

**THE EFFECT OF APPLYING COURSE REVIEW HORAY METHOD
ASSISTED BY ANIMATION VIDEO ON THE STUDENTS' READING
ACHIEVEMENT**

SKRIPSI

*Submitted in a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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By

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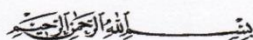
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ABSTRACT

Ayu Lestari Pakpahan, NPM: 1502050128. “The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students’ Reading Achievement”. Skripsi. English Department, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan, 2020.

The objective of the research was to find out the effect of Applying Course Review Horay Method Assisted by Animation Video on the Students’ Reading Achievement. This research was conducted at MTs Ta’dib Al-Muallimin Al-Islamy, Jl. BrigjendZein Hamid Gg. TapanNauli Km 75 TitiKuning Medan Johor Kota Medan Sumatera Utara of 2019/2020 academic year. The population of this research was from at seven grade of MTs Ta’dib Al-Muallimin Al-IslamyMedan in academic year 2019/2020, which consist of two classes which VII -1 consist of 33 students, and VII-2 30 students, so the total population are 63 students. By using Couse Review Horay Method it was chosen 1 classes; VII -1(33), with 33 students. VII -1class was Experimental class taught by using Course Review Horaymethod and VII-2 class was Control class taught by using conventional Method. Written Test were administrated to the students. The researcher gave a pre-test, treatment and post-test to both groups. Having collected the data by using T-test formula, the result showed that t_{observer} was 5.48 t_{table} was 2.034. The fact showed that t_{observer} was higher than t_{table} . (The null hypothesis or H_0 was rejected and the alternative hypothesis or H_a was accepted). The result of this research concluded that there was a significant effect of applying course review horay method assisted by animation video on the students’ reading achievement.

Key Words : *Course Review Horay Method, Descriptive Text, Achievement.*

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This study entitled "The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement". With the purpose for submitting in partial fulfillment of requirement to obatin the degree of Sarjana Pendidikan from English Departement. In writing this study, there were so manyproblems, obstales, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around her. It was difficult for the researcher to accomplish this study.

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of Study

English, is as an international language, and is used in many countries as a meaning of communication and it has a great function in many aspect of life such as in politics, business, trade, and diplomatic relationship. Furthermore, English also cannot be separated from the development of technology, science, economics, and education. Considering the importance of English, Indonesian government has chosen English as the first foreign language and fundamental subject in our educational system. English is taught as one of the main compulsory subjects in junior and senior high school.

In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school level, vocational school or university. Based Competence Curriculum, the teaching learning of English has the purpose to develop four language skills: listening, speaking, reading and reading.

four basic language skills are Listening, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and reading. "Speaking and reading are the most important of these skills, since to some extent they presuppose the other two".

In this section, the writer focuses on reading skill. Reading is called receptive skill and receptive skills are the ways in which people extract meaning from the

discourse it can be seen or heard and read a story or a newspaper, listen to the news, or take a part in conversation. Reading can be thought of as a way to draw information from the text and to form an interpretation of that information. However, this statement does not really tell us much about what happens when reading and how to comprehend a text. Sometimes, students may know most of the vocabulary and understand the main concept of a text, but they may not follow the specific development of the text, the new information being presented or the arguments being made.

While According to Juliantina, lestari (2018) “Reading is an active process which has interaction between the reader and the writer in which the writer conveyed the information from the text and interprets it into their own language”. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not gained from the teacher's explanations at school. The information that is obtained can be important information that they need to know. Moreover, about everything that happened or something they do not know before, which will enrich their knowledge about everything. Sometimes, reading is seen as a simple activity, but actually it is a complex. It is not just speak of symbols that form of reading but also to understand the purpose of the text. In reading, students are expected to observe, understand and think. In conclusion the readers should be able to understand the indented message by the author. Reading is called receptive skill and receptive skills are the ways in which people extract

meaning from the discourse we see or hear and we read a story or a newspaper, listen to the news, or take a part in conversation.

Reading can be taught of as a way to draw information from the text and to form an interpretation of that information. However, this statement does not really tell us much about what happens when reading and how to comprehend a text. Sometimes, students may know most of the vocabulary and understand the main concept of a text, but they may not follow the specific development of the text, the new information being presented or the arguments being made.

In Indonesia, English language learning has been introduced to children since elementary school but there is a presumption among Indonesian students that learning English is difficult, challenging and time-consuming. The limitation of facilities owned by the school is also one of the inhibiting factors on students' English language learning in school. Therefore, the information and knowledge presented by the teacher are often unacceptable or cannot be understood by learners.

There are many possible reasons why students think that reading English text is difficult to learn. First, according to Nurkamto (2000), cited by Juhaendi (2013), most schools in Indonesia, especially junior high schools use a method which makes students passive learners. Second, the use of teaching media to deliver the material to the student has not been too effective. Some of them are still confused in finding the appropriate teaching method and media to be applied in the classroom.

During this time, the media that is often used in the learning process is just a tool or media that has been available in the school such as a map, atlas or globe. As a result, the media is less effective or even not suitable with the subject matter, the teacher has to say. This condition causes the English learning process becomes boring, so the students are not motivated to learn and as a result the learning outcomes in English lessons were not as expected beforehand. Whereas according to the development of science and technology, learning can be implemented by utilizing the technological advances either through a computer or internet media. Moreover, the computer and the internet as audio-visual tool has advantages over other media, as stated in Sadiman, et al., (2008, p. 9) that the use of audio visual aids such as animated video functions as a medium conveys the message or the information in the study.

The use of animated video is expected to improve students' motivation to read, understand the concept and then improve their learning outcomes. Animation is defined as the pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010, p. 20) define it as a quick display of a sequence of static images that create the illusion of motion.

Based on the explanation above, there are many problems faced by students in developing reading skill especially in reading descriptive text. Students think that reading is a boring activity. They have problems in developing ideas into good reading and they also have problem in grammar. They cannot

write a sentence in to a good order, and then teachers do not understand their reading. The other factor is teacher's factor. The teachers do not give variation in teaching English especially in teaching descriptive text. The teachers just teach reading descriptive text by using textbook and do the exercises in that book. So, students do not understand about the subject and not interested in studying.

Based on the research observation, the researcher found similar problems discussed previously also happen in this school. The ability of the first year students of MTs Ta'dib Al-Muallimin Al-Islamy Medan in reading paragraphs is not satisfied yet. This happens because most of the students face some difficulties in composing sentences into good paragraphs. The difficulties are classified into four categories; the difficulty in term of content, organization, grammar and vocabulary. But in this section the writer only focus one problem, the first category is the difficulty found in term of grammar in reading ability. Another difficulty found is related to the grammar mastery. Inability to use correct tense and pronouns are two majors difficulties found in relation to grammar mastery. As conclusion, it is true that reading is considered as the difficult skill to master but there are some efforts that can be done to overcome this problem.

Teaching method becomes one of the important points on the teaching learning activities. Basically, teaching method refers to the teaching learning approach, design and procedures. Teaching learning covers many aspects, they are the goal of teaching learning process, syllabus, teaching learning procedures, and student and teacher's roles. Teaching method being used by the teacher in the teaching

learning activities. Actually, there are many ways that teachers can do to improve students' reading comprehension. One of the ways is using Course Review Horay Method. Course Review Horay Method is one of innovative technique of cooperative learning model. In this technique the make groups, then conveys the competence that will be achieved, then demonstrates the material. After dividing the class into groups, the teacher distributes material learning. This technique is expected to make the class condition become fun and examine the students' understanding and cooperation in accomplishing their work.

