THE EFFECT OF USING VISUALIZATION STRATEGY ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

SKRIPSI

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By

RIFA AULIA
NPM. 1302050244

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

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This study deals with the effect of using visualization strategy on the students' achievement in reading comprehension. The objective of the study was to investigate the effect of using visualization strategy on the students' achievement in reading comprehension. The study applied the experimental research method. The population of this research was the second grade of MTs Babul Ulum Medan at academic year 2017/2018. The total number of population and sample were 71 students, consisted of two classes. They are VIII-1, VIII-2. The research class was devided into two classes, Experimental Class (36 students) and Control Class (35 students). The instrument of collecting data was written test of reading test which was administrated to the students. The multiple choice test was made by the teacher. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (5.8) which was greater than t-table (1.8) with the significant level $\alpha = 0.05$ and the degree of freedom (df) = 69. The finding showed that the hypothesis of the study was accepted. It means that using Visualization Strategy was significantly effective to the students' achievement in reading comprehension.

Keywords: Visualization Strategy, Reading Comprehension, Students' Achievement

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The Researcher,

RifaAulia
1302050244

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading comprehension is of language skill, which needs to be mastered by students. Reading comprehension is viewed by most linguistic as composed of a multiple number of skill and abilities that are interrelated and interdependen. In comprehending reading text, readers comprehension need some skills to make students' effectiveness as readers. It means in reading comprehension, the readers is expected to understand fully in the reading material.It has been known, the study of language includes the four basic skills, namely listening, speaking, reading and writing. Reading is one of the most important skills in learning language.According to Farrell (2009) reading is not passive, but it involves the reader in active interaction with the text. It means that reading is activity where the readers have to interact with the text. In expact after reading, the readers will be asked to understand the meaning of the text that they have read. Besides that, reading may be difined as the meaningful interpretation of printed or written verbal symbols. The mean goal of reading process is comprehension.

But in fact, there are many students difficult to understand what they are reading. Based on the researcher's observation and researcher found that there were problem with students' ability in this school, especially in reading comprehension. For students from eight to junior level, reading is something that has to be done. Student have to read their compulsory books or there materials

related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). There are some factors cause the above problems of reading. The first is the internal factor that comes from the students them selves. The student have low interest and motivation in reading. It is indicated when they are asked to read any text. The second is the external factor that comes from the teacher. Most of the teachers cannot use the right strategy for their students. They still use conventional strategy to teach in the class, so the students seldom discuss and share the materials each other because the reading activity is still depended on the teacher's explanation, These made the students do not learn reading optimally and they feel bored.

Since students often feel bored in doing the reading activity above, the new reading activities which are more challenging and interesting are required. Many teaching reading strategies need to be used to make the students active in doing reading comprehension activity. One of them that is believed to improve the students' ability in reading comprehension is using viasualization strategyas a solution to make a good progress and can motivate students' in read. Based on the description above the researcher conducted the research entitled: "**The effect of using visualization strategy on the students' achievement in reading comprehension".**

B. The Identification of the Problems

Based on the background of the study above, the problem of the study were identified as the following:

1. The students had low ability in comprehending the text.

2. The students were lack of vocabulary and grammar mastery.

3. The students found difficulties to understand the text.

C. The Scope and Limitation

The scope of this reseach focused on reading comprehension. The limitation of the study was descriptive text.

D. The Formulation of the Problem

The problem of this study was formulated as follow : Is there any effect of using visualization strategy on the students' achievement in reading comprehension?

E. The Objectives of the Study

The objective of the study was to investigate the effect of using visualization strategy on the students' achievement in reading comprehension.

F. The sifnificance of the Study

The result of this research was expected to be useful theoretically and practically. Theoretically, the research was good to increase the students' knowledge in learning reading comprehension by using visualization strategy. This strategy will be helpful in doing fast and efficient time reading. And the study was useful for English teacher to create and find better strategy in teaching reading comprehension.

Practically, the result of this research was expected to be useful for the students, teachers and the readers. For the students, it was expected to able to increasetheir ability in reading comprehension and increase students reading comprehension by visualization strategy. So, they can improve their reading ability. Than, it was expected to the teacher increase their teaching learning process through visualization strategy in reading comprehension.Finally for the researchers, especially the candidate of English teacher, it can take an input to do further research of the same skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Nunan (2003) define that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In reading process, the reader is not only understand the text on the reader's knowledge to build meaning but also transfer ideas and information expressed by writer. Therefore, the reader background knowledge should be integrated with the text to create meaning. So, everyone get the information and knowledge not only from what they write and what they listen. But also, from reading a text. In reading, the writer can transfer information to the readers. It means that there is an interactive process between the reader and text. From a text, the reader can build meaning by their background knowledge.

Furthermore, Seyler (2004) states that reading is the process of obtaining or constructing meaning from a word or cluster of words. This statement gives three ideas about reading. First, meaning is foundin cluster of words, not necessarily in complete sentences. Second, reading involves getting meaning from the words, understanding the ideas, information or feeling the word convey when put in particular pattern. The third, meaning is thinking about the verbs obtaining or constructing. The task of the reader is to obtain the meaning that the writer want convey. Reading does not only demand students having high knowledge and

abilities, but also having cognitive capacities. So, from word to word in the text, the reader can get meaning and information what the writer means. It will make the readers easy to get comprehend the information.

Then, Brown (2004) conclude that reading is likewise a skill that teacher simply expects learner to acquire. It indicates that reading is a process that expects the reader to get information or knowledge by reading the texts. Actually, when students read the text, they will get new information or knowledge. Moreover, information or knowledge will be gotten in many aspects, such as technology, newspaper, and education. So, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension. It means reading is one of communication to transfer information between the writer to the readers.

Additionally, when the readers read the text, it is not just read, but the readers should get comprehend what the text talking about. Jonathan (2006) explain that comprehension is the person went through the motions of reading, pronouncing the words or casting the eyes from left to right across the page. McNamara (2007) emphasizes the comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. So reading comprehension requires deeper understanding to comprehend the text. In reading the text the readers should understand what the meaning of the writer convey in the text. It means comprehension is need the reader when a text.

Based on some definitions of reading described above and some theories the reasercher concluded that reading is one important language skills to be mastered. It is skill that bridges readers to meaning of texts. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It is important to reading comprehension because reading comprehension is not just reading with a loud voice but reading is established undestand the meaning of word, sentences, and paragraph sense relationship among ideas as it is.

