT

SKRIPSI

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

By

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FACULTY TEACHER TRAINING AND EDUCATION
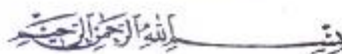UNIVERSITY MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018

BERITA ACARA

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

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BERITA ACARA BIMBINGAN SKRIPSI

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Jurusan/Prog. Studi	: Pendidikan Bahasa !nggris
Nama Lengkap	: Desi Puspita
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Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Applying Multisensory Teaching Method on the Students' Reading Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
16 - 3 - 2018	Abstract, aknowledgment. Table of contre Background. of the study. Review of Literatre research design data - data analysis. Reference. Grammar, proving.	
23 - 3 - 2018	Abstract, aknowledgment, Table of content. Review of Literature. research design, Data. data analysis. Reference.	
24 - 3 - 2018	Acc untuk diujikan	

Diketahui oleh:
Ketua Prodi

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

Medan,   Maret 2018

Dosen Pembimbing

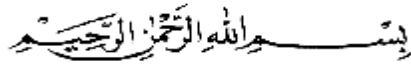(Dra. Diani Syahputri, M.Hum)

ABSTRACT

Desi Puspita, 1402050312. "The Effect of Multisensory Teaching Method on the Students' Reading Achievement". Skripsi. English Department of Teacher Training and Education Faculty. University of Muhammadiyah Sumatera Utara. Medan. 2018.

The objective of this research was to investigate the effect of Multisenory Teaching Method on the Students' Reading Achievement. This research applied experimental research. The population of this research was taken from the Seven grade and the second year students of junior high school in SMP Swasta PGRI 3 Medan at academic 2017/2018. There were 3 classes consisting 113 students.This research was applied cluster random sampling. This research used experimental research design namely One group pre-test and post-test, Therefore, the research took one class as the experimental class. The sample was taken from the students in VII-1 who consisted of 38 students. The researcher were given treatment by Multisensory Teaching Method. The instrument of collecting data multiple choice which consist of 20 items. The data were analyzed by using t-test formula. The result of the data showed that $t_{observe}$ 13.3 > t_{table} 1.68 with degree of freedom (df)= n-k. The hypothesis was accepted. It proves that Multisensory Teaching Method significantly effect to the students' reading achievement.

Keywords : *multisensory teaching method, reading comprehension*

AKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah S.W.T, the Most Gracious and the Most Merciful. First of all the researcher would like to thank to Allah, who has given her strength, patience, healthy and chance to finish this study. Second, sholawat and salam to the propet Muhammad SAW who has brought human beings from the darkness into brightness. Third, the researcher would like to thank her beloved parents, SAMSUL BAHRI and RUSMIATIK who always pray for her, give her suggestion, motivation, support her spiritual and material especially for her academic years at FKIP UMSU. Her true love is very much given to her parents.

The purpose of writing this research entitled: The Effect of Multisensory Teaching Method on The Students' Reading Achievement as partial fulfillment of the requirements for the degree of Sarjana Pendidikan. Furthermore, the researcher would like to thank many people who gave the supports and suggestion in finishing the study, they are :

1. Dr. Agussani, M.AP as rector of University of Muhammadiyah Sumatera Utara, for his valuable guidance.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the dean of FKIP UMSU who had given the recommendation and permission to carry out the research.

3. Mandra Saragih, S.Pd, M.Hum as the head of English Department and Pirman Ginting, S.Pd, M.Hum as the secretary of English Department of

FKIP UMSU, for their administrative services, who had allowed and guided the researcher to carry out the research

4. Dra. Diani Syahputri, M.Hum as her supervisor who has given her suggestion, ideas, comment, and guidance in writing the study.

5. Fatimah Sari Siregar, S.Pd, M.Hum as her reviewer who have given her suggestion, comment, and guidance in writing the study.

6. All lecturers of English Department, for the guidance and knowledge which they have been given during the academic years at UMSU.

7. Her someone special Sugeng Piranata, her beloved brother Indrawan, Waris and Ali and her big family who has given the researcher pray, support, motivation, suggestion, her in finishing in this study. Thanks for everything.

8. Her beloved friends Nur Laili, Rofika Najwa, Subbubuha, Celvia Modes, Dwi Riyanti Oktorinda and Arjani Napalika. Thanks for support, and all moments.

9. All friends in C Morning class, for the support to finish her skripsi

Finally, the researcher hopes this research will be beneficial for those who read and study it. May Allah SWT bless forever, Aamiin.

Medan,   Maret 2018

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CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four language skills in English, they are: listening, speaking, reading and writing. Listening competence is universally 'larger' than speaking competence. It is any wonder, that in recent years the language teaching profession has placed a concerted emphasis on listening comprehension. Speaking and listening skills are closely intertwined. The interaction between these two models of performance is applied especially to conversation, the most popular discourse category in the profession. Reading is also one of the most important skills in learning a language besides listening, speaking and writing. It is certainly not easy to present the English reading to Indonesian students whose language system is different.

Reading in their own language is much easier than that of the language learned because they have mastered the vocabulary and the structure of their own. As reading plays an important role in language learning, it would be better that this teaching is wisely done. To understand a text students must have a good command of the vocabulary of the target language. The reader uses knowledge, skills and strategies to determine what the text meaning is. Haris (2002:22) states that, reading is complex ability. Reading is not the activity at the symbol of written simply. The various capabilities are deployed by a reader, so he will be

able to understand the reading material. Reading activities are also an activity that is active speaking receptive.

For students, reading is not only in the subject learned. But reading is also a role in knowing the various kinds of advanced in science and technology continue to grow. Through reading, advancement of science and technology can be known and undrestood before it can be applied. By reading, the students will get much information from the text which they read.

Based on the researcher's observation during PPL at SMP swasta PGRI 3 Medan of Grade VII-7 on 2017/2018 academic year. The researcher predict that students in the school can read and understand what they have read well, it turns out after doing research in the school of 113 students who consists of 3 class just a few students who can reach the value of KKM (Minimum Criteria of Mastery Learning). Based on data obtained from the school was still many students who have trouble in reading so many students who can not reach the standard KKM that have been determined by the school, as the value of KKM prescribed school by the value of the 75. The data can be seen from the number of the students namely 113 people consists of three class and just 36% are completely KKM and 64% not complete KKM. (The source of taken from her exam result MID semester students and practice read the lesson, 2017/2018).