There are some researchers investigating the use of media in teaching English.. Berk (2009) published an article titled Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. In Indonesia, similar study has been researcher by Nurmayasari (2011). The research presents the report on the use of audio visual aid in teaching speaking. Those previous researches only focused on increasing other language skills, which are speaking and listening. Regarding to the reason above, this study is aimed to fill the gap by analyzing the effect of animated video in teaching reading.

The researcher chooses this topic due to the following reason: First, the reading is the skill that is required in written communication to learn by English learners. Second, some English learners faced difficulties to understand about reading skill especially in order to write a sentence into a good order by their ideas. They felt difficult to write a sentence cause they have lack of grammar.

Based on explanation as state before it can be concluded that there are some problems in reading class at the second year of MTs Ta'dib Al-Muallimin Al-Islamy Medan in learning reading. The researcher will apply Course Review Horay Method Assisted by Animation Video as a method in teaching reading text type in English class to the students. Finally, the researcher is interested in doing a research entitled: **“The Effect of Course Review Horay Method Assisted by Animation Video On The Students’ Reading Achievement”**

B. The Identification of Problem

Based on the background of the problem above the researcher identified several problems in teaching and learning of the reading achievement.

1. Students’ reading comprehension is low.
2. Students had difficulting to understand the context and get the information of the story.
3. Students were lack of motivation in reading English text.

C. The Scope and Limitation

In this research, the researcher focus on the process of teaching reading that is enjoyable and interesting for students. By conducting that kind of teaching and learning process, students would be stimulated to explore their reading skill. They were also focused on constructing grammar and generating ideas. It will be easier to write if they have already had the basic idea. The researcher focused on the

second years students. The text type that would be used in this research is descriptive text using Course Review Horay Method Assisted by Animation Video. This study was taken from students of seven grade at MTs Ta'dib Al-Muallimin Al-Islamy Medan in academic year 2019/2020.

D. The Formulation of Problem

Is there any significant Effect of Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement at the MTs Ta'dib Al-Muallimin Al-Islamy Medan?

E. The Objectives of the Study

The purpose of this research is to find out whether there is significant effect Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement at MTs Ta'dib Al-Muallimin Al-Islamy Medan.

F. The Significance of Study

The finding of this research would be expected to be giving out the theoretical and practical significance. The significance could be described as following :

1. Theoretically

As theoretical this research is useful strategy in teaching reading comprehension through course review horay method.

2. Practically

For research, for the students, to help the students in solving their problems in reading and improving their reading skill achievement. Then for the English teachers, it is to help the teacher to make teaching learning processes are more interesting and effective in improving students' reading ability by using Course Review Horey Method Assisted by Animation Video at MTs Ta'dib Al-Muallimin Al-Islamy Medan. Finally, for other research to conduct further studies especially the teacher, this research is hope can give new information to the other researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study will be applied to improve students' reading, in conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. The following part, theoretical on the term will be presented.

1. The Definition of Reading

According to Scanlon (2010: 8) reading is a complex process that requires the analysis, coordination, and interpretation. To understand the text, the reader obviously needs to be able to (1) read the words, (2) retrieve the words' meanings, (3) put the words together to form meaningful ideas, and (4) assemble a larger model of what the text is about. Because difficulties with any of these processes can result in reading difficulties, all of these important processes need to be considered when designing instruction to help students learn to read variety of sources of information.

Reading is a process to make comprehension about the text being read. When the readers get information and understand after they read a text, it is called reading comprehension. According to Wood and Connelly, reading comprehension is a dynamic and interactive process (2009: 59). It means that in understanding the written text, the reader needs to recognize each word and to

recover its meaning, puts together this information with syntactic knowledge to make meaningful sentences, and merge the meanings of each sentence to construct a representation of the state of matters described by the text.

Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime. The text can serve as a tool to help students think critically about issues they are faced with on a daily basis. The text can take its reader beyond the confines of her own prior experience and provide her with material and experience from which new ideas can be formulated (Probst, 2004, in Stone, 2009:86).

It means that reading is good for us. Reading is one of part of four English skills. Such as speaking, listening, reading and writing that must be learned by students. They also tend to learn what teacher teach them, sometimes students who struggle with literacy acquisition come to believe that reading is about saying the words quickly and accurately and that writing is about accurately spelling and neatly writing the words. These beliefs may result from an emphasis placed on accuracy by the children's teachers. While fully to support and encourage teachers' efforts to address the needs of their students with respect to foundational skills, the researcher also caution that this focus should not supersede a focus on understanding and enjoyment. Teachers need to emphasize that reading is about meaning making and the writer should be find new way to teach students to focus

on meaning. The researcher concluded that reading is a way to students get information from any media that they have to read.

1.1 Types of Reading

According to Brown (2003:189) there are some types of reading :

- a. *Perceptive* reading tasks involved attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.
- b. *Selective* .in order to as certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true-false, multiple-choice, etc.
- c. *Interactive*. Including among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.
- d. *Extensive*. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

Brown (2001: 312) states reading performance as follows:

1) Oral Reading

Occasionally, a teacher will have reason to ask a student to read orally. This reason in line with the advantages of oral reading. At the beginning and intermediate level, oral reading can 1) serve as an evaluation check on bottom-up processing skills, 2) double as pronunciations check, and 3) serve to add some

extra student participation if she/he wants to highlight a certain short segment of reading passage.

However, doing this oral reading a lot may make some disadvantages in the learning process. Brown (2001: 311) states that oral reading is not a very authentic language activity. In reality, people often read silently. Then, while one student is reading, others can easily lose attention. Moreover, shy students will read slowly in the class. Finally, it decreases students' participation in reading activity.

2) Silent Reading

Silent reading may be sub categorized into intensive and extensive reading. According to Brown (2001: 311), intensive reading is classroom-oriented activity that focuses on the linguistic or semantic detail of a passage. The students analyze the text from words, grammatical form, and structure details. It is also called bottom-up processing. Meanwhile, extensive reading is top-down processing. Extensive reading is reading for general understanding of a longer text. In top-down processing, the students read the whole text first and then try to check the micro skills later.

The researcher can conclude from explanation above, selective reading type from Brown (2003:189) is which one kind of reading that will match for model lead test strategy in this research. It can be match with model lead test strategy that have 3 phase teaching learning. MTs Ta'dib Al-Muallimin Al-Islamy

Medan obviously supports the English teachers to implement the curriculum. The supports given by the school are from many aspects.

In MTs Ta'dib Al-Muallimin Al-Islamy Medan, the curriculum that is used is called *Kurikulum K-13* or 2013 Curriculum. Therefore, a school has right to formulate the material that is suitable with the condition in the school according to the guidance of the standard competence and the basic competence. In the implementation of 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and students' achievement.

Based on that statement, the students must be able to get information and understand the messages from the written text or oral text in any situation. Students have to analyze and use information from some materials. Based on the researcher's teaching experience at MTs Ta'dib Al-Muallimin Al-Islamy Medan. Most students were not able to answer comprehension questions which were usually based on the scanning and skimming strategies or to read the text quickly. For example, when they were asked some questions related to the text, they could not even finish answering the questions given. The students often spent much time to read reading text word by word or sentence by sentence just to answer questions. They also waste their time to open dictionary to find out meaning of difficult words. Moreover, English teacher frequently applied the teaching and

learning activities which emphasized on individual work. It means that learners have to compete with their mates. In accordance with the researcher's experience in teaching English, the researcher is interesting to apply Course Review method in teaching reading.

1.2 Indicators of Reading

King and Stanly in Darlis (2004:8) state that reading has five components or indicators in reading text which are appropriate with the junior high school curriculum. They are:

a. Finding factual information.