1.1 Types of Reading

Brown (2004) clasifies that the types of reading. In the case of reading, varieties of performance is derived from more the multiplicity of types of the texts than from the variety of evert types of performance. Never the less, several types of reading performance are typically identified as follows:

a. Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader mist, in psycholinguistics sense, interact with the text. That is reading is a process ofnegotiating meaning, the reader brings the text a set of schemata for undestanding it and take in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

1.2 Steps of Reading

Hill (2008) clasifies there are three main steps in reading comprehension, namely before reading, during reading and after reading.

a. Before reading

The teacher build up the students' prior knowledge and link to the book bring read. Sometimes teachers talk through the book or build up semantic webs to that the new vocabularyin the book can discussed and classified.

b. During reading

Teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print.

c. After reading

Teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it is important to know the steps of reading comprehension. They are used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arrabnged as systematically. There are three steps in reading before reading, during reading reading, and after reading which will be used in this research.

1.3 Purposes of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. Grabe and Stoller (2002) clasify the purpose of reading as follows:

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

Reading to search for simple communication is a common reading ability thought some researchers see it has relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim is a common part of many reading tasks and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

(a) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

(b) Link the text to the readers' knowledge base.

In addition, it makes stronger inferring demands then general comprehension to connect text information with background knowledge.

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisionss about the relative importance of complementary, mutually supporting or conflicting information to accomodation information from multiple sources. In this respect, both reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to compose, select and critique information from the text.

d. Reading for general comprehension

Reading for general information is the most basic purpose of reading underlying and supporting most other purpose for reading. 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 skill of forming a general meaning representation of main ideas and effecient of man, process under very limited time constraints.

Based on the purpose of the reading above, reading can enchance comprehension to obtain knowledge, or receive the experience, insight, or imagination of others. The purpoe of reading is to get required and accurancy information in the text by thinking individually, discussing it in pair then trying to share the accurancy information which reader got to others. Reader does this process as effecient as possible.

2. Reading Comprehension

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. Snow (2002) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because; comprehension is really needed in reading activity.

2.1 Levels of Reading Comprehension

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. Brown (2004) advocate four levels of comprehension, namely literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

a. Literal Comprehension

Literal comprehension included the process to take in ideas or understanding the ideas and information explicity in the passage. The basic of literal comprehension is recognizing stated main ideas, details, caused, effect and

sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is easiest level of reading comprehension because a readers is not required to go beyond what is actually said. In this level, the reader knowns the words meaning or to recall detail directly in own word.

b. Interpretative Comprehension

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

c. Critical Comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the researcher offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgement until students considered all of the materials.

d. Creative Comprehension

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

includes the understanding cause-effect relationship on a story solving problem and producting the creation.

So, from the explanations above, it was concluded that all four levels of reading comprehension are important and need to be foster for the readers. These levels of comprehension are important, but in this research the researcher only focus on the one levels, namely is literal comprehension.

3. Descriptive Text

Descriptive text is one of genre of texts. This text is one of texts that have to be tought to Junior High school students. It is hoped that students in junior high school will communicate each other in oral and written from of communication. Descriptive text is difficult enough to learn by the students.

Keraf (2000) conclude in descriptive writing, the writer transfers the images, the feeling that writer experienced to the reader. The writer tries to convey the image, feeling experience to readers in order to readers can imagine os as if, they are also engaged on it. However, students make clear description in order to make reader can imagine the object that being described such as studentsdescribe about their class.

3.1 Generic Structure of Descriptive Text

a. Purpose

Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to:

1. describe a special place and explain why it is special

2. describe the most important person in your life.

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

b. Features

Description is a style of writing which can be useful for a variety of purposes:

1. To engage a reader's attention

2. To create characters

3. To set a mood

c. Language

1. Aims to show rather than tell the reader what something/someone is like

2. Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.

3. Is focused and concentrates only on the aspects that add something to the main purpose of the description.

4. Sensory description - what is heard, seen, smell, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.

5. Strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns.

4. Visualization Strategy

Visualization refers to our ability to make visual representation in our minds while reading. Some people think of it as making videos or movies in our heads. Visualization helps readers engage in text in ways that make it memorable and personable. When student create pictures in their minds, ther become more involved with the text, and improves mental imagery. Puett miller (2004) visualization is a proven strategy used to improve reading comprehension. Student are taught visual, sequential steps for putting details together to get the main idea. By using prior knowledge and background experiences, readers connect the oouthor's writing with a personal picture. Through guided visualization, students learn how to create mental pictures as they read. They use sensory images like sounds, physical sensations, smells, touch, and emoyions described in the story to help them picture the story.

Goudvis and Harvey (2000) define "creating pictures in ourminds that belong to us and no one else. Visualizing personalizes reading, keeps us engaged, and often prevents us from abandoning a book prematurely." Debbie Miller (2001) in her book, reading with meaning, supports this idea by defining visualization as, "forming a mental image in one's mind." She adds to Goudvis and Harvey'sdefinition by focusing on a reader's schema, or background knowledge. She believes that everyone's visualization is different because of each person's unique background knowledge developed in their individual schema. For example, by drawing the characters or setting from a story, teachers can determine whether or not the student truly understands where the story is taking place and

which characteristics each person in the book possesses. Drawings also allow the teacher to pinpoint any misconceptions a student might have and be able to correct them.

Using visualization strategy, the teacher will develop in students habit of actively thinking about what they read which leads to greater understanding. And this strategy very useful because using imagination the readers are easier to memorize and understand the meaning of the words. Certainly concrete words are used in text and reading, so visualization is helpful in understanding and comprehending the text.

4.1 The Steps of Visualization Strategy

Pueet miller (2004) classifies that the teachers should follow this step by step plan to teach visualization.

a. Teacher should directly model the tought processes involved in visualizing. They should read familiar text and describe the images they see in their mind.

b. Read the passage for students visualize. Choose something that is descriptive so they can easily create vivid images in their mind. Explain to students that when they viasualize, it is important to use their background knowledge and words in the text to help them imagine a picture in their mind. It ts important student understand that there is not one correct answer. For younger students start with an object and describe it by color, size, shape and smell. Ask students to close their ayes and create an image.

c. Students should share their images with a partner. They can use the "Think, Pair, Share," technique. After forming an image, they should pair up with a partner, and share what they have visualizaed. Allow students to choose their own subjects to describe to each other.

d. Teacher should use different selection from the same text and ask students to illustrate while they listen to the teacher read passage. Students should share and discuss their images.

e. Students should practice the strategy frequently. They should use visualization during read alouds and silent reading. Teachers should incorporate both drawings and mental imagery to meet the needs of all students.