From the exiting data researcher found some problem faced by the students in reading. They also found the difficulties in reading especially reading descriptive text. They often failed in reading texts because of lack of vocabularies and technique in reading. The problem also comes from the teacher's technique

and method in teaching. During the researcher's observation, the teacher still applied a traditional method, the teachers asked the students to write things in their exercise books freely, read the texts by heart and opened dictionary anytime they stuck on using words that they didn't know. It caused the students bored and did not have a concentration in learning so, they could not gain the purpose of reading.

To overcome this problem, it is advisable that the teacher changes their method in the teaching process and should consider the most effective and creative language teaching method in teaching reading skill. A teacher is one the most influencing factor in obtaining the success of learning English. Therefore, based on description above, the researcher was interested in solving the problems by applying Multisensory Teaching Method on the students' reading achievement. The Department for Education and Skills (DfES) (2004) defines multi-sensory as: 'using visual, auditory and kinesthetic modalities, sometimes at the same time'. Kinesthetic refers to perceiving through touch and an awareness of body movements.

Multisensory approach utilizes more than one sense in the teaching process to enhance the learning process of the students. Most of the teaching in schools is done using either visual or auditory mode (visual or hearing). Multisensory approach is otherwise known as VAKT Method. The four modalities of learning styles have been summarized by the acronym VAKT, for: Visual, Auditory, Kinesthetic and Tactile. So, that the researcher interested to apply " The Effect of

Applying Multisensory Teaching Method on the Students' Reading Achievement".

B. The Identification of the Problem

1. The students lack of vocabulary.

2. The teacher still applied a traditional method without applying new method to the students

3. The students bored and did not have a concentration in learning so, they could not gain the purpose of reading..

C. The Scope and Limitation

The scope of the study was focused on reading skill was limited in using Multisensory Teaching Method on the students' reading achievment at SMP PGRI 3 MEDAN during 2017/2018 academic year.

D. The Formulation of the Study

The problem of the study was formulated in form of a question as follows : "Is there any significant effect of Multisensory Teaching Method on the students' achievment in reading comprehension?"

E. The Objective of The Study

The objective of the study was to find out the effect of applying Multisensory Teaching Method on the students' achievment in reading comprehension.

F. The Significance of the Study

The result of this study was expected to give both theoretical and practical benefit as follows :

1. Theoretically : the finding of study are theoretically expected to be significant for developing the theories about reading and multisensory teaching method, the researcher expect theoritically to give many contribution in developing students' achievement in reading comprehension.

2. Practically

    2.1. For the English teacher, this study can enrich their techniques in teaching reading skills.

    2.2. For the students, through this study, they can improve their motivation to learn English, especially reading.

    2.3. For other researchers, this study can enrich their references if they want to conduct a research for the same and related topic

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In doing this research, theories were needed to explain all the terms in the reasearch which had taken from many sources to avoid misunderstanding between the researcher and the readers, so that the researcher and the readers many have the same intrepretation to this research.

1. Reading

Reading is one of the most important skills in learning a language besides listening, speaking and writing. The fundamental goal for any reading activity is knowing enough science concepts and knowing the language. To Indonesian students this is a bridge to understand scientific books that they read. As they lack knowledge of English they often encounter difficulties when reading their compulsory books written in that language. Klingner (2007:8) reading comprehension is multicomponent, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge,strategy use) as well as variabels related to the text itself(interest in text, understanding of text types).

Reading may be defined as the meaningful interpretation of printed and written verbal symbols. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he

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has read. The reasoning side of reading becomes increasingly important as word recognition is mastered.

As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restriction imposed by the material. The nature of reading task, therefore, changes a learner's progress to the more nature levels (Albert J. Harris & Edward R. Sipay p.13).

The definitions of reading above can be concluded that reading is one of skills in English which is needed in the process to interpretation of graphic symbols and written symbols. We can give respond about the content of reading materials we has read, we are also can get the message from the reading materials.

In addition, reading activity is not focus on reading the written words but should comprehend of the text. There are some difinitions of reading which are given by experts. Reading is a fluent process which involved the reader and the reading material and building meaning. It means that the reader should know the information and the ideas of the text to get the meaning and the way readers read the text that have influenced their comprehension.

It indicates that reading is a process that expects the reader to get information or knowledge by reading the text. Reading comprehension is the process of using syntactic, semantic, and rhetorical information found in the printed texts to reconstruct in the reader's mind, using the knowledge of the world he or she possesse.

Actually, when students read the text, they will get new information or knowledge. Moreover, information or knowledge will be gotten in many aspects,

newspaper and education. Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

2. The Purposes of Reading

When we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases. Most of people read for general comprehension. Here we might read a novel, short story, a newspaper article or a report of some type to understand the information in the text, to be entertained and to use the information for a particular purpose. Cadlin and Hall (2002:13) states that there are seven purposes of reading, they are:

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

Reading to search for simple information is a common reading ability, through some researchers see it as a relatively independent cognitive process. It is use so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece or information or a specific word. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using

basic reading comprehension skills on those segments of the text until a general idea is formed.

2) Reading to learn for texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, make stronger inference demands than general comprehension to connect text information with background knowledge.

3) Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information.

4) Reading for general information

The notion of general reading comprehension has been intentionally saved for the last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in informing a general meaning representation of main ideas, and efficient

coordination of many processes under very limited time constraints. The purpose of reading above can be concluded that reading is used to search information, to write and to give any critique about the contents of the text or reading materials.

3. Reading Comprehension

Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose, making judgment and evaluating. Word important factor in determining the degree of comprehension. According to Heilman (1981; 265) reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understands what he reads, and the faster he able to get meaning from his reading the more efficient he is. The rate of comprehension needs to be adjusted to the purpose of reading skills, and like skill development in any area, reading rate can be improved with training and with practice.

From the statement, it is clearly stated that comprehension or understanding in every reading activity is an important part of skill learning. The student must be able to read a text consisting of many sentences and select the main idea to which all the sentences refer. After the reader is able to comprehend what the most important thought is, he needs to be able to identify the details that support the main idea. He must think about what he reads in order to interpret meaning as well as to get the factual information given.

Reading comprehension also a very complex process that presents many challenges to learners learning to read. In each reading situation the reader needs to possess two kinds of knowledge, the knowledge of the language calls the formal knowledge and the knowledge of the substances or the conten information. The purpose of reading strategies are to have general knowledge, to get a specific detail, to find the main idea or theme, to learn, to remember, to delight, to summarize and to do research.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Reading theories take place when students use strategies in reading. They are know as bottom-up strategies and top down-strategies. First, before going to into reading comprehension strategies, it is important to define learning strategies.