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of question; reason, purpose, result, time, comparison, etc. which of the answer can be found in the text.

b. Finding main ideas

Recognizing of the main idea of paragraph is very important because it helps you not only understand the paragraph on the first reading, but also help you to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

c. Finding the meaning of vocabulary in the context

It means that the reader could develop his or her guessing ability to the words which is not unfamiliar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text being read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying reference

In English, as in other language. It would be clumsy and bring to have and repeat the same words or phrases every time you used it. Instead of repeating the same words or phrases several time, the researcher can use reference words. Recognizing reference words and being able to identifying the words to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun such as; it, she, he, they, this, etc.

e. Making inferences

Inference is a skill where the reader has to able to read between lines. As a result, the indicators of reading it can help the researcher to do a research in that school based on curriculum. So, Based on the writer's interview with an English teacher at Ta'dib Al-Maullimin Al-Islamy Medan she found that most of the students at that school had passed their final examinations with a good mean score for English of 75. The students also reached the passing score when the teacher gave them a test for reading comprehension. In that interview, the researcher also learnt that the teacher used many strategies for teaching reading. This School has

implemented the 2013 curriculum as the new curriculum mandated by the government since 2017.

Based on the above, strategies for teaching reading are the processes used for transferring knowledge in order to get good reading comprehension and understanding of a text to achieve the goals of the learning process. Teachers need to use appropriate strategies based on the materials and the purpose of learning. In this study, the researcher focuses on the strategies used by the English teachers at MTs Ta'dib Al-Muallimin Al-Islamy Medan.

2. Description of Course Review Horay Method

2.1 Definition of Course Review Horay

Course Review Horay is one of cooperative learning. According to Suprijono in <http://jurnal-online.um.ac.id>(2013:5) many students find Course Review Horay is helpful to get together with classmates to discuss material they have read or heard in class. It means that course review horay is helpful for students than they must study and read by themselves. Based on the wikipedia Course Review (CR) is a learning activity that is more student-centered. In this case the teacher only acts as a transmitter of information, facilitators and tutors. Atmosphere of learning and fun interaction makes students better enjoy the lessons so that the students not bored to learn.

Course Review Horay by Siti Julaiha (2011) is one method of cooperative learning that is an activity by review t learning by using the contents of the box in

number to write the answer. If the answer is correct, then the number in the box is marked, mostly they get the sign correct vertically, horizontally or diagonally another yell

The definition of Course Review Horay method based on Widodo (2009) is a learning method by using the comprehension test questions, answer the questions by written on the box (table) which has been completed by a number. After the discussion with a direct answer. If the student answers correctly then it will get the mark (√) and immediately shouted horay or another yell.

2.2 The Steps of Course Review Horay Method

Basically steps of CRH methods have similarities, both from wikipedia and from previous studies, all of them have the same steps. There are steps of course review horay. According to Suprijono (2009) in Siti Julaiha (2011:46) explains that steps in course review horay method as follows:

1. Teachers deliver the competency, so that more targeted the learning objectives.
2. Teachers demonstrate or present appropriate material topic that is being taught.
3. To test comprehension, students were told to make the answers. Here the place answer shaped table (box) which contains nine places , sixteen or twenty- five boxes box . The number of boxes where answers tailored to the needs and response of each box is filled with a number that corresponds' tastes of each student.

4. Teachers read about at random in question with pre-defined number. Students write the answer in the box whose number is mentioned teachers. A question which has been read out directly discussed, if properly filled correctly mark (√) and one filled with a cross (x) .Here takes the honesty of the students who had answered incorrectly or correctly.
5. Students who have got marks or diagonally (√) must vertical immediately yell “horay” or other. Yell
6. Values calculated from the students’ correct and the number answer of obtained horay.
7. Concluding the discussion. Closing of this discussion can be inferred from the teacher or by the students.

The implementation of Course Review Horay are:

- a) The researcher are divided into 5 groups, every groups consist of 6-7 students.
- b) The researcher give a time for students to read, understand and discussion about the text.
- c) The researcher ask all of group to choose one student to be a volunteer for take the paper. One group take 4 paper.
- d) After they have read, the researcher read the questions randomly. In one group will be read twice of questions, then continued by another group, and so on.
- e) If the students answers correctly, they will get a checklist and for the Students who vertically get they checklist should be shouted

“horay (√)” or another yell.

2.3 Benefit of Course Review Horay Method

CRH learning model has several advantages as consideration of its use in learning. Huda (2013: 231) mentions that there are several advantages CRH learning model, here are:

- a. The structure is interesting and can encourage students to get into it
- b. Models are not monotonous because interspersed with entertainment, so the atmosphere is not stressful
- c. The spirit of learning increases because the learning process is fun
- d. Increased skill-coaching skills.

3. Description of Animation Video

Carefulness in selecting of media to be applied in the process of teaching and learning is needed in order to reach the satisfactory result of it. One of the media of teaching English vocabulary is using animation video. Animation video is chosen as a media of teaching English vocabulary in this study. The explanation about teaching English vocabulary using “animation video” as a media as follows:

3.1 Defintion of Media In Teaching

Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them give particular information to the students. For the teachers of junior high school, the use of media is very important. Before

we talk more about media; we have to know what media is. Media come from the word medium. It means all of them and the channel used to inform of message. Oemar (1982) says In the field of education media can be called as instrument, method and technique used to communicate and influence effectively between the teacher and the students in the teaching and learning process in the school. According to Arsyad cited in Mardiyatun (2007) says that teaching media are means used to convey the teaching message.

Another definition of teaching media is conveyed by national education association by Arsyad (2006:5) who says that media are form of communication either printed or audio visual and the tools.

In this study, the researcher used animation video as media of Teaching English in reading skill, teachers should not give it separately, word by word. It will only make the students know the meaning of the words and they still find difficulties in applying the word into sentences or paragraph.

3.2 Definition of Animation Video

In general, animation is defined as the pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010, p. 20) define it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis and Harcleroad (1977, p. 232) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected.

The use of animation in learning activities according to Brown, Lewis, and Harcleroad (1997, p. 224) has some special advantages such as: a) Cut some

intellectual disabilities in learning, b) Helping to overcome some physical obstacles on the student, c) Presenting a variety of events in continuity, to provide a special visual experience in order to gain a deeper understanding, d) allows students to create real action or imagine of an event or process, and f) Useful to evaluate students' knowledge or their analytical skills in the learning activities of certain matter.

The use of animated video is expected to improve students' motivation to read, understand the concept and then improve their learning outcomes. This theory of learning outcomes is synonymous with the theory of Gagne. Gagne (1988) in Dahar (1996) stated that appearances that can be observed as the results of learning called capabilities, one of which is the intellectual skills. In intellectual skills, the cognitive strategy known as a special intellectual skill that have specific interests for learning and thinking. Gagne (1985) in Dahar (1996) explained that in modern learning theory, a cognitive strategy is a process of control, which is an internal process used by students (who are learning) to select and change the ways in giving attention, learning, remembering, and thinking.

The use of animation video has grown into the realm of learning as a medium that supports student achievement. Harrison and Hummell (2010, p. 21-22) stated that animated video can enrich the experience and competence of the students in a variety of teaching materials. Through a variety of methods, teachers and students can use the animation of the most simple to present a number of concepts. Animation has an advantage which is can help in establishing students' understanding of abstract concepts.

Hegarty (2004, p. 343) explained that with the development of today's technology, animation video can provide visual displays which are stronger than the various phenomena and abstract information, which is greatly contribute to improve the quality of the learning process and outcomes. Bogiages and Hitt (2008, p. 43) added that the increase of interest, the understanding, and skills in group work is a part of the use of animation in the learning process.