4.2 The Advantages and Disadvantages of Using Visualization Strategy

The advantages of using visualization strategies is the students can enjoy the teaching learning process, this strategy can improve understanding of reading skill, this strategy makes the students easy to understand about the materials, this strategy increase student's thinking and create their imagination, this strategy makes the students motivated to learn.

The disadvantages of using visalization strategies is not all the students have many vocabulary so teacher can not give the long descriptive text to students, and teacher only can give the easy text to make students understand.

5 Traditional Method

The traditional method (old concept) emphasizes the importance of mastering the lesson material. The traditional method generally is the learning center teachers, and placing students as objects in the study. So, here the teachers act as versatile and as a learning resource. Traditional learning system has a characteristic that the learning management is determined by the teacher. The role of studnets only perform activities in accordance with the instructions of teachers. The traditional method is more focused effort or spend the subject matter, so that the traditional method is more oriented on the text subject matter. Teacher tend to deliver any material, problems understanding or the reception quality of the material the studnets get less attention seriously.

The lecture method is the traditional method, because it had always been used as a means of verbal communication between teachers and students in the learning process. Nana Sudjana (2000) states that lecturer method is the narrative lecturer lesson material orally.

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

5.1 The Advantages of Traditional Method

As Chuda states, the very last thing the teacher does during the lesson is that "he sums up the topic and sets assignments for the next lesson". We can see

that the studnets always know what follows. First, the previous lesson's subject matter is revised either collectively or by one students, who is examined, or possibly in a test that all the students take. The second component is the new subject matter: the teacher's explanation of it, followed by exercises, mostly translations as practice. The last component is revision and the assignment homework.

So in traditional method the students just listen the explanation of the teachers about the subject. When teachers explain about the subject, the teachers using national language, so the studnets not using their language like mother tongue language is not use. It means that the students can know of the using of national languages.

5.2 The Disadvantages of Traditional Method

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

So the weakness in traditional method the learnng process is not interractive because the students just listen the explanation of the teachers. The

student must pay more attention if they want to understand about the subject. It means the studnets not more active in learning process.

Based on the explanation above it can be concluded that the traditional method generally is the learning center teachers, and placing students as objects in the study. So, here the teachers act as versatile and as a learning resource. Traditional learning system has a characteristic that the learning management is determined by the teacher. The role of students only perform activities in accordance with the instructions of teachers. The traditional method is more focused effort or spend the subject matter, so that the traditional method is more oriented on the text subject matter. Teachers tend to deliver any material the students get less attention seriously. The lecture method is the traditional method, because it has always been used as a means of verbal communication between teachers and students in the learning process.

B. Conceptual Framework

As in the conceptual framework, reading is one of the language skills of language learning. So, reading will hepls students to understand about the content from texts or article such magazines, newspapers, short stories, novels, etc. sometimes students not enjoy to reading because if it looks from content text which very boring. So, teacher must have concept and strategy so that students enjoy and pay more attention to reading a text.

Here, the researcher must use visualization strategy to make students can reading comprehension with good and correct. visualization strategies is form

strategies how students can imagine and make a story in their mind during reading reading. It can easy students to understand what they areread and make students more effective in class.

Strategy is hope able to minimize the difficulties faced when the students are provided with the kinds of reading comprehension. Visualization strategies is one of some strategies selected to use. In visualization strategies, the students help themselves to read well and more understand by making a image or story in their mind.

C. Hypothesis

Based on the previous discussion on the background of this study, the hypothesis is formulated as follows:

Ha: There is significant effect of visualization Strategies on the students' achievement in reading comprehension.

Ho: There is no significant effect of visualization Strategies on the students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at MTS BABUL ULUM, which is located on Jl. Mesjid Pajak Rambai Link.6 Medan-Labuhan at the second grade 2017/2018 academic year. The reason for choosing this school because the researcher found that the students have some problems in reading comprehension and the student'sability of reading in that school were still low and poor.

B. Population and Sample

1. Population

The population of this research were second grade students of MTS BABUL ULUM of academic year 2017/2018. Those are VIII-1mounts to 36 students and VIII-2 are 35 students. So, the total population are 71 students.

Table 3.1
Population of the Research

No	Classes	Population
1	VIII-1	36
2	VIII-2	35
Total		**71**

2. Sample

The sample of this research was Class VIII-1 which contains of 36 students and VIII-2 were contains of 35 students. The first chosen was VIII-1 as control group while the second was VIII-2 as experimental group. Continuously, the sample of the research were listed in the table below.

Table 3.2
Sample of the Research

No	Class	Population	Sample
1	VIII-1	36	36
2	VIII-2	35	35
Total		71	71

C. Research Design

The research design that was applied in this research was experimental. It was to investigate the effect of using visualization strategies in reading comprehension. There were two groups of students namely the control group and experimental group. The control group was taught by using traditional method and the experimental group using visualization Strategies. The design of this research was presented seen as follows:

Table 3.3
Research Design

Group	Pre Test	Treatment	Post Test
Experimental	√	Visualization Strategies	√
Control	√	Traditional Method	√

In this research, there were three procedures done to collect the data. They are sequenced as follows:

1. Pre-Test

A pre-test was the test which was give before treatment process began. The test was aim to find out the students writing skill before having treatment. The pre-test was given to the groups and their works was score. The result of the pretest was consider as the preliminary data.

2. Treatment

The treatment was given to the experimental group taught by using visualization Strategy, while the control group was given by using traditional method.

3. Post-test

After conducting the treatment, a post-test was applied to the students. The post-test functions to know whether the treatment gives the effect or not on the students' achievement in reading descriptive text. It was administration to experimental group and control group. The administrating of the post-test means to find the differences scores of both experimental and control groups.

D. The Instrument of the Research

The instrument of this research was written test. It contains of 10 multiple choice. In the test, the students read descriptive text and answer the questions based on the texts. The material of the test was taken from the students' Guiding Book. In collecting the data, some steps were applied as follows: (1) Given the same pre-test to both of the groups (2) Applyed the treatment by using

visualization strategy to the experimental group and traditional strategy had given to the control group (3) Given post-test with the same test to both of the groups (4) Collected the students' work sheets.