Reading comprehension is the understanding new information in light of what we have already known". This thing will make students be more successful in applying and improving everything that had been learned and understood. Reading comprehension is the process of using syntactic, semantic, and rhetorical information found in the printed texts to reconstruct in the reader's mind, using the knowledge of the world he or she possesse.

Reading is a fluent process which involved the reader and the reading material and building meaning. It means that the reader should know the information and the ideas of the text to get the meaning and the way readers read

the text that have influenced their comprehension. It indicates that reading is a process that expects the reader to get information or knowledge by reading the text.

Reading strategies let students decide on how to read, taking into account their own objectives plus the characteristics of the text. Over decades, there have been various definition and explanations on reading concept. The important of reading has been unveiled to many researchers and readers. This principles have a big impact on the field of reading comprehension in a second language because interaction occurs between the writer, who produces, and the reader receiving and constructing meaning. It also should be emphasized that the reading process is linked to everyday situations, and meaning depends on the social context too

Finally, it is important to bear in mind how suitable the text is in order to exploit it effectively, supplement it if necessary, and perhaps argue the case for its replacement. Proficient reading depends on the ability to recognize word quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

4. Levels of Reading

According to Burns (1984; 177), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

(1) Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning, and paragraph meaning.

(2) Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include: 1. Inferring main ideas of passages in which the main ideas are not directly stated 2. Inferring cause-effect relationships when they are not directly stated 3. Inferring referents of pronouns 4. Inferring referent of adverbs 5. Inferring omitted words 6. Detecting mood 7. Detecting the author's purpose in writing 8. Drawing conclusion.

(3) Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

(4) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and

it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

5. The Weakness of Students in Reading Skill

The weaknesses of students in reading skills are unquestionable. They lack prior knowledge, which is a very important foundation in getting the gist of the paragraph. Kustaryo (1988; 15), reading comprehension problem with the paragraph involves some closely related phenomena; the lacks prior knowledge such as:

(1) Word Recognition

Word Recognition is an important component in understanding target language or native language. Students face difficulties when trying to recognize words of the target language. These difficulties arise because these two languages, English and Indonesia, are not nor branches of the same language and English words are complex

(2) New word recognition

New word and words that have been learned are two aspects that might cause difficulties in the learning vocabulary. Learning new words, words that are introduced for the first time to the students is greatly influenced by their prior knowledge about words.

(3) Other factor

Other factors that might weaken the students when learning a language are the student himself, the teacher, and the educational context.

a. The students

One of the factors that influence the student when learning a language is the student himself. The students attitude toward the target language should be positive or should always concentrate on the language learned Motivation is also an aspect that is not less important in learning a language than attitude. Motivation goes hand in hand with attitude to reach the target language. These two aspects, motivation and attitude influence the success or the failure of students' study.

b. The teacher

The teacher of course, is important in learning situation. The teacher skill and personality are instrument that create the condition for learning. The teacher skill depends on both his language proficiency and his knowledge of methods and techniques of language teaching. The teacher is the principal model for the student; the teacher should be well trained to apply suitable materials that he has to present in the classroom. The teacher should choose appropriate methods and technique to make his teaching interesting.

6. Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000:306-311), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

1. Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, 2000:306).

2. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc). (Brown, 2000:306).

3. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2000:306).

4. Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas (Brown, 2000: 308).

5. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000:308).

6. Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2000:308).

7. Guessing when you are not certain

Brown (2000:309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

a. Guess the meaning of a word,

b. Guess grammatical relationship (e.g., a pronoun reference),

c. Guess a discourse relationship,

d. Infer implied meaning ("between the lines"),

e. Guess about a cultural reference, and

f. Guess content massages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills

help the students in all the other subjects and in the personal and professional lives on their future.

7. Multisensory Teaching Method

Multisensory means more than one; many sense; one of the five powers of sight, hearing, smell, teach and touch by wich a person is conscious of things(Oxford Advanced Dictionary,1986:852). We learn from information taken in through our basic natural sense: sight, hearing, taste, smell, and touch. According to Ginder (2010), people naturally learn trough multi-sense, for most of us, we learn best throgh sight and touch, and least through our sense of hearing, alone.

Based on that information, the majority of us would learn best by seeing and doing; the teacher draws the letter "a" on the board, and the students practices duplicating it on their own paper. We show a toddler not only how the round shape fits into the round hole; we give them the toy and allow them to try it themselves. We provide books with soft furry bunnies that the child can touch and flowers that they can smell and they remember those lessons.

Multisensory Teaching Method is very effective for everyone, regardless of age, but for children with learning disabilities, they are critical. Since these disorders cause varying degrees of deficits, in the way the brain processes information gahtered by the senses, furthermore, it is important to know that the students will grasp the informstion with their sense easy and effective if they are grasping based on their learning style; it is their learning style whether they are seeing, hearing, and anything and moving when they are grasping those

information during laerning in teaching and learning process. Teachers who rely on single or limited sensory teaching methods will not reach many of these students.

Amstrong (2008:69) said that leraning style is the solution to numerous specific needs. In order to be a more effective educator for all students, teacher need to know a variety of different techniques. Multisensory approach utilizes more than one sense in the teaching process to enhance the learning process of the students. When learning takes place through more than one sense the students learning capacities and the retention of the learnt materials have been improved. Most of the teaching in schools is done using either visual or auditory mode (visual or hearing). Multisensory approach is otherwise known as VAKT Method. The four modalities of learning styles have been summarized by the acronym VAKT, for: Visual, Auditory, Kinesthetic and Tactile. The best teaching method is to involve the use of more of the student   s all the senses, especially the use of touch and movement (kinesthetic). This will give the student   s brain tactile and kinesthetic memories to hang on to, as well as the visual and auditory ones.

Ingham (2009:44) stated that if the children who are not given a learning experience based on the suitable of their leraning needs are bored, we make them in polish. They sholud develop some level of awareness of each child's individul strengths and have enough flexibility to altar lessons to meet them. Not every child has the ability to learn in the same way, regardless of our efforts. If we continue to provide lessons in those same limited styles, we cannot expect the results to change; the child will fail. There are literally countless examples of

proven metohod for teaching any subject more effectively with multiple sensory techniques. They can relatively simple, or more complex; they can use conventional means or more innovative methods. There is no wrong way to teach if it helps the students learn; do not discount the effectiveness of even the simp;est modification in teaching.