Therefore, animation video is a film made by photographing a series of cartoon drawing to give the illusion of movement when projected in rapid sequence. According to Hornby (1974:129) animation video is like film made by photographing a series of drawing or drawing dealing with current (est. political) events in an amusing or satirical way. Meanwhile, Longman dictionary (2003) animation video is a humour drawing, often dealing in an amusing (satirical) way with something of interest in the news or a cinema film made by photographing a set of drawings.

– **The Issue of The Use of Animation Video**

1) Time Consumption

One of the main issues in using video is that it is time consuming. Teachers only have a short time class period so they probably only have times to show half of the video. The solution of this problem is to choose the video which is not too long nor too short. Choosing a part of the video which has the most benefit to the students in improving their English could be another choice for teacher.

2) Classroom Organization

Teacher as the person who sets up the equipment in the class need a technical assistance to help him/her in preparing the equipment before the class is started. Teachers can ask the student to help them in preparing the equipment.

The use of wide classroom is also really important in teaching and learning process so the interaction between the teacher and students can be built more effectively.

– **The Procedure of Teaching Use Animation Video**

The use of teaching media in the classroom should be prepared well by the teacher. Sand (1956, p. 353-355) and Brown et al (1983, p. 244-245) in Nurmayasari (2011) suggested some procedures in applying video or audio visual media in teaching English.

1) Preparing yourself

The first thing to do by the teacher before showing the video to students is previewing the video and make some notes about the content of the video. Teacher may invite some students to preview the video and see their point of view about it.

2) Preparing the environment

After preparing the video, the next thing to do is arranging the classroom to be as comfortable as possible. The technical equipment such as a speaker and a laptop/computer should be located appropriately so that students can get good view while watching the video.

3) Preparing the Students

When students watch the video, teacher should help them to understand why they must watch the video and tell what they can get by watching it. Teacher can also ask the students to discuss the content of video then relate to what they know and they do not know.

4) Showing the Video

While watching the video, make students comfortable and try to show the video without interruption such as giving a question in the middle of video.

5) Carrying out the follow up

After showing the video, teacher asks the students about the content of the video to know their opinion about the video. They can also discuss the video with their classmate. The follow up is necessary to detect misunderstanding they may have. Teacher can give a repetition show if needed to clear up any confusion.

– **Learning Outcomes**

Learning is a system that consists of several components, such as, teachers, students, instructional materials and environments. Between one system to another, they must interact with each other to achieve the learning objectives.

The teacher presents a variety of information that must be learned by the students, the students receive and process information in various ways. Students may not receive and study all available information due to their limited ability.

The result of the learning process is something that can be seen and measured. The success of a person in the following units of learning programs at a level of education can be seen from the results of their study. Learning outcomes can be divided into three domains, namely cognitive, affective, and psychomotor domains.

Learning outcomes can be interpreted as a change in behaviour as a result of a learning process that includes student mastery of the knowledge and skill set, after the students through the process of learning. As stated by Surya (1997, p. 19) learning outcomes are changes in individual behavior as a whole which includes cognitive, affective and psychomotor.

Meanwhile, the external condition is stimulation that comes from outside which can lead to learning process. External condition in the learning process is influenced by the teacher. How the teacher designs and provides special conditions to enable students to succeed in learning. The failure of a person in the study was not solely due to his ability but the disruption of information that causes barriers to recall what they have learned.

The unity of concept in knowledge can only be understood as a whole if the basic concepts involved in the formation of new concepts have been completely understood. Gagne (1984: 142) in Farid (2011) suggested the use of a

collection of knowledge (learning sets) which can be sort of learning appropriately. This set of knowledge can be defined as sub-concepts related to the level of a particular concept in the concept hierarchy. Structured learning program consists of a collection of knowledge that is sequentially dependent on the previous mastery. Mastery of the previous material is a requirement before proceeding to the next material.

B. Conceptual Framework

From conceptual framework above, this research is done in order to improve students in teaching reading. Reading is a skill used by someone to communicate through message in daily life whether at school or outside the school. Most teachers tried to find strategies in order to make students interested in learning reading. At least, they can read and comprehend the text. In fact, the students of the first grade of MTs Ta'dib Al-Muallimin Al-Islamy Medan have difficulties in reading descriptive text. It was caused by some factors: students may not be fully familiar with overall genre expectation of certain type of texts.

Kalayo and Fauzan (2007: 114) state that reading is an activity with a purposes. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. The assessment is measurement of comprehension. Students' ability is the important factors in determining students' success in teaching and learning process. According to Suprijono in <http://jurnal-online.um.ac.id>(2013:5) many students find Course

Review is helpful to get together with classmates to discuss material they have read or heard in class. It means that course review horay is helpful for students than they must study and read by themselves.

So, the researcher believes that Course Review can be very applicable in teaching reading of descriptive text at MTs Ta'dib Al-Muallimin Al-Islamy Medan

C. Hypotheses of the Research

There are two hypothesis in this research, they are:

- a. Ho: there is no significant Effect of Course Review Horay Method Assisted by Animation Video On The Students' Reading Achievement
- b. Ha: there is Effect of Course Review Horay Method Assisted by Animation Video On The Students' Reading Achievement at MTs Ta'dib Al-Muallimin Al-Islamy Medan

CHAPTER III

RESEARCH METHODOLOGY

A. Location

This research was conducted at the MTs Ta'dib Al-Muallimin Al-Islamy Medan at Jalan Brigjend Zein Hamid Gg Tapian Nauli Km 75 Titi Kuning Medan Johor academic year 2019/2020. The reason of choosing this school will because the researcher found that many students' problem in learning process especially in learning reading descriptive text.

B. Population and Sample of the Research

1. Population

The population of this research was the seven grade of MTs Ta'dib Al-Muallimin Al-Islamy Medan academic year 2019/2020. This consists of two classes. There are VII-1 consists of 33 students, VII-2 consists of 30 students, with total 63 students. So, the total population of this research is 63 students.

Table 3.1

The Population

| No | Class | Population |
|----|-------|------------|
| 1 | VII-1 | 33 |

| | | |
|------------------------------|-------|-----------|
| 2 | VII-2 | 30 |
| Total of the students | | 63 |

2. Sample

The sample of this research was the students in class VII-1 and VII-2. There are reasons for choosing them as a sample is the researcher want to apply new method that makes students easily in studying reading skill. The sample can be seen in table 3.2.

Table 3.2

Sample

| No | Class | Population | Sample |
|------------------------------|--------------|-------------------|---------------|
| 1 | VII-1 | 33 | ✓ |
| 2 | VII-2 | 30 | ✓ |
| Total of the students | | 63 | 63 |

C. Research Design

The experimental quantitative research design will applied in this research. It will used to see the effect of applying course review horay strategy on students' reading comprehension of descriptive text. In this case, the researchers choose VII-1 as the experimental group use taught by using course review horay and VII-

2 as the control group and is not use course review horay meyhod. The design of this research is listed below.

Table 3.3
Research Design

| Group | Pre-test | Treatment | Post-test |
|--------------------|-----------------|---------------------|------------------|
| Experimental group | ✓ | Course review horay | ✓ |
| Control Group | ✓ | Other Method | ✓ |

There are three steps namely pre-test, treatment, and post-test in this part:

First step is pre-test. In pre-test, the experimental group and control group will be given pre-test before the treatment. Pre-test is purposed to find out the know how far the students will understanding about the descriptive text before the treatments will give effect of using course review horay technique in teaching reading descriptive text. The second step is treatment, in treatment, the experimental group will be taught by using course review horay and control group will be taught by other method. The lesson plan of experimental groups and control group can be seen in table 3.4.