E. The Techniques of Analyzing Data

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

1. Reading the students' answer

2. Identifying the students' answer

3. Scoring the students' answer for correct and wrong answers

4. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.

5. Calculating the total score of post-test in experimental group and control group

6. Finding the mean score of pre-test and post-test in experimental group and control group by using formula:

   a. Mean of variable X (variable 1)

   $$M_x = \frac{\sum X}{N}$$ (Sudijono, 2009)

   b. Mean of variable Y (variable 2)

   $$M_y = \frac{\sum X}{N}$$ (Sudijono, 2009)

7. Finding the standard of deviation by using formula:

   a. Standard Deviation (SD) for variable X (variable 1)

   $$SD_X = \sqrt{\frac{\sum x^2}{N}}$$ (Sudijono, 2009)

b. Standard Deviation (SD) for variable Y (variable 2)

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

c. Standard Error of mean of variable 1

$$SE \; M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} \qquad\qquad \text{(Sudijono, 2009)}$$

d. Standard Error of mean of variable 2

$$SE \; M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

e. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE \; M_1 - M_2 = \sqrt{SEM_1^2 - SEM_2^2} \qquad\qquad \text{(Sudijono, 2009)}$$

8. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \qquad\qquad \text{(Sudijono, 2009)}$$

Notes :

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

$\sum X$ = total of students' score

$\sum Y$ = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

SD_x = standard deviation for variable x

SD_y = standard deviation for variable y

$\sum X^2$ = the square of total students' score

$\sum Y^2$ = the square of total students' score

$SE\ M_1 - M_2$ = standard error between M_1 and M_2

t_0 = t observed

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data that had been collected based on the score of pre-test and post-test were presented in Appendixes 1 and 2. Those were summarized in the following table.

Table 4.1

The Score of Pre-Test and Post-Test in Experimental Group and Control Group

Score	Experimental Group		Score	Control Group	
	Pre-Test	Post-Test		Pre-Test	Post-Test
30	-	-	30	1	-
40	8	-	40	7	-
50	10	-	50	11	9
60	12	10	60	11	12
70	6	10	70	5	14
80	-	14	80	-	-
90	-	2	90	-	-
100	-	-	100	-	-
Total	**36**	**36**	**Total**	**35**	**35**

Matching test was given to the students to obtain data. The data were collected by giving the students multiple choice. The data showed that in experimental group, the total score of pre-test was 1960 and post-test was 2600. Meanwhile, in control group, the total score of pre-test was 1870 and post-test was 2150. In experimental group, the result of the pre-test showed that the lowest score was 40 and the highest score was 70, in post-test the lowest score was 60

and the highest score was 90. Meanwhile in control group the result of the pre-test showed that the lowest score was 30 and the highest score was 70, in post-test showed that the lowest score was 50 and the highest score was 70 (for detail, saw Appendix 1 and 2). Based on the data above, it proved that there were different score between pre-test and post-test. Those differences an their statistical calculations were displayed in tables below.

Table 4.2

The Students' Achievement Score in Pre-Test and Post-Test in Experimental Group

Statistical Calculation	Pre-Test	Post-Test
Highest	70	90
Lowest	40	60
Sum	1960	2600
N	36	36

Table 4.3

The Students' Achievement Score in Pre-Test and Post-Test in Control Group

Statistical Calculation	Pre-Test	Post-Test
Highest	70	70
Lowest	30	50
Sum	1870	2150
N	35	35

B. Data Analysis

Based on the data from the test, the scores were analyzed in order to calculated differences of pre-test and post-test of the experimental and control groups.

Table 4.4

Providing the Hypothesis

Standard Deviation	Test Hypothesis	Degree of Freedom
SDx = 6.45 SDy = 4.65 SE M1 = 1.09 SE M2= 0.79 SE M_1_M_2 = 1.8	t_o = 5.8 t_t = 1.8	df = 69 α = 0.05

After calculating the correlation of standard deviation showed that SDx = 6.45 SDy = 4.65 SE M1 = 1.09 SE M2 = 0.79 SE M_1_M_2 = 1.8 (see Appendix 7 for more detailed). Based on the previous calculate, df (degree of freedom) was obtained as follows:

Df = (N1+N2-2) = 36+(35-2) = 36+33 = 69

After measuring the data t-test formula, it showed that $t_{observe}$ value was 5.8 and t_{table} was 1.8 or (5.8>1.8) (see Appendix 7). It means that $t_{observe}$ was higher than t_{table}.

C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found that $t_{observe}$ was 5.8 and t_{table} was 1.8 (see Appendix 8). Then after seeking the table

of distribution of $t_{observe}$ as the basic of counting critical in certaion of degree of freedom (df), the calculation showed that df were 69 (N1+N2-2) or (36+(35-2) = 69), with the significant rate $\alpha = 0.05$. It based on the table of distribution, it was gotten that price of t_{table}, at 0.05. the fact showed that $t_{observe} > t_{table}$, 5.8 > 1.8. (see Appendix 7 and 8). It showed that hypothesis was accepted.

D. Research Finding

It was found that the using of Visualization Strategy on the students' achievement in reading descriptive text gave the significant effect. The students' taught by using Visualization Strategy got the higher score that those taught by using traditional method. The result of the test showed that the $t_{observe}$ was higher that t_{table} (5.8>1.8). It means that the Visualization Strategy gave the significant effect on the students' achievement in reading descriptive text.

So, the researcher concluded that alternative hypothesis (Ha) was accepted that "there was a significant effect of using Visualization Strategy on the students' achievement in reading comprehension".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there was the significance effect of using Visualization Strategy on the student achievement in reading comprehension, which was proven from the total scores of pre-test and post-test, 1960 and 2600 repectively. It was found that $t_{observe}$ was higher than t_{table} or 5.8 > 1.8 with df = 70, $\alpha = 0.05$.

B. Suggestion

Referring to the conclusion above, some suggestions were stated as the followings:

1. The English teachers are suggested to use Visualization strategy in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in reading descriptive text. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students are suggested to do a lot of practice to master of reading and easy to read the text by Visualization Strategy is excellent strategy, because the students enjoy in learning process and easy to understand the text and answer the question. Students could compare about Visualization strategy and using

traditional method to take the best strategy in reading cpmprehension especially in descriptive text.