A method is the practical realization of on approach. The organization of a method arrived of the dicision about types of activities, roles of tacher and learners, the kind of material which will be helpful, and some model of syllabus organization. Method includes various procedures and techniques as part of their standard. Richard (2004), using a multisensory taching method means helping a child through more than one of the senses. Since multisensory methods are also known as VAK (Visual, Auditory, Kinesthetic-tactile). It modalities :

1) Multisensory- Visual Technique:

Multisensory techniques often include visual teaching methods and strategies such as using :

a) Text and/or picture on paper, posters, models, prijection screens or computers;

b) Film, video, multi-image media, augmentative picture communication cards or device, finger spelling and sign language;

c) Adaptive reading materials;

d) Use of color of highlighting, organizing information, or imagery;

e) Grapic organizres, and outlining passages;and

f) Students-created art, image, text, picture, and video.

2) Multisensory – Auditory Techniques

Multisenory techniques that focus on sound stimulate verbal reasoning are called auditory techniques. Auditory techniques include srategies such as using:

a) Computerized text readers, augmentative communication devices; auditory trainers; hearing aids; books on tape; podcasts and peer assisted reading;

b) Video, film, or multi-image with accompanying audio; and

c) Music, song, instruments, speaking, rhymes, chants, and language games.

3) Multisensory – Tactile Technique

Multisensory techniques that involve using the sense of touch are called tactile methods. Tactile methods include strategies such as:

a) Use of modeling materials such as clay and sculpting materials, paper mache to create models; and

b) Use of sand trays, raised line paper, textured objects, sensory putty, finger paints, and puzzles to develop fine motor skills.

4) Multisensory – Kinesthetic Techniques

Multisensory methods that use body movement are called kinesthetic methods. These involve fine and gross motor movement such as:

a) All tactile activities mentioned above; and

b) Any large motor activity for older students involving dancing, beanbag tossing, or other such activities involving concepts, rhythmic recall, and academic competition such as current events quizzes, flashcard races, and other learning games.

(http:/www.Questia.com/Multisensory_method.pdf//)

8. Multisensory Teaching Method To Accomodate Learning Style

According to Prashing (2009). Learning style is the way of students' preferences when get any information and concetrate about them. And, She divided leraning style based on modalities of human; also as known as VAK modalities, namely :

a) Visual students, who like lerning by sense of visual, seeing. They are more concerned only by seeing such as reading a text, seeing picture,

b) Auditory students, who like learning by sense auditory, hearing. Yhey are more concerned only by hearing such as spaeking, music.

c) Kinesthetic-tactile, who like learning by sense of moving, toching the object such as games, drama.

Learning in teaching and leaning process appplies learning style lexibility will increase students' achievement up to, (Particia:2008:42). Based on the research by specific Diagnostic Studies of Rockville, Marryland, in the book of Ginnis (2008), it was done with 5.300 students, stated that any class, whoever of subject and any school consists about:

a) 29% are students with the major of the Visual style

b) 34% are students with the major of the Auditory style

c) 37% are students with the major of the Kinesthetic-Tactile style.

In conclusion, the teacher has to consider for those studenys' condition of different learning style. Furthermore, she can reach the goal of learning and teaching process. Multisensory teaching method, as the name implies is the process of learning subject matter trough the use of two or more sene

simultaneously. This may include combining visual, auditory, kinesthetice-tactile. Furthermore, when the teacher teaches the students by applying multisensory teaching method, the students will learn based on their learning style because they can see, hear, move and touch to express the subject matter. In this case, reading.

This research suggests that when student are taught using techniques consistent with their learning styles, they learn more easily, faster, can retain and apply concepts more readily to future learning. Most students enjoy the engaging variety that multisensory techniques can offer.

9.   The Advantages of Using Multisensory teaching Method

According to Bryant (2010). The idea that learning experienced trhough all sense is helpfull in reinforcing memory has a very long history in pedagogy. Multisensory teaching techniques and strategies stimulate leraning by engaging students on multiple levels. They encourage students to use some or all of their sense to :

1) Gather information about a task;

2) Link information to ideas they already know and understand;

3) Perceive the logic involved in solving problems;

4) Learn problem-solving steps;

5) Tap into non verbal reasoning skills;

6) Learn information and store it for later recall.

In addition, Ginnis (2008:150) stated that Multisensory needs for:

1) Helping the students can easily remember specially about technical material like spelling the words, meaning of difficult word, vocabulary, quotations, etc. By having experiences of multi-sense, the students can remember very long them where they can see, hear, feel, touch and move to express them than by having experience of only one-sense.

2) Helping the students that cannot learn only one-sense. It can reach successfully thier confident feelings in studying through more than one sense, and

3) Creating lerning and teaching process creatively and happily between teacher and students.

10. Descriptive Text

1) The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2) The Generic Structure of Descriptive Text

Descriptive text has structure as below:

a) Identification; identifying the phenomenon to be described.

b) Description; describing the phenomenon in parts, qualities, or/and characteristics.

3) The Language Feature of Descriptive Text

a) Using attributive and identifying process.

b) Using adjective and classifiers in nominal group.

c) Using simple present tense

4) Examples and structures of the text

MacQuarie University

Identification Macquarie University is one of the largest universities in Australia. This year, in 2004, it celebrates its 40th anniversary.

Description The university is located at the North Ryde Greenbelt, Sydney, where the New South Wales government sets aside 135 hectares for the institution. In 1964, Macquarie area was a rural retreat on the city fringe, but today the campus and its surroundings have evolved beyond recognition. The North Ryde District has grown into a district of intensive occupation anchored by a vibrant and growing university.Blessed with a fortunate location and room to breathe, Macquarie can be proud of that careful planning that retains and enrich the university's most attractive natural features. A pleasing balance between buildings and plating is evident across the campus. This emphasis on the importance of landscape has created images of Macquarie as a place that members of the university are most likely to pleasurably recollect.

One of the highlights of the landscape is the Mars Creek zone. It comprises landscaped creek sides and valley floor, a grass

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One of the highlights of the landscape is the Mars Creek zone. It comprises landscaped creek sides and valley floor, a grass

amphitheatre, and artificial lake… surrounded by rocks and pebbles, native plants and eucalypts.

Today, a railway station is under construction. In three years1 time, Macquarie will be the only university in Australia with a railway station on site. Macquarie is poised to be the most readily accessible in Sydney region by rail and motorway, yet retaining its beautiful site.