Table 3.4
Treatment in Experimental Group and Control Group

| Experimental Group | Control Group |
|---|---|
| <ol style="list-style-type: none"> 1. Teacher explains about descriptive text to the students. 2. Teacher gives example of descriptive text. 3. Teacher explains about the generic structure and language feature of descriptive text. 4. Teacher asks students to find out the generic structure and language feature of descriptive text. 5. Teacher explains course review horay method, the procedure of course review horay. 6. Teacher asks the students to decide a topic which the students interested. 7. Teacher asks the students to decide what questions will be investigated in the topic they are interested. 8. The teacher guides the students | <ol style="list-style-type: none"> 1. Teacher explains about descriptive text to the students. 2. Teacher gives chance to the students to ask about the descriptive text. 3. Teacher gives the example of descriptive text. 4. Teacher gives the explanation about the descriptive text. 5. Teacher asks some questions based on the sample of descriptive text. 6. Teacher reviews about the descriptive text. 7. Teacher give some question based on the topic given 8. Teacher collects the students' work |

| | |
|---|--|
| <p>in identifying the information that they have and the information they want related to their topic.</p> <p>9. Teacher monitors the students in the exploration of the students about topic area that they are interested.</p> <p>10. Teacher guides the students in organizing the information that the students gather in the exploration process.</p> <p>11. Teacher asks students to how answer the question descriptive text based on the video has been organized by the students.</p> <p>12. Teacher collects the students' work</p> <p>13. Teacher asks the students to make a summary based on the investigation they have made.</p> | |
|---|--|

And the last step is post-Test. Post-Test is given the students after doing a treatment. The test instrument is same as the pre-test. The Post-Test is aimed to

know whether the treatment is given effect to the students in learning reading especially in descriptive text.

The researcher uses written test as the instrument of this research consist of two types, pre-test and post-test. Written texts will be taken from English book for junior high school students to collect students' data.

D. Instrument of Research

Research instrument is tool of collecting data. Instrument is a tool used to measure natural phenomenon or social will be observed (Sugiyono 2015: 148). The instrument in this research is test. Arikunto (2006: 127) states that "test is a series question, exercise or other means which used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group".

The instrument in this research will about students' reading achievement test that will be given in the form of multiple choices.

E. Technique of Collecting Data

In collecting the data, the researcher giving a test in two sessions. Firstly, pre-test giving to the students in order to find out their reading test score before they get treatment. Then, Post-test giving after all treatments had been done. The Post-test giving in order to know how effective the application of using course review horay method belongs to students' reading achievement. After the students

did their test, the researcher then will process the result of the reading comprehension test. After that, the score will classify into several levels:

Table 3.5
The Clasification of Students' Score

| Score | Categories |
|--------|------------|
| 80-100 | Very Good |
| 66-79 | Good |
| 56-65 | Enough |
| 40-55 | Less |
| 30-39 | Fail |

(Adapted from Arikunto, 2009:223)

F. The Data Analysis Technique

In this research, the researcher prepare a test as the technique for collecting the data. The test will use to measure students' reading achievement.

There are some formula used in analyzing the data:

1. The first formula will use to find out the means score pre-test and post-test. The mean could be calculated by using the following formula:

$$\text{Mean} = \bar{X} = \frac{\sum X}{N}$$

Where:

$$\bar{X} = \text{Mean}$$

$$\sum X = \text{Sum of the raw score}$$

$$N = \text{Number of students}$$

(James Dean Brown, 1988: 66)

2. To find out the average differences of all score from the mean used the following formula:

$$SD = \frac{\sqrt{\sum(X - \bar{X})^2}}{N-1}$$

$$SD = \text{Standard Deviation}$$

$$\sum(X - \bar{X})^2 = \text{Sigma of Individual deviation of student's score}$$

$$N = \text{Number of students}$$

$$1 = \text{Constant Number}$$

3. In order to check whether or not the scores is significantly different or to find the standard error between means, the following formula is used:

$$S(\bar{X}_1 - \bar{X}_2) = \sqrt{\frac{(S_1)^2}{N_1} + \frac{(S_2)^2}{N_2}}$$

Note:

$S(\bar{X}_1 - \bar{X}_2)$ = Standard error of two means

S_1 = Standard deviation of pre-test

S_2 = Standard deviation of post-test

N_1 = Number of the sample in pre-test

N_2 = Number of the sample in post-test

(Taken from Hatch and Farhady, 1982:105)

4. To find t-test the researcher is used the formula:

$$T_{\text{obs}} = \frac{X_1 - X_2}{S(\bar{X}_1 - \bar{X}_2)}$$

T = the t-value (t-test)

X_1 = Mean score of pre-test

X_2 = Mean score of post-test

S_1 = Standard deviation of pre-test

S_2 = Standard deviation of post-test

(Taken from Hatch and Farhady, 1982)

CHAPTER IV

DATA COLLECTON AND DATA ANALYSIS

A. Data Collection

The data of this research were taken from the tests. The researcher divide the test into two parts, there was pre-test and post-test. The pre-test was given to the students before the researcher gave the treatment with Horay Method Assisted by Animation Video to improve the students' reading achievement. Then, the second part of the test was post-test that given to the students after the treatment has been done. The score of the test classified into five levels adapted from Arikunto (2009). The levels are:

1. 80-100 = Very good
2. 66-79 = Good
3. 56-65 = Enough
4. 40-55 = Less
5. 30-39 = Fail

The pre-test and post test followed the indicators of reading based on Darlis (2004:8). The indicators are; finding factual information (FFI), finding main ideas (FMI), finding meaning of vocabulary in the context (FMVIC), identifying reference (IR), and making inference (MI). Table 4.1 below shows the students' score on the pre-test of the experimental group.

Table 4.1 Students' score of pre-test and post-test in Experimental group

| No. | Students' initials | Score | |
|-----|--------------------|----------|-----------|
| | | Pre-test | Post-test |
| 1. | AA | 24 | 64 |
| 2. | AS | 28 | 76 |
| 3. | VA | 28 | 76 |
| 4. | B | 32 | 76 |
| 5. | BR | 20 | 76 |
| 6. | CK | 40 | 76 |
| 7. | CG | 36 | 76 |
| 8. | CPI | 40 | 68 |
| 9. | CTP | 16 | 76 |
| 10. | DF | 28 | 80 |
| 11. | EK | 44 | 76 |
| 12. | ER | 36 | 64 |
| 13. | ETD | 28 | 60 |
| 14. | EUP | 36 | 84 |
| 15. | EY | 20 | 80 |
| 16. | FYN | 28 | 84 |
| 17. | GG | 36 | 76 |
| 18. | GNM | 32 | 72 |
| 19. | GVR | 16 | 68 |
| 20. | HA | 28 | 76 |
| 21. | HPS | 44 | 76 |
| 22. | HS | 32 | 76 |
| 23. | IP | 24 | 88 |
| 24. | JMP | 8 | 72 |
| 25. | JS | 24 | 76 |
| 26. | KA | 36 | 60 |
| 27. | KMFP | 48 | 72 |
| 28. | NS | 20 | 76 |
| 29. | SRP | 36 | 80 |
| 30. | TNS | 16 | 76 |
| 31. | TR | 40 | 72 |

| | | | |
|-------|-----|---------------------|----------------------|
| 32. | VAG | 32 | 68 |
| 33. | WR | 12 | 72 |
| Total | | T ₁ =968 | T ₂ =2448 |