3. The readers, especially at UMSU library are encourages to have a lot of information about teaching learning experience for them.

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APPENDIX 1

The Scores of Pre-Test an Post-Test in Experimental Group

NO	Students' Initial	Score	
		Pre-Test	Post-Test
1	AL	50	60
2	AY	70	80
3	AR	40	60
4	APA	70	80
5	AA	40	60
6	AM	50	60
7	AS	70	80
8	BA	50	60
9	DAM	60	70
10	DHP	60	80
11	EM	40	60
12	FR	70	80
13	HB	50	70
14	HGG	60	70
15	II	60	70
16	JS	40	60
17	JAR	40	60
18	KA	60	80
19	MH	60	90
20	MS	50	70
21	M	50	70
22	MFR	60	80
23	MF	60	80
24	MW	60	80
25	NA	40	60
26	NZ	70	90
27	NLN	50	70
28	NK	50	80
29	PA	60	60
30	RS	50	80
31	RA	70	80
32	R	40	70
33	SNC	60	80
34	SZN	60	80
35	SR	50	70
36	S	40	70
Total		**1960**	**2600**

Based on the table above, it showed that the total score of pre-test was 1960 with the lowest score was 40 and the highest score was 70. Meanwhile the total score of post test was 2600 with the lowest score was 60 and the highest score of post-test was 90.

APPENDIX 2

The Scores of Pre-Test an Post-Test in Control Group

NO	Students' Initial	Score	
		Pre-Test	**Post-Test**
1	AMH	40	50
2	AP	60	70
3	AABG	50	60
4	AMM	60	70
5	DS	30	50
6	DRP	50	60
7	DA	50	60
8	DRF	60	70
9	DF	40	50
10	HM	70	70
11	HM	60	70
12	IR	70	70
13	IB	40	50
14	I	70	70
15	IR	50	60
16	KJ	70	70
17	LPS	50	60
18	MF	50	60
19	MI	60	70
20	IDY	60	70
21	MS	60	70
22	MF	40	50
23	MK	60	70
24	NAV	50	60
25	PSS	50	60
26	RDR	40	50
27	RBM	60	70
28	RS	50	50
29	RCG	60	60
30	RAU	70	70
31	SF	50	60
32	SABH	40	50
33	SF	50	60
34	TA	60	60
35	AAN	40	50
Total		**1870**	**2150**

The table above shows that the total score of pre-test was 1870 with the lowest score was 30 and the highest score was 60. Meanwhile the total score of post test was 2150 with the lowest score was 50 and the highest score of post-test was 70. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students'achievements in reading comprehension after receiving the treatment.

APPENDIX 3

The Differences of Scores between of Pre-Test and Post-Test in Experimental Group

NO	Students' Initial	Score		
		Pre-Test (X_1)	Post-Test (X_2)	$X_{(x2-x1)}$
1	AL	50	60	10
2	AY	70	80	10
3	AR	40	60	20
4	APA	70	80	10
5	AA	40	60	20
6	AM	50	60	10
7	AS	70	80	10
8	BA	50	60	10
9	DAM	60	70	10
10	DHP	60	80	20
11	EM	40	60	20
12	FR	70	80	10
13	HB	50	70	20
14	HGG	60	70	10
15	II	60	70	10
16	JS	40	60	20
17	JAR	40	60	20
18	KA	60	80	20
19	MH	60	90	30
20	MS	50	70	20
21	M	50	70	20
22	MFR	60	80	20
23	MF	60	80	20
24	MW	60	80	20
25	NA	40	60	20
26	NZ	70	90	20
27	NLN	50	70	20
28	NK	50	80	30
29	PA	60	60	0
30	RS	50	80	30
31	RA	70	80	10
32	R	40	70	30
33	SNC	60	80	20
34	SZN	60	80	20
35	SR	50	70	20
36	S	40	70	30
	Total	**1960**	**2600**	**670**

Referring to the table above, the mean score of experimental group was calculated as the follows :

$$M_x = \frac{\Sigma X}{N} = \frac{670}{36} = 18.61$$

Which :

M_x = The mean score of experimental group

ΣX = The score of $x2\text{-}x1$

N   = The sample of experimental group

APPENDIX 4

The Differences of Scoresbetween Pre-Test an Post-Test in Control Group

NO	Students' Initial	Score		
		Pre-Test (Y_1)	Post-Test (Y_2)	$Y_{(y2-y1)}$
1	AMH	40	50	10
2	AP	60	70	10
3	AABG	50	60	10
4	AMM	60	70	10
5	DS	30	50	20
6	DRP	50	60	10
7	DA	50	60	10
8	DRF	60	70	10
9	DF	40	50	10
10	HM	70	70	0
11	HM	60	70	10
12	IR	70	70	0
13	IB	40	50	10
14	I	70	70	0
15	IR	50	60	10
16	KJ	70	70	0
17	LPS	50	60	10
18	MF	50	60	10
19	MI	60	70	10
20	IDY	60	70	10
21	MS	60	70	10
22	MF	40	50	10
23	MK	60	70	10
24	NAV	50	60	10
25	PSS	50	60	10
26	RDR	40	50	10
27	RBM	60	70	10
28	RS	50	50	0
29	RCG	60	60	0
30	RAU	70	70	0
31	SF	50	60	10
32	SABH	40	50	10
33	SF	50	60	10
34	TA	60	60	0
35	AAN	40	50	10
	Total	**1870**	**2150**	**280**

As shown in the table, the mean score of control group was calculated as the follows :

$$M_Y = \frac{\Sigma Y}{N} = \frac{280}{35} = 8$$

Which :