B. Relevance of the Studies

Many researcher had applied Multisensory Teaching Method in different field of their researcher. The first study was done by Aswita (2011) conducted an experimental research. The result showed that multisensory teaching method were effective to improve the students' reading skills. This can be seen from the students' mean score of reading before and after the actions. The score rose from 17.81 in pre test into 28.54 in post test.

The second study was done by Screen Jubran (2011). The researcher proposed some recommendations to enhance the effect of using multi sensory approach in teaching English language skills on students' performance such as conducting further studies in other schools and other areas in the kingdom. In his research shows the mean and standard deviation of the groups on the post-test. It shows the experimental group at 85.77. While the control group at 77.85. As for the males and females, the males were 81.07 and the female were 82.58. so the

group who were taught English language using multi sensory approach got higher mean than the group who were taught using the traditional way.

The third study was done by Manhaz and Elahe (2014). They found that all students in the experimental group improved significantly. The criterion was reduction of homework anxiety by one or more levels. Student 1 improved from medium-low to mild, and Students 2 and 3 both moved from medium-high to medium-low in homework anxiety. Although the results showed no significant change in control group, an ascending path was observed, which signifies the incremental nature of homework anxiety in LD students. The multi-sensory exercises used in this study helped students in the experimental group improve significantly. The number of spelling mistakes of students 1, 2 and 3 were 15, 7.5 and 5.5, respectively, which indicates a considerable reduction. Multi-sensory methods combine students' sensory systems in the teaching process in order to reduce their learning problems.

Related to those reasearchers previously, the research of this study try to apply Multisensory Teaching Method on the students' reading achievement based on the nature of experimental research. The reason of choosing Multisensory Teaching Method is to find out whether the effect of Multisensory Teachning Method on students' reading achievement especially seventh grade students in SMP PGRI 3 Medan.

C. Conceptual Framework

Teaching is an activity to make an interaction between teacher and students. In teaching process the teacher shared her/his knowledge to the students, it means that the teacher help the students to understand or to know something. Reading is a subject that is most important to learn. Reading is the process to understand a text. In reading process there is an interaction between the reader and the writer. Here, the reader learn that what the purpose of the writer in the text. What the writer would share and the reader learn what the new information from the text.

Most of the students have difficulties in getting information from the text. The students do not know the topic of the text. They feel difficult to understand the paragraph they have read. When teacher ask the students answering some questions, they cannot answer. To make students understand the text, a teacher should teach them with some strategies and the teacher chooses one of the suitable text to make easy to understand.

Multisensory Teaching Method is very effective for everyone, regardless of age, but for children with learning disabilities, they are critical. Since these disorders cause varying degrees of deficits, in the way the brain processes information gahtered by the senses, furthermore, it is important to know that the students will grasp the informstion with their sense easy and effective if they are grasping based on their learning style; it is their learning style whether they are seeing, hearing, and anything and moving when they are grasping those information during laerning in teaching and learning process. Teachers who rely

on single or limited sensory teaching methods will not reach many of these students.

D. Hypothesis

Base on the description of the effect of applying Multisensory Teaching Method, the study formulates the hypothesis as follows:

Ha: "There is a significant effect of applying the Multisensory Teaching

Method on the students' reading achievement.

Ho: "There is no significant effect of applying Multisensory Teaching

Method on the students' reading achievement

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

The location of this research was conducted at SMP PGRI 3 MEDAN. The research was conducted during 2017/2018 academic year. The reason of chosen this school because there are many students that found difficulties to read English.This research was conducted on February 2018.

B. Population and Sample

The population of this research was taken from seven grade class of SMP PGRI 3 MEDAN at academic year 2017/2018. The population of this research which consist of two class. There are VII-1 (38), VII-2 (38) and VII-3 (37). The total populations are 113 students. This research was taken the students in VII-1 (38) as the sample by using cluster random sampling. So, the total number of population is 113 and the total sample is 38.

Table 3.1
Population

No	Class	Population
1	VII-1	38
2	VII-2	38
3	VII-3	37
TOTAL		113

Table 3.2
Sample

Class VII-1	Sample
Experimental	38
Total	**38**

C. Research Design

This study was conducted by using experimental design. It means that in conducting the experimental research, the sample is one groups, namely experimental group. The experimental group receive the treatment by applying Multisensory teaching method, while the design of this study as follows:

Table 3.3

Research Design

Group	Types	Treatment	Types
A : Experimental (VII-1 : 38)	Pre-test (O_1)	Multisensory Teaching Method (X)	Post-test (O_2)

Where:

A: Experimental Group

X: Teaching Reading by applying Multisensory Teaching Method

O_1 : Pre-test

O_2 : Post-test

D. The Instrument for Collecting Data

The instrument for collecting data in this research is reading test. In collecting the data, pre-test, treatment and post-test are conducted in one group, experimental group. The test is multiple choice forms. The test was taken from the question of National Examination (UN) at Junior High school. There are twenty items.

1) Pre-test

First of all the researcher explained about the research. Before treatment, a pre-test was administrated to the experimental group. The function of pre-test was used to find out the students' achievement in reading comprehension before having treatment.

2) Treatment

After the pre-test, the researcher gave the treatment for the students through teaching Multisensory method.

Table 3.4
Treatment for Experimental Group

No	Teacher's activities	Students' activities
1.	The teacher gives a topic related to the material	The students gave theit responses
2.	The teacher divided the students into big group	The students sit with own group
3.	Visual a. The teacher gave reading text and asks them to understand unfamiliar word based on their own group	The students faound out them in group
	b. The teacher showed up te word by projection screen : power point	The students watched the video
	c. The teacher gave some text related to the material and	The students read a text and answer the question

	asked them to read the text and answer the question	
4.	Auditory a. The teacher turned on the cassete	The students listen to the cassete to gather
	b. The teacher distribute the song	The students sing a song
5.	Kinesthetic-Tactile a. The teacher asked the group to make preparation for participating at role play. For example, choosing the character, creating the tools,etc.	The students participate at role play
	b. The teacher guides the students	The students question and answernabout students' character.

3) Post-test

After teaching the students reading comprehension by multisensory teaching method to the experimental groups, the researcher gave the experimental group a post-test in order to see the result whether the method is effective or not. The test of post-test and pre-test was same.