Table 4.2 Students' score of pre-test and post-test in control group

| No. | Students' initials | Score | |
|-----|--------------------|----------|-----------|
| | | Pre-test | Post-test |
| 1. | AI | 20 | 60 |
| 2. | AR | 24 | 68 |
| 3. | ARS | 32 | 80 |
| 4. | BA | 12 | 72 |
| 5. | CG | 40 | 80 |
| 6. | CT | 28 | 64 |
| 7. | DHS | 36 | 64 |
| 8. | DF | 16 | 72 |
| 9. | DM | 48 | 72 |
| 10. | DA | 20 | 68 |
| 11. | FAS | 36 | 84 |
| 12. | GB | 24 | 72 |
| 13. | GG | 32 | 60 |
| 14. | HS | 20 | 68 |
| 15. | ISP | 32 | 88 |
| 16. | JK | 12 | 76 |
| 17. | KA | 20 | 68 |
| 18. | LA | 44 | 68 |
| 19. | NSS | 32 | 76 |
| 20. | OSI | 16 | 84 |
| 21. | RNB | 36 | 76 |
| 22. | RAS | 24 | 60 |
| 23. | RDIW | 28 | 84 |
| 24. | TNA | 40 | 60 |
| 25. | TR | 28 | 72 |
| 26. | TIF | 24 | 64 |
| 27. | UNW | 36 | 88 |
| 28. | UAN | 44 | 88 |
| 29. | WD | 20 | 72 |
| 30. | ZAF | 28 | 60 |

| | | |
|-------|-----|------|
| Total | 852 | 2168 |
|-------|-----|------|

Table 4.1 and 4.2 shows the students' score on pre-test and post-test. Table 4.1 is the score of the students in experimental group. This table shows that the lowest score in pre-test was 8 and the highest score was 48. Even the students got the highest score in this test, they was still on the level of fail and less. While in post-test the lowest score was 60 and the highest score was 88. So, the students' level was in enough level until very good level. The total score of pre-test was 968 and 2448 for post-test

Table 4.2 shows the score from control group. This table also shows the score in pre-test and post test. The lowest score of pre-test from this group was 12 and the highest score was 44. It means that the level of students also in fail and less such as the experimental group. Then the post-test shows that the lowest score was 60 and the highest was 88 with the total score for pre-test was 852 and 2168 for post-test.

B. Data Analysis

Based on the data pre-test and post test from table 4.1 and 4.2, it can be used to analyse the effect of course review Horay method assisted by animation video on the students' reading achievement. Then, the researcher analyzed the data to find out the differences of the students' score from pre-test until post-test in the experimental group.

1. The Effect of Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement

The following table 4.3 and 4.4 shows the different scores of pre-test and post-test from experimental group and control group.

Table 4.3 The differences between pre-test and post-test score in experimental group

| N o. | Studen ts' initials | Score | | | | |
|------|---------------------|----------------------------|--------------------------------|-----------------------------|--------------------------------|--|
| | | Pre-test (T ₁) | (T ₁ ²) | Post-test (T ₂) | (T ₂ ²) | T ₂ -T ₁ (X ₁) |
| 1. | AA | 24 | 576 | 64 | 4096 | 40 |
| 2. | AS | 28 | 784 | 76 | 5776 | 48 |
| 3. | VA | 28 | 784 | 76 | 5776 | 48 |
| 4. | B | 32 | 1024 | 76 | 5776 | 44 |
| 5. | BR | 20 | 400 | 76 | 5776 | 56 |
| 6. | CK | 40 | 1600 | 76 | 5776 | 36 |
| 7. | CG | 36 | 1296 | 76 | 5776 | 40 |
| 8. | CPI | 40 | 1600 | 68 | 4624 | 28 |
| 9. | CTP | 16 | 256 | 76 | 5776 | 60 |
| 10 | DF | 28 | 784 | 80 | 6400 | 52 |
| 11 | EK | 44 | 1936 | 76 | 5776 | 32 |
| 12 | ER | 36 | 1296 | 64 | 4096 | 28 |
| 13 | ETD | 28 | 784 | 60 | 3600 | 32 |
| 14 | EUP | 36 | 1296 | 84 | 7056 | 48 |
| 15 | EY | 20 | 400 | 80 | 6400 | 60 |
| 16 | FYN | 28 | 784 | 84 | 7056 | 56 |
| 17 | GG | 36 | 1296 | 76 | 5776 | 40 |
| 18 | GNM | 32 | 1024 | 72 | 5184 | 40 |
| 19 | GVR | 16 | 256 | 68 | 4624 | 52 |
| 20 | HA | 28 | 784 | 76 | 5776 | 48 |
| 21 | HPS | 44 | 1936 | 76 | 5776 | 32 |
| 22 | HS | 32 | 1024 | 76 | 5776 | 44 |
| 23 | IP | 24 | 576 | 88 | 7744 | 64 |
| 24 | JMP | 8 | 64 | 72 | 5184 | 64 |
| 25 | JS | 24 | 576 | 76 | 5776 | 52 |

| | | | | | | |
|-------|------|---------------------|--------------------------|-----------------------|---------------------------|----------------------|
| 26 | KA | 36 | 1296 | 60 | 3600 | 24 |
| 27 | KMFP | 48 | 2304 | 72 | 5184 | 24 |
| 28 | NS | 20 | 400 | 76 | 5776 | 56 |
| 29 | SRP | 36 | 1296 | 80 | 6400 | 44 |
| 30 | TNS | 16 | 256 | 76 | 5776 | 50 |
| 31 | TR | 40 | 1600 | 72 | 5184 | 32 |
| 32 | VAG | 32 | 1024 | 68 | 4624 | 36 |
| 33 | WR | 12 | 144 | 72 | 5184 | 60 |
| Total | | $\sum T_1 =$ 968 | $\sum T_1^2 = 31$ 456 | $\sum T_2 = 2$ 448 | $\sum T_2^2 = 18$ 2880 | $\sum(X1) =$ 1470 |

The data in the table 4.3 showed the differences of the pre-test and post test score in the experimental group. This data used to find the effect of the using course review horay method assisted by animation video on the students' reading achievement. Total score from pre-test was 968 while post-test total score was 31456. The differences of pre-test and post test calculate by using formula $T_1 - T_2$ and the researcher found the differences was 1470.

The calculation in experimental group

1) The calculation for pre-test and post-test in experimental group

a. mean

$$Mean = \bar{x} = \frac{\sum T_2 - T_1}{N} = \frac{1470}{33} = 44.54$$

b. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}} = \sqrt{\frac{(2448 - 968)^2}{33}} = \sqrt{\frac{1480^2}{33}} = \sqrt{\frac{2190400}{33}} = \sqrt{66375.75} = 257.63$$

2) The calculation for pre-test in experimental group

a. Mean

$$Mean = \bar{x} = \frac{\sum T_1}{N} = \frac{968}{33} = 29.33$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N} \\ &= 31456 - \frac{(968)^2}{33} \\ &= 31456 - \frac{937024}{33} \\ &= 31456 - 28394.67 \\ &= 3061.33 \end{aligned}$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1^2}{N}} = \sqrt{\frac{31456}{33}} = \sqrt{953.21} = 30.87$$

3) The calculation for post-test in experimental group

a. Mean

$$Mean = \bar{x} = \frac{\sum T_2}{N} = \frac{2448}{33} = 74.18$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\ &= 182880 - \frac{(2448)^2}{33} \end{aligned}$$

$$\begin{aligned}
 &= 182880 - \frac{5992704}{33} \\
 &= 182880 - 181597.09 \\
 &= 1282.91
 \end{aligned}$$

c. Standard Deviation

$$SD = \sqrt{\frac{\sum T_2^2}{N}} = \sqrt{\frac{182880}{33}} = \sqrt{5541.81} = 74.44$$