M_Y = The mean score of control group

ΣY = The score of $x2$-$x1$

N   = The sample of control group

APPENDIX 5

The Calculation of Standard Deviation of Experimental Group

NO	Students' Initial	X $_{(x2-x1)}$	X = X-Mx	(X-Mx)^2
1	AL	10	-8.61	74.13
2	AY	10	-8.61	74.13
3	AR	20	1.39	1.93
4	APA	10	-8.61	74.13
5	AA	20	1.39	1.93
6	AM	10	-8.61	74.13
7	AS	10	-8.61	74.13
8	BA	10	-8.61	74.13
9	DAM	10	-8.61	74.13
10	DHP	20	1.39	1.93
11	EM	20	1.39	1.93
12	FR	10	-8.61	74.13
13	HB	20	1.39	1.93
14	HGG	10	-8.61	74.13
15	II	10	-8.61	74.13
16	JS	20	1.39	1.93
17	JAR	20	1.39	1.93
18	KA	20	1.39	1.93
19	MH	30	11.39	129.73
20	MS	20	1.39	1.93
21	M	20	1.39	1.93
22	MFR	20	1.39	1.93
23	MF	20	1.39	1.93
24	MW	20	1.39	1.93
25	NA	20	1.39	1.93
26	NZ	20	1.39	1.93
27	NLN	20	1.39	1.93
28	NK	30	11.39	129.73
29	PA	0	-18.61	346.33
30	RS	30	11.39	129.73
31	RA	10	-8.61	74.13
32	R	30	11.39	129.73
33	SNC	20	1.39	1.93
34	SZN	20	1.39	1.93
35	SR	20	1.39	1.93
36	S	30	11.39	129.73
Total				**1.500.75**

In line with table above, the standard deviation of experimental group was calculated as the follows:

$$SDx = \frac{\sqrt{\Sigma x^2}}{N} = \frac{\sqrt{1500.75}}{36} = \sqrt{41.68} = 6.45$$

APPENDIX 6

The Calculation Standard Deviation of Control Group

NO	Students' Initial	$Y_{(y2-y1)}$	$Y = Y-M_y$	$(Y-M_y)^2$
1	AMH	10	2	4
2	AP	10	2	4
3	AABG	10	2	4
4	AMM	10	2	4
5	DS	20	12	144
6	DRP	10	2	4
7	DA	10	2	4
8	DRF	10	2	4
9	DF	10	2	4
10	HM	0	-8	64
11	HM	10	2	4
12	IR	0	-8	64
13	IB	10	2	4
14	I	0	-8	64
15	IR	10	2	4
16	KJ	0	-8	64
17	LPS	10	2	4
18	MF	10	2	4
19	MI	10	2	4
20	IDY	10	2	4
21	MS	10	2	4
22	MF	10	2	4
23	MK	10	2	4
24	NAV	10	2	4
25	PSS	10	2	4
26	RDR	10	2	4
27	RBM	10	2	4
28	RS	0	-8	64
29	RCG	0	-8	64
30	RAU	0	-8	64
31	SF	10	2	4
32	SABH	10	2	4
33	SF	10	2	4
34	TA	0	-8	64
35	AAN	10	2	4
	TOTAL			**760**

Based on the table above, the standard deviation of control group was calculated as the follows:

$$SD_y = \frac{\sqrt{\Sigma y2}}{N} = \frac{\sqrt{760}}{35} = \sqrt{21.71} = 4.65$$

APPENDIX 7

The Calculation of Standard Error

Based on the presiouscalculation above, the following facts were obtained:

SDx $= 6.45$

SDy $= 4.45$

N1 $= 36$

N2 $= 35$

X $= 670$

Y $= 280$

Mx $= 18.61$

My $= 8$

$(X-Mx)^2 = 1500.75$

$(Y-My)^2 = 76$

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

Standard Error of Experimental Group:

$$SE\ M_1 = \frac{SD1}{\sqrt{N1-1}} = \frac{6.45}{\sqrt{36-1}} = \frac{6.45}{\sqrt{35}} = \frac{6.45}{5.91} = 1.09$$

Standard Error of Experimental Group:

$$SE\ M_2 = \frac{SD2}{\sqrt{N2-1}} = \frac{4.65}{\sqrt{35-1}} = \frac{4.65}{\sqrt{34}} = \frac{4.65}{5.83} = 0.79$$

Next, the following was implemented to find out the error standard deviation between M_1-M_2 :

$$\text{SE M}_1\text{-M}_2 = \sqrt{SEM_1{}^2 + SEM_2{}^2}$$

$$= \sqrt{(1.09)^2 + (0.79)^2}$$

$$= \sqrt{1.18 + 0.62}$$

$$= \sqrt{10.74}$$

$$= 1.8$$

APPENDIX 8

TESTING HYPOTHESIS

The result above then was applied to test the hypothesis :

$$t_o = \frac{M_1 - M_2}{SE\ M_1 - M_2}$$

$$= \frac{18.61 - 8}{1.8}$$

$$= 5.8$$

APPENDIX 9

INSTRUMENT OF RESEARCH

Read the following texts and choose the answer based on the text!

1. Monas is the short of Monumen Nasional or in English The National Monument. It is 132 meters high. With a gold on its top. The gold is in a flame shape, symbolize the spirit of Indonesian.

   a.   c.

   a.   d.

2. Hi, I am Vivian. Today I want to tell about my best friend, Claudia. She is young, exuberant, and lively; she is slim and active.She often wears colorful clothes.

   a.   c.

   b.   d.

3. I like elephants. Elephants are the biggest land animals in the world. The African elephant is found on the continent of Africa and the Indian elephant is found in Asia.

   a.   c.

   b.   d.

4. Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

   a.   c.

   b.   d.

5. My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.
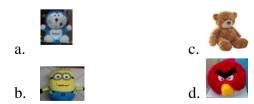
a.

c.

b.

d.

6. I learn in 8b class. It is a class with white paint that covered all the walls. In my classroom there are about 35 tables and chairs arranged well. In front of tables and chairs, there are two sufficiently large Whiteboards.

a.

c.

b.

d.

7. I have a rabbit and I give the name ivana, ivana very funny, his hair is white, and frightening because it often is washed clean, ivana not like carrots on his general, just like vegetables.

a.

c.

b.

d.

8. My favorite doll is an original Teddy Bear. I got it from my aunt. Sometimes I put it on my bed and use it as a pillow. The color is brown and it has dark brown eyes made of glass.

a.

c.

b.

d.

9. I wanted to buy a car, but the price is very expensive. Finally I bought a different car. It is a city car. The color is blue with three black stripes on the roof and the hood.

a.

c.

b.

d.

10. My favorite bag is simple. The color is black. There are three pouch on it, each of it has its own zipper. One of the pouch is hidden and can only be accessed if I took off the bag of my back.

a.

c.

b.

d.