E. **The Technique of Collecting Data**

Before analyzing data the researcher colleceted data with the procedure as following:

1. Giving pre-test to experimental group.

2. Giving treatment to experimental group by Multisensory teaching method

3. Giving post-test to experimental group.

4. Listing the score of pre-test and post-test into table for the experimental group.

The researcher was conducted this study in two meeting for experiment group. The experimental were given the treatment by using Multisensory teaching method.

F. The Technique of Analyzing Data

1. Finding the correlation of the teaching method

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

2. Determining t-test by formulation

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

3. Testing linear regression

$$\hat{y} = a - bx$$

with :
$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

$$a = \frac{\sum y}{n} - b\frac{\sum x}{n}$$

where : $\hat{y}$ = Individual work

               a = Costant

               x = Independt Variable

b = Correlation Coefficient

4. Calculating Determination

$D = r_{xy}^2 \times 100\%$

G. Statistical Hyphotesis

In this research statistical hyphotesis would be used to describe whether the hyphotesis was accepted or rejected. The statistical hyphotesis formula:

$H_0 : t_{observe} < t_{table}$

$H_a : t_{observe} > t_{table}$

Where:

H_0 : "There was no significant effect of applying multisensory teaching method on the students' reading achievement" (The hyphotesis was rejected)

H_a : "There was a significant effect of applying multisensory teaching method on the students' reading achievement" (The hyphotesis was accepted)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for experimental group, pre-test and post-test. The following were students' score on the pre-test and post-test of the experimental group.

That was the result of the pre-test and post-test in experimental group in table 4.1. (See Appendix IV)

Based on the data in table 4.1 showed that mean of pre test was 60.39 and the mean of post test was 81.44.

B. Data Analysis

1. Finding correlation

Table 4.2
The Calculation Table of Experimental Group

NO	Students' Initial	Pre-Test (X)	Post –Test (Y)	X^2	Y^2	XY
1	AW	70	85	4900	7225	5950
2	AR	80	95	6400	9025	7600
3	A A	60	80	3600	6400	4800
4	AC	65	80	4225	6400	5200
5	AI	55	75	3025	5625	4125
6	AH	50	75	2500	5625	3750
7	CA	60	80	3600	6400	4800
8	DA	65	85	4225	7225	5525
9	FS	70	90	4900	8100	6300
10	GP	80	95	6400	9025	7600

11	HM	60	80	3600	6400	4800
12	HL	75	85	5625	7225	6375
13	IP	60	80	3600	6400	4800
14	LS	65	85	4225	7225	5525
15	LD	70	90	4900	8100	6300
16	MH	50	75	2500	5625	3750
17	MR	55	80	3025	6400	4400
18	MZ	60	85	3600	7225	5100
19	MU	70	90	4900	8100	6300
20	MK	60	80	3600	6400	4800
21	NN	65	85	4225	7225	5525
22	NS	50	75	2500	5625	3750
23	NR	60	80	3600	6400	4800
24	NY	70	85	4900	7225	5950
25	PN	50	75	2500	5625	3750
26	RS	40	75	1600	5625	3000
27	SA	45	75	2025	5625	3375
28	SD	60	80	3600	6400	4800
29	SF	65	85	4225	7225	5525
30	SM	45	75	2025	5625	3375
31	SY	50	75	2500	5625	3750
32	SZ	65	85	4225	7225	5525
33	SP	60	80	3600	6400	4800
34	WR	55	75	3025	5625	4125
35	YP	65	80	4225	6400	5200
36	Y N	50	75	2500	5625	3750
37	Z R	70	90	4900	8100	6300
38	HR	50	75	2500	5625	3750
	Total Score	2295	3095	142025	253375	188850

N= 38

∑X= 2295

∑Y= 3095

$\sum X^2 = 142025$

$\sum Y^2 = 253375$

$\sum XY = 188850$

Based on the data in table 4.2 finding the correlation between Pre-test and Post-test by using this formula :

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{38.188850 - (2295)(3.095)}{\sqrt{[38.142025 - (2295)^2][38.253375 - (3095)^2]}}$$

$$r_{xy} = \frac{7176300 - 7103025}{\sqrt{[5396950 - 5267025][9628250 - 9579025]}}$$

$$r_{xy} = \frac{73275}{\sqrt{[129925][49225]}}$$

$$r_{xy} = \frac{73275}{\sqrt{6395558125}}$$

$$r_{xy} = \frac{73275}{79972}$$

$$r_{xy} = \mathbf{0.91}$$

2. Determining t-test

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

$$t = \frac{0.91\sqrt{38-2}}{\sqrt{1-0.91^2}}$$

$$t = \frac{0.91\sqrt{36}}{\sqrt{1-0.82}}$$

$t = \dfrac{0.91(6)}{\sqrt{0.17}}$

$t = \dfrac{5.46}{0.41}$

t= **13.3**

From the t-test above, $t_{observe}$= 13.3 with df= n-2. So, 38-2=36 and

t_{table}=1.68. If $t_{observe} > t_{table.}$ The alternative hypothesis (H_a) is accepted and 13.3 >

1.68. So the hyphothesis was accepted.

3. Testing Linear Regression

ŷ=a-bx

In finding ŷ find the value of a and b with the following this formula :

$b = \dfrac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$

$b = \dfrac{38(188850) - (2295)(3095)}{38(142025) - (2295)^2}$

$b = \dfrac{7176300 - 7103025}{5396950 - 5267025}$

b= **0.56**

$a = \dfrac{\sum y}{n} - b\dfrac{\sum x}{n}$

$a = \dfrac{3095}{38} - (0{,}56)\dfrac{2295}{38}$

a= **81.4 − 33.7**

a= **47.6**

After finding the value of a and b, input the value and finding as at the following:

ŷ= 0.56 + 47.6x

    4. Calculating Determination

D= r_{xy}^{2} X 100%

D= $(0.91)^{2}$ X 100%

D= 82 %

From the determination above it was know that the effect of multisensory teaching method on the students' reading achievement in reading was 82% and 18% from the other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of multisensory teaching method on the students' reading achievement. It can be simple see from the differences of mean score of Pre-test and Post-test in experimental class. They were 60.39 in pre-test and 81.44 in post-test of experimental class, the mean of pre-test increases after multisensory teaching method from 60.39 to 81.44.