Table 4.4 The differences between pre-test and post-test score in control group

| No | Students' initials | Score | | | | |
|-----|--------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|--|
| | | Pre-test (T ₁) | T ₁ ² | Post-test (T ₂) | T ₂ ² | T ₂ -T ₁ (X ₂) |
| 1. | AI | 20 | 400 | 60 | 3600 | 40 |
| 2. | AR | 24 | 576 | 68 | 4624 | 44 |
| 3. | ARS | 32 | 1024 | 80 | 6400 | 48 |
| 4. | BA | 12 | 144 | 72 | 5184 | 60 |
| 5. | CG | 40 | 1600 | 80 | 6400 | 40 |
| 6. | CT | 28 | 784 | 64 | 4096 | 36 |
| 7. | DHS | 36 | 1296 | 64 | 4096 | 28 |
| 8. | DF | 16 | 256 | 72 | 5184 | 56 |
| 9. | DM | 48 | 2304 | 72 | 5184 | 24 |
| 10. | DA | 20 | 400 | 68 | 4624 | 48 |
| 11. | FAS | 36 | 1296 | 84 | 7056 | 48 |
| 12. | GB | 24 | 576 | 72 | 5184 | 48 |
| 13. | GG | 32 | 1024 | 60 | 3600 | 28 |
| 14. | HS | 20 | 400 | 68 | 4624 | 48 |
| 15. | ISP | 32 | 1024 | 88 | 7744 | 56 |
| 16. | JK | 12 | 144 | 76 | 5776 | 64 |
| 17. | KA | 20 | 400 | 68 | 4624 | 48 |
| 18. | LA | 44 | 1936 | 68 | 4624 | 24 |
| 19. | NSS | 32 | 1024 | 76 | 5776 | 44 |
| 20. | OSI | 16 | 256 | 84 | 7056 | 68 |
| 21. | RNB | 36 | 1296 | 76 | 5776 | 40 |

| | | | | | | |
|-------|------|---------------------|--------------------------|-----------------------|---------------------------|----------------------|
| 22. | RAS | 24 | 576 | 60 | 3600 | 36 |
| 23. | RDIW | 28 | 784 | 84 | 7056 | 56 |
| 24. | TNA | 40 | 1600 | 60 | 3600 | 20 |
| 25. | TR | 28 | 784 | 72 | 5184 | 44 |
| 26. | TIF | 24 | 576 | 64 | 4096 | 40 |
| 27. | UNW | 36 | 1296 | 88 | 7744 | 52 |
| 28. | UAN | 44 | 1936 | 88 | 7744 | 44 |
| 29. | WD | 20 | 400 | 72 | 5184 | 52 |
| 30 | ZAF | 28 | 784 | 60 | 3600 | 32 |
| Total | | $\sum T_1 =$ 852 | $\sum T_1^2 = 26$ 896 | $\sum T_2 = 2$ 168 | $\sum T_2^2 = 15$ 9040 | $\sum(X1) =$ 1316 |

The calculation in control group

1) The calculation for total score in pre-test and post-test in control group

a. Mean

$$Mean = \bar{x} = \frac{\sum T_1}{N} = \frac{1316}{30} = 43.86$$

b. Standar Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}} = \sqrt{\frac{(2168 - 852)^2}{30}} = \sqrt{\frac{1316^2}{30}} = \sqrt{\frac{1731856}{30}} = \sqrt{57728.53} = 240.26$$

2) The calculation for pre-test in control group

a. Mean

$$Mean = \bar{x}_{T_1} = \frac{\sum T_1}{N} = \frac{852}{30} = 28.4$$

b. Variances

$$S^2 = \sum T_1^2 - \frac{(\sum T_1)^2}{N}$$

$$\begin{aligned}
&= 26896 - \frac{(852)^2}{30} \\
&= 26896 - \frac{725904}{30} \\
&= 26896 - 24196.8 \\
&= 2699.2
\end{aligned}$$

c. Standar Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1^2}{N}} = \sqrt{\frac{26896}{30}} = \sqrt{896.53} = 29.94$$

3) The calculation for post-test in control group

a. Mean

$$Mean = \bar{x}T_2 = \frac{\sum T_2}{N} = \frac{2168}{30} = 72.26$$

b. Variances

$$\begin{aligned}
S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\
&= 159040 - \frac{(2168)^2}{30} \\
&= 159040 - \frac{4700224}{30} \\
&= 159040 - 156674.133 \\
&= 2365.86
\end{aligned}$$

Table 4.5 The calculation of the score of the tests

| No. | X | Y | X ² | Y ² | XY |
|-----|----|----|----------------|----------------|------|
| 1. | 60 | 64 | 3600 | 4096 | 3840 |
| 2. | 68 | 76 | 4624 | 5776 | 5168 |
| 3. | 80 | 76 | 6400 | 5776 | 6080 |

| | | | | | |
|-------|------|------|--------|--------|--------|
| 4. | 72 | 76 | 5184 | 5776 | 5472 |
| 5. | 80 | 76 | 6400 | 5776 | 6080 |
| 6. | 64 | 76 | 4096 | 5776 | 4864 |
| 7. | 64 | 76 | 4096 | 5776 | 4864 |
| 8. | 72 | 68 | 5184 | 4624 | 4896 |
| 9. | 72 | 76 | 5184 | 5776 | 5472 |
| 10. | 68 | 80 | 4624 | 6400 | 5440 |
| 11. | 84 | 76 | 7056 | 5776 | 6384 |
| 12. | 72 | 64 | 5184 | 4096 | 4824 |
| 13. | 60 | 60 | 3600 | 3600 | 3600 |
| 14. | 68 | 84 | 4624 | 7056 | 5376 |
| 15. | 88 | 80 | 7744 | 6400 | 7040 |
| 16. | 76 | 84 | 5776 | 7056 | 6384 |
| 17. | 68 | 76 | 4624 | 5776 | 5168 |
| 18. | 68 | 72 | 4624 | 5184 | 4896 |
| 19. | 76 | 68 | 5776 | 4624 | 5168 |
| 20. | 84 | 76 | 7056 | 5776 | 6384 |
| 21. | 76 | 76 | 5776 | 5776 | 5776 |
| 22. | 60 | 76 | 3600 | 5776 | 4560 |
| 23. | 84 | 88 | 7056 | 7744 | 7392 |
| 24. | 60 | 72 | 3600 | 5184 | 4320 |
| 25. | 72 | 76 | 5184 | 5776 | 5472 |
| 26. | 64 | 60 | 4096 | 3600 | 3840 |
| 27. | 88 | 72 | 7744 | 5184 | 6336 |
| 28. | 88 | 76 | 7744 | 5776 | 6688 |
| 29. | 72 | 80 | 5184 | 6400 | 5760 |
| 30. | 60 | 76 | 3600 | 5776 | 4560 |
| 31. | - | 72 | - | 5184 | 72 |
| 32. | - | 68 | - | 4624 | 68 |
| 33. | - | 72 | - | 5184 | 72 |
| Total | 2168 | 2448 | 159040 | 182880 | 162316 |

Table 4.5 is the calculating score from post-test between experimental and control group. This score used to find t-critical value as the basis to the hypothesis of the research.

C. Testing the Hypothesis

Testing hypothesis is the way to know whether the hypothesis of the study is accepted or rejected.