APPENDIX 10

THE ANSWERKEY

1. (B)

2. (A)

3. (C)

4. (B)

5. (D)

6. (A)

7. (D)

8. (C)

9. (A)

10. (D)

APPENDIX 11

LESSON PLAN

(EXPERIMENTAL GROUP)

School	: MTS BABUL ULUM
Grade/Semester	: VIII/I
Subject	: English
Aspect/Skill	: Reading
Time Allocation	: 10 meetings (2 x 40 minutes/ meeting)
Topic	: Descriptive Text

A. Core Competence

KI1   : Living and practice the teachings of their relegion.

KI2   : Living and practice honest and honest behaviour, discipline, responsibility, caring, (work together, cooperation, tolerance, peace), polite, responsive and pro-active and to be part of the solution to many problems in interacting effectively with the social environment and the nature and position ourselves as a reflection of the social word.

KI3   : Understand, apply, analye factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on

specific fields of study according to their talents and interests to solve the problem.

KI4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

B. Basic Competence

1.1. : Grateful for the opportunity to learn the language in the English language Interantional communication embodied in the spirit of learning.

2.1. : Shows demonstrate behavior and care in carrying out the interpersonal communication with teachers and friends.

2.2. : Shows honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.

2.3. : Shows responsible behavior, caring, cooperation, and peaceful in implementing functional communication.

3.10. : Ananlyze social function, the structure of the text, and linguistic elements in a simple descriptive text from the short text.

4.15. : Capturing the meaning of descriptive texts oral and written form the short text.

C. Indicator

1. Identifying the definition of descriptive text and types of descriptive text (meeting 1-2)

2. Identifying the communicative function of descriptive text (meeting 3)

3. Identifying generic structure of descriptive text (meeting 4-5)

4. Identifying the linguistic characteristics of descriptive text (meeting 6-7)

5. Identifying a variety of information in the descriptive text (meeting 8-9)

6. Responding the questions based on the descriptive text (meeting 10)

D. Learning Objective

1. The students are able to demonstrate sincerity to learn English related simple descriptive text, short text.

2. The students are able to demonstrate caring behavior, confidence and responsibility to perform the text related communications simple descriptive text.

3. The students are able to identify the social function, the generic structure of the text, and linguistic elements of descriptive text from short text.

4. The students are able to respond to the simple meaning of the text descriptive from short text.

5. The students are able to re-tell the descriptive text with their own words.

E. Learning Materials

1. Meeting 1-2 the definition of descriptive text and types of descriptive text

2. Meeting 3 the communicative function of descriptive text

3. Meeting 4-5 the generic structure of descriptive text

4. Meeting 6-7 the linguistic characteristic of descriptive text

5. Meeting 8-9 the variety information in the descriptive text

6. Meeting 10 giving test to the students to respond or answer the question based on descriptive text.

F. Learning Strategy

Visualization Strategy

G. Media/Tool/Source Learning

1. Media

   a. White board

   b. Script

   c. Power Point Presentation

2. Tool

   a. Laptop

   b. LCD

3. Learning Resources

   Buku Bahasa Inggris SMP/MTS Kelas VIII

Learning Steps

Opening Activity

1. The researcher gives greeting the students

2. The researcher asks the students to pray before starting the lesson

3. The researcher checking students attendance list

4. The researcher gives the motivation and apperception

5. The researcher give brainstorming form of questions that are appropriate to the material that will presented such as:

   - Have you hear descriptive text?

   - What is descrptive text?

   - Can you tell me about descriptive text?

6. The researcher explains learning objectives to be achieved

Core Activity

1. Observing

   a. Students listen to sample text in the form of a descriptive that presented by the researcher, taking into account the social function, the structure of the text, and linguistic elements.

   b. The researcher guide students to understand the example that has presented by the researcher

2. Questioning

   a. Students ask question about the social function, the structure of the text, and linguistic elements of descriptive text

b. Students get additional knowledge about the social function, the structure of the text, and elements of descriptive text.

3. Exploring

   a. The researcher asks students to make a group that consist of 4-5 students for each group

   b. The researcher explains about visualization strategy and how to use it

   c. After that, the students are given chance to read the text

   d. The researcher asks the students to use visualization Strategy to with reading the text

4. Associating

   a. Students discussed with their group to retail the content that has given by the researcher and found the main idea

   b. Students get feedback from the researcher and friends

5. Communicating

   a. The students presented their result in front of the class.

   b. The students get feedback from the researcher and friends about the result

   c. The students answer the question that present by the researcher thar related with the content of text

   d. The researcher gives feedback to the students who finished the works

   e. The researcher gives confirmation about the students' work

   f. The researcher gives motivation to all the students

Closing Activity

1. The researcher gives chance to the students to ask some questions

2. The researcher gives conclusion about the lesson and close the lesson

3. Greeting

H. Assessment

Technique : Test

Types   : Multiple choice test

Instrument :Descriptive Text (enclose)

Scoring Guide = $\frac{\text{correct answer}}{\text{maximum score}}$ x 100

Medan,   Agustus 2017

Known by:

English Teacher   Researcher

(Endro Agus Priyanto, S.Pdi)   **(Rifa Aulia)**

Head Master of MTS BABUL ULUM

(Drs. Waluyo)

LESSON PLAN

(CONTROL GROUP)

School : MTS BABUL ULUM

Grade/Semester : VIII/I

Subject : English

Aspect/Skill : Reading

Time Allocation : 10 meetings (2 x 40 minutes/ meeting)

Topic : Descriptive Text

B. Core Competence

KI1 : Living and practice the teachings of their relegion.

KI2 : Living and practice honest and honest behaviour, discipline, responsibility, caring, (work together, cooperation, tolerance, peace), polite, responsive and pro-active and to be part of the solution to many problems in interacting effectively with the social environment and the nature and position ourselves as a reflection of the social word.

KI3 : Understand, apply, analye factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on

specific fields of study according to their talents and interests to solve the problem.

KI4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

B. Basic Competence

1.1. : Grateful for the opportunity to learn the language in the English language Interantional communication embodied in the spirit of learning.

2.1. : Shows demonstrate behavior and care in carrying out the interpersonal communication with teachers and friends.

2.2. : Shows honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.

2.3. : Shows responsible behavior, caring, cooperation, and peaceful in implementing functional communication.

3.10. : Ananlyze social function, the structure of the text, and linguistic elements in a simple descriptive text from the short text.