Based on the testing of hypothesis, the value of $t_{observe} > t_{table}$. It means that there was a significant effect of multisensory teaching method on the students' reading achievement. The value of the effect was about 82%.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analyzing in Chapter IV, the conclusion can be drawn as the following:

From the determination it was known that effect of multisensory teaching method on the students' reading achievement in reading was 82% and 18% was influenced from other factor. Based on the result of the pre-test and post-test the researcher found there was students' achievement in reading comprehension, which is proven from te result of the test $t_{observe} > t_{table}$ or $13.3 > 1.68$. The fact hypothesis H_a was accepted and H_o was rejected.

B. Suggestions

Related to the conclusion some suggestions were put forward as the following :

The teacher are expected to use multisensory teaching method in teaching reading, especially reading comprehension. It is suggested to the next researcher to improve this strategy in doing same research in order to increase students' achievement in reading comprehension.

The teachers have to be more active to given them assignment to make them get to find some new word. It also suggested to school

management to encourage the teachers to increase their teaching skills to be better, more creative and more interested not only by multisensory teaching method but also other method which are believed to give easier and better understanding for students in their effort to get information from reading.

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APPENDIX II

Reading Comprehension Test

I.Read the following text and choose the right answer below!

Jellyfish

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

1. Which one creates Jellyfish's light?
    A. White blood.   C. Chemical reaction
    B. Nervous system.   D. Salt water

2. Based on the text, we know that ....
    A. they belong to invertebrate animals
    B. they have heads like other animals
    C. their brain helps them find the food
    D. they cannot live in fresh water

3. What is the text about?
    A. Jellyfish.   C. All inverterate animals
    B. Kinds of all fish.   D. Some kinds of sea animals

4. "Some jellyfish can glow in darkness by making their own light." (paragraph 3) The word "glow" in the sentence means ....
    A. move   C. appear
    B. produce   D. shine

Ostrich is a large flightless bird native to Africa. It is distinctive in its appearance with a long neck and legs. It has the ability to run at maximum speed of about 70 km/h, the top land speed of any bird. The Ostrich is the largest living species of bird and lays the largest egg of any hying bird. The diet of the Ostrich mainly consist of plant, though it also eats insects. It lives in nomadic groups which consist of five to fifty birds. When threatened, the Ostrich will either hide itself by lying flat against the ground or run away. Moreover, it can attack the enemy with a kick from its Powerful legs.

Ostriches become sexually mature when they are 2 to 4 years old. Females mature about six months earlier than males. The mating begins in March or April and ends before September.

5. What is the text about?
   A. The Ostrich   C. The nomadic bird
   B. The African bird   D. The largest bird in the world

6. What does Ostrich do when its threatened?
   A. Runs away   C. Attacks its enemy
   B. Eats insects   D. Lives in nomadic group

7. What is the main idea of the second paragraph?
   A. Ostrich is a large flightless bird native to Africa
   B. The Ostrich is the largest living species of bird
   C. Mature Ostrich mates in March to September
   D. The female Ostrich mature about six months earlier than males

8. "It lives in <u>nomadic</u> groups..." The underlined word is closest in meaning
   .... A. Laying the largest egg   C. Living in a certain place
   B. Eating plants for living   D. Wandering from place to place

Ant is an insect. There are more than 12.000 species of ants all over the world. An ant is tiny insect but it can lift 20 boles Its own body weight.

There are three kinds of ants in a colony, the queen, the female workers don't have wings. The queen is the only ant that can lay eggs. The male ants' job Is to male with future queen ants and they do not live long afterward. Once the queen grows to adulthood, she spends the rest of her life laying eggs. A colony may have a queen or many queens depend on the species.

Ant colony has soldiers that protect the queen, defend the colony, gather food, and attack the enemy colonies. If they are able to defeat their enemy, they

will take away their eggs. When these eggs hatch, the next ants will become slaves.

9. Which ant lays eggs?
    A. The male   C. The soldier
    B. The queen   D. The female worker

10. What is the main idea of paragraph two?
    A. The queen is only ant that can lay eggs
    B. There are three kinds of ants in a colony
    C. The queen and the males have wings
    D. Ants live in three colonies

11. "An ant is a <u>tiny</u> insect but It can lift ..." (paragraph 2) The underlined word is closest in meaning to ....
    A. Useful   C. Strong
    B. Small   D. Big

12. How do the soldier ants treat defeated enemy?
    A. They will take away their eggs
    B. They mate the future queen ants
    C. They ask them to leave the colony
    D. They attacked the enemy soldier till dead

IV.Read the following text and choose the right answer below!

A cactus (plural: cacti) is any member of the plant family Cactaceae, native to the Americas. They are often used as ornamental plants, but some are also crop plants. Cacti are grown for protection of property from wild animals, as well as malty other uses.

Cacti are unusual and distinctive plants, which are adapted to extremely hot environments, showing a wide range of anatomical and physiological features which conserve water.

Cacti come in a wide range of shapes and sizes. Many cactus species are night blooming, as they are pollinated by nocturnal insects or small animals, principally moths and bats. Cacti range in size from small and globular to tall and columnar.

13. Cacti can adapt to hot environments because their anatomical and physiological features ....
    A. Are unusual   C. Conserve water
    B. Are extreme   D. Have large sizes

14. What does the third paragraph tell us about?

A. The usage of cacti   C. The advantages of cacti
B. The habitat of cacti   D. The characteristics of cacti

15. The underlined word in "Many cactus species are night <u>blooming</u>, as ..." is closest in meaning to ....
A. Performing   C. Increasing
B. Flowering   D. Creating

16. A cactus can be easily found in front of many houses because it is often used as a/an ... plant.
A. Crop   C. Unusual
B. Wild   D. Ornamental

V. Read the following text and choose the right answer below!

The black widow spider is an extremely poisonous spider of North and South America. Only the female one is dangerous. The bite of the male is generally harmless. Although it is greatly feared, it is not aggressive and generally bites only to defend itself.

This kind of spider has long legs and smooth, black bodies. The female spider is about twice as big as the male. It has a round, shiny, black abdomen, with a distinctive mark shaped like an hourglass on the underside. The male spider is only about half as the long as females and has more slender body. It has four pairs of red dots along the sides of the abdomen. It is rarely seen and is harmless.

Black widow spiders primarily eat insect that they trap in their webs. They kill their prey by biting and then inserting their venom. Birds and other animals learn not to eat the spider by identifying hourglass mark on their body. The venom makes the animal sick but usually does not kill them.