4.15. : Capturing the meaning of descriptive texts oral and written form the short text.

C. Indicator

1. Identifying the definition of descriptive text and types of descriptive text (meeting 1-2)

2. Identifying the communicative function of descriptive text (meeting 3)

3. Identifying generic structure of descriptive text (meeting 4-5)

4. Identifying the linguistic characteristics of descriptive text (meeting 6-7)

5. Identifying a variety of information in the descriptive text (meeting 8-9)

6. Responding the questions based on the descriptive text (meeting 10)

D. Learning Objective

1. The students are able to demonstrate sincerity to learn English related simple descriptive text, short text.

2. The students are able to demonstrate caring behavior, confidence and responsibility to perform the text related communications simple descriptive text.

3. The students are able to identify the social function, the generic structure of the text, and linguistic elements of descriptive text from short text.

4. The students are able to respond to the simple meaning of the text descriptive from short text.

5. The students are able to re-tell the descriptive text with their own words.

E. Learning Materials

1. Meeting 1-2 the definition of descriptive text and types of descriptive text

2. Meeting 3 the communicative function of descriptive text

3. Meeting 4-5 the generic structure of descriptive text

4. Meeting 6-7 the linguistic characteristic of descriptive text

5. Meeting 8-9 the variety information in the descriptive text

6. Meeting 10 giving test to the students to respond or answer the question based on descriptive text.

F. Learning Strategy

Using Traditional Method

I. Media/Tool/Source Learning

1. Media

    d. White board

    e. Script

    f. Power Point Presentation

2. Tool

    c. Laptop

    d. LCD

3. Learning Resources

    Buku Bahasa Inggris SMP/MTS Kelas VIII

Learning Steps

Opening Activity

1. The researcher gives greeting the students

2. The researcher asks the students to pray before starting the lesson

3. The researcher checking students attendance list

4. The researcher gives the motivation and apperception

5. The researcher give brainstorming form of questions that are appropriate to the material that will presented such as:

  - Have you hear descriptive text?

  - What is descrptive text?

  - Can you tell me about descriptive text?

6. The researcher explains learning objectives to be achieved

Core Activity

1. Observing

  a. Students listen to sample text in the form of a descriptive that presented by the researcher, taking into account the social function, the structure of the text, and linguistic elements.

  b. The researcher guide students to understand the example that has presented by the researcher

2. Questioning

  a. Students ask question about the social function, the structure of the text, and linguistic elements of descriptive text

b. Students get additional knowledge about the social function, the structure of the text, and elements of descriptive text.

3. Exploring

   a. The researcher asks students to make a group that consist of 4-5 students for each group

   b. After that, the students are given chance to read the text

4. Associating

   a. Students discussed with their group to retail the content that has given by the researcher and found the main idea

   b. Students get feedback from the researcher and friends

5. Communicating

   a. The students presented their result in front of the class.

   b. The students get feedback from the researcher and friends about the result

   c. The students answer the question that present by the researcher thar related with the content of text

   d. The researcher gives feedback to the students who finished the works

   e. The researcher gives confirmation about the students' work

   f. The researcher gives motivation to all the students

Closing Activity

1. The researcher gives chance to the students to ask some questions

2. The researcher gives conclusion about the lesson and close the lesson

3. Greeting

J. Assessment

Technique : Test

Types   : Multiple choice test

Instrument : Descriptive Text (enclose)

Scoring Guide = $\dfrac{\text{correct answer}}{\text{maximum score}}$ x 100

Medan,   Agustus 2017

Known by:

English Teacher   Researcher

(Endro Agus Priyanto, S.Pdi)   **(Rifa Aulia)**

Head Master of MTS BABUL ULUM

(Drs. Waluyo)

ATTANDANCE LIST OF EXPERIMENTAL GROUP

VIII-1

NO	NAME OF STUDENTS	SIGNATURE
1	Abdul Latif	
2	Ahmad Yani	
3	Adam Rizal	
4	Adinda Puspa Ayumi	
5	Ahmad Akbar	
6	Alfresa Maurifa	
7	Amanda Salsabila	
8	Bagas Aditya	
9	Dedek Aditya Mardan	
10	Diki Harum Pratama	
11	Elma Mahfuza	
12	Filza Ruhama	
13	Habib Bunayya	
14	Habib Ghoribi Guntar	
15	Izmi Imawan	
16	Jaka Syahputra	
17	Jihan Aulia Ritonga	
18	Khairul Amri	
19	Maulidya Hayati	

No	Nama	
20	Maulidya Salsabila	
21	Mawaddah	
22	Mhd. Fauzidan Rizky	
23	Muhammad Fahri	
24	Miptahul Wahid	
25	Nur Anisa	
26	Nazhan Zahira	
27	Nur Latifah Nazla	
28	Nurul Khairina	
29	Putri Amanda	
30	Rizatun Sulastri	
31	Rizka Aulia	
32	Rohani	
33	Siti Nur Cahaya	
34	Siti Zahara Nst	
35	Syahru Ramadhan	
36	Syamsidar	

ATTANDANCE LIST OF CONTROL GROUP

VIII-2

NO	NAME	SIGN
1	Andrian Maulana Halim	
2	Annisah Paradila	
3	Ayu Anggraini Br. Ginting	
4	Azeng Mardiana Manik	
5	Dedi Sumitra	
6	Dendi Rizky Pratama	
7	Desi Agustini	
8	Deska Rahma Fitria	
9	Dian Febriansyah	
10	Husna Muda	
11	Haikal Mufti	
12	Ivandi Ramzy	
13	Indah Balqis	
14	Irwansyah	
15	Isnaini Rizky	
16	Khalil Jibran	
17	Lidya Purnama Sari	
18	M. Fauzan	
19	M. Ilham	
20	Ira Dwi Yanti	

21	Maulida Syahwana	
22	Muhammad Farhan	
23	Muhammad Kusuma	
24	Nazwa Aiska Vairana	
25	Putri Sri Suryani	
26	Ramzy Damar Rullah	
27	Rosliana Br. Marpaung	
28	Raudatun Salwa	
29	Rika Cahaya Gloria	
30	Rini Alda Utami	
31	Safna Fadillah	
32	Shorin Atiya Br. Hasibuan	
33	Siti Fatimah	
34	Tasya Ardita	
35	Adinda Auliani Nst	