17. What does the text mostly tell us about?
A. The black widow spider's enemy
B. The habitat of black widow spiders
C. The black widow spider in general
D. The danger of black widow spiders

18. What happens when an animal eats a black widow spider?
A. The animal will soon die because of the venom
B. The animal will get sick because of the venom
C. The spider shows hourglass mark on its body
D. The animal will become more aggressive

19. What is the main food of the black widow spider?
A. Fish   C. Insect

B. Birds   D. Reptiles

20. The underlined word in "... as long as female and have more <u>slender</u> bodies." is closest in meaning to ....
A. Huge   C. Slim
B. Small   D. Thick

APPENDIX III

KEYWORDS

1. C	11. B
2. A	12. A
3. A	13. C
4. D	14. D
5. A	15. B
6. A	16. D
7. D	17. C
8. D	18. B
9. B	19. C
10. B	20. C

APPENDIX IV

Table 4.1
The Score of Pre-test and Post-test of Experimental Group

NO	Students' Initial	Pre-Test(O_1)	Post –Test(O_2)
1	AW	70	85
2	AR	80	95
3	A A	60	80
4	AC	65	80
5	AI	55	75
6	AH	50	75
7	CA	60	80
8	DA	65	85
9	FS	70	90
10	GP	80	95
11	HM	60	80
12	HL	75	85
13	IP	60	80
14	LS	65	85
15	LD	70	90
16	MH	50	75
17	MR	55	80
18	MZ	60	85
19	MU	70	90
20	MK	60	80
21	NN	65	85
22	NS	50	75
23	NR	60	80
24	NY	70	85
25	PN	50	75
26	RS	40	75
27	SA	45	75
28	SD	60	80
29	SF	65	85
30	SM	45	75
31	SY	50	75
32	SZ	65	85
33	SP	60	80
34	WR	55	75
35	YP	65	80
36	Y N	50	75

37	Z R	70	90
38	HR	50	75
	TOTAL SCORE	2.295	3.095
	MEAN	60.39	81.44

STUDENTS' ATTENDANCE

(EXPERIMENTAL GROUP)

NO	Students' Name	Pre-Test	Post –Test
1	ADEN IKHSAN WIBOWO		
2	ADITYA RAMADHAN		
3	AFILLAH AKBAR		
4	AGUS TRI CAHYADI		
5	AL IKHSAN		
6	ALISIYA CANTIKA HIDAYAT		
7	CHAIGO AR-RIDHO		
8	DANA AL-HAFIZ		
9	FEBBY VALINA SINGKA		
10	GILANG PERDIANSYAH		
11	HALIMAH		
12	HALWI ROSHAN LUBIS		
13	INKE PRATIWI		
14	LUKAS DIANTA MARTIUS SEMBIRING		
15	LUTFIA DWI AL-ZAHRA		
16	M.FARHAN HIDAYAT		
17	M.RIZA		
18	M.RIDHO ANZARI		
19	MELIA RAHAYU		
20	MELIZA KURNIA AMBRI		
21	NABILA NATANIA		
22	NABILA SYAHFITRI		
23	NUR RAMADHANI		
24	NURYADI		
25	PUTRI NIRWANA		

No	Name		
26	RIDHO SYAHPUTRA		
27	SALSABILA		
28	SAMUEL BAGAS MARTWAH DAMANIK		
29	SHEFFIN MAULANA FARID RAIHAN HSB		
30	SHEILA NAJWA MEIDINA		
31	SHOOBRY ALFARISY		
32	SITI AZIZAH		
33	SYAHPUTRI		
34	WIDYA RAHMATILLAH		
35	YOGI PRAYOGA		
36	YUSUF NOFRIZA		
37	ZALFA RISKY		
38	HARA		

Hamparan Perak,   February 2018

Known by:

The Headmaster of

SMP SWASTA PGRI 3 Medan   The English Teacher

(Rahmadi,S.Pd,MM)   (Dedek Berliani,S.Pd)

The researcher

(Desi Puspita)

STUDENTS' ATTENDANCE

(CONTROL GROUP)

NO	Students' Name	Pre-Test	Post –Test
1	ABDI FEBRIAN		
2	ADITYA KESUMA WARDANA		
3	ARDIANSYAH RAMADHAN		
4	AHMAD SUPRIADA		
5	AIDIL MULIA		
6	ALYA WARDINI		
7	ANDRE ALFARIZI		
8	ANGGA SYAHPUTRA SIREGAR		
9	ARMADA FADHILLA		
10	ASRIANTI PRATIWI		
11	AYU DHEA AMANDA		
12	BAGUS PRATAMA		
13	BUNGA HESYA SYAHIDA RIADY		
14	DIKI ARIF WINANDA		
15	ELISA FITRI		
16	FITA LOKA		
17	ISA VERONIKA Br.MARBUN		
18	ISMAEL		
19	JUAN LIAND ROBETH SITEPU		
20	JUNU ERNAWATI MARPAUNG		
21	MHD. ILHAM		
22	MHD RAFFI		
23	MHD. RIZKI		
24	MURNI PANGGABEAN		
25	MUSNURIN PUTRA		

26	NABILA AZZAHRA LUBIS		
27	RANGGA APRIZAL		
28	RANI AYU MARGARETA SIMANJUNTAK		
29	RIDHO RAMADAN DALIMUNTE		
30	RIDHO TRIANTO		
31	RIZKI ARDIANSYAH		
32	PURI SHEILA AULIA		
33	SARIAH SAYHPUTRI		
34	SYURI FAUZI		
35	USMAN ALI		
36	VIKA ANDINI		

Hamparan Perak,   February 2018

Known by:

The Headmaster of

SMP SWASTA PGRI 3 Medan   The English Teacher

(Rahmadi,S.Pd,MM)   (Dedek Berliani,S.Pd)

The researcher

(Desi Puspita)

Curriculum Vitae

Name   : Desi Puspita

Address   : Jln. Emplasmen B Bulu Cina Kecamatan Hamparan Perak

Telephone   : 082362597342

Place/Date of Birth   : Bulu Cina/December 31, 1995

Name of Parents   : Mr. Samsul Bahri and Mrs. Rusmiatik

Gender   : Female

Nationality   : Indonesian

Religion   : Moslem

Education

The year of 2008   : Elementary School of SDN 101760 Bulu Cina H. Perak

The year of 2011   : Junior High Scholl of MTsN Hamparan Perak

The year of 2014   : Senior High School of SMAN 1 Hamparan Perak

The year of 2018   : University of Muhammadiyah Sumatera Utara

Hobbies   : Reading and cooking.