1) The equation of linear regression

$Y = a + b$ was getting by

$$\begin{aligned}
 a &= \frac{(\sum Y_1)(\sum X_1^2) - (\sum X_1)(\sum X_1 Y_1)}{n \sum X_1^2 - (\sum X_1)^2} \\
 &= \frac{(2448)(159040) - (2168)(162316)}{33(159040) - (2168)^2} \\
 &= \frac{389329920 - 351901088}{5248320 - 4700224} \\
 &= \frac{37428832}{548096} \\
 &= 68.28
 \end{aligned}$$

$$\begin{aligned}
 b &= \frac{n \sum X_1 Y_1 - (\sum X_1)(\sum Y_1)}{n \sum X_1^2 - (\sum X_1)^2} \\
 &= \frac{33(162316) - (2168)(2448)}{33(159040) - (2168)^2} \\
 &= \frac{5356428 - 5307264}{5248320 - 4700224} \\
 &= \frac{49164}{548096}
 \end{aligned}$$

$$= 0.09$$

$$\begin{aligned}
 Y &= a + bx \\
 &= 68.28 + 0.09x
 \end{aligned}$$

2) **Coefficient r^2**

$$\begin{aligned}
 r_{xy} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{33(162316) - (2168)(2448)}{\sqrt{\{33(159040) - (2168)^2\}\{33(182880) - (2448)^2\}}} \\
 &= \frac{5356428 - 5307264}{\sqrt{\{5248320 - 4700224\}\{6035040 - 5992704\}}} \\
 &= \frac{49160}{\sqrt{\{548096\}\{42336\}}} \\
 &= \frac{49164}{15170} \\
 &= 3.24
 \end{aligned}$$

3) **Examining the statistical hypothesis**

$H_a : p \neq 0$ there was any significant effect of using course review horay method assisted by animation video on the students' reading achievement.

$H_0 : p = 0$ there was not any significant effect of using course review horay method assisted by animation video on the students' reading achievement.

The criteria of assesment was; Ha was accepted if $t \{1 - 1a\} < t < t \frac{1-1a}{2}$ where $t \frac{1-1a}{2}$ was getting by t distribution with dk = n-2. For this research, dk = 33 -2 = 31. $a = 5\% = 0.05$. if Ha was accepted, so H0 was rejected.

$$t_{obs} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{3.24\sqrt{33-2}}{\sqrt{1-(3.24)^2}}$$

$$t = \frac{3.24\sqrt{31}}{\sqrt{1-10.49}}$$

$$t = \frac{18.01}{3.08}$$

$$t = 5.84$$

$$t_{table} = \left(1 - \frac{1}{2} \cdot a\right) (33)$$

$$= \left(1 - \frac{1}{2} \cdot 0.05\right) (33)$$

$$= (0.975)(33)$$

$$= 2.034$$

From the calculating of the data above, it showed that $t_{obs} > t_{tabe}$ or $5.84 > 2.034$. It means that H0 was rejected and Ha was accepted. Since Ha was accepted in this research, so there was any significant effect of using course review horay

method assisted by animation video on the students' reading achievement at MTs Ta'dib Al-Muallimin Al-Islamy Medan.

D. Validity and Reliability

1) The validity

Table 4.6 The analysis item for the test of validity

| No. | X | Y | X ² | Y ² | XY |
|-----|----|----|----------------|----------------|------|
| 1. | 64 | 60 | 4096 | 3600 | 3840 |
| 2. | 76 | 68 | 5776 | 4624 | 5168 |
| 3. | 76 | 80 | 5776 | 6400 | 6080 |
| 4. | 76 | 72 | 5776 | 5184 | 5472 |
| 5. | 76 | 80 | 5776 | 6400 | 6080 |
| 6. | 76 | 64 | 5776 | 4096 | 4864 |
| 7. | 76 | 64 | 5776 | 4096 | 4864 |
| 8. | 68 | 72 | 4624 | 5184 | 4896 |
| 9. | 76 | 72 | 5776 | 5184 | 5472 |
| 10. | 80 | 68 | 6400 | 4624 | 5440 |
| 11. | 76 | 84 | 5776 | 7056 | 6384 |
| 12. | 64 | 72 | 4096 | 5184 | 4824 |
| 13. | 60 | 60 | 3600 | 3600 | 3600 |
| 14. | 84 | 68 | 7056 | 4624 | 5376 |
| 15. | 80 | 88 | 6400 | 7744 | 7040 |
| 16. | 84 | 76 | 7056 | 5776 | 6384 |
| 17. | 76 | 68 | 5776 | 4624 | 5168 |
| 18. | 72 | 68 | 5184 | 4624 | 4896 |
| 19. | 68 | 76 | 4624 | 5776 | 5168 |
| 20. | 76 | 84 | 5776 | 7056 | 6384 |
| 21. | 76 | 76 | 5776 | 5776 | 5776 |
| 22. | 76 | 60 | 5776 | 3600 | 4560 |
| 23. | 88 | 84 | 7744 | 7056 | 7392 |
| 24. | 72 | 60 | 5184 | 3600 | 4320 |
| 25. | 76 | 72 | 5776 | 5184 | 5472 |

| | | | | | |
|-------|------|------|--------|--------|--------|
| 26. | 60 | 64 | 3600 | 4096 | 3840 |
| 27. | 72 | 88 | 5184 | 7744 | 6336 |
| 28. | 76 | 88 | 5776 | 7744 | 6688 |
| 29. | 80 | 72 | 6400 | 5184 | 5760 |
| 30. | 76 | 60 | 5776 | 3600 | 4560 |
| 31. | 72 | - | 5184 | - | 72 |
| 32. | 68 | - | 4624 | - | 68 |
| 33. | 72 | - | 5184 | - | 72 |
| Total | 2448 | 2168 | 182880 | 159040 | 162316 |

$$\begin{aligned}
 r_{xy} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{33(162316) - (2448)(2168)}{\sqrt{\{33(182880) - (2448)^2\}\{33(159040) - (2168)^2\}}} \\
 &= \frac{5356428 - 5307264}{\sqrt{\{6035040 - 5992704\}\{5248320 - 4700224\}}} \\
 &= \frac{49160}{\sqrt{\{42336\}\{548096\}}} \\
 &= \frac{49160}{15170} \\
 &= 3.24
 \end{aligned}$$

To measure the validity of the data, the researcher followed the range of validity based on Arikunto such as:

0.00 - 0.20 = validity is low

0.21 - 0.40 = validity is sufficient

0.41 - 0.70 = validity is high

0.71 - 1.00 = validity is very high

Since the validity was 3.24, it means that the validity of the items in this research was very high.

2) The reliability

The reliability test was calculated by using Kuder and Richardson (KR_{21}) formula. The data were showed on the appendix as follows:

Table 4.7 The analysis item for the test of reliability

| No. | X | X^2 |
|-------|------------------|----------------------|
| 1 | 22 | 484 |
| 2 | 26 | 676 |
| 3 | 27 | 792 |
| 4 | 28 | 784 |
| 5 | 23 | 529 |
| 6 | 23 | 529 |
| 7 | 28 | 784 |
| 8 | 27 | 792 |
| 9 | 24 | 576 |
| 10 | 24 | 576 |
| 11 | 25 | 625 |
| 12 | 25 | 625 |
| 13 | 22 | 484 |
| 14 | 21 | 441 |
| 15 | 25 | 625 |
| 16 | 23 | 529 |
| 17 | 25 | 625 |
| 18 | 26 | 676 |
| 19 | 25 | 625 |
| 20 | 22 | 484 |
| 21 | 26 | 676 |
| 22 | 29 | 841 |
| 23 | 21 | 441 |
| 25 | 27 | 792 |
| 25 | 21 | 441 |
| Total | $\sum X_1 = 615$ | $\sum X_1^2 = 15452$ |

After calculating the total score from the data, the next step was to find out the mean, total variance, and calculating the reliability by using KR_{21} formula as follow:

a. Total mean

$$Mt = \frac{\sum X1}{n} = \frac{615}{25} = 24.6$$

b. Total variance

$$\begin{aligned} \sum X_t^2 &= \sum X_1^2 - \frac{(\sum X1)^2}{n} \\ &= 15452 - \left(\frac{615}{25}\right)^2 \\ &= 15452 - (24.6)^2 \\ &= 15452 - 605.16 \\ &= 14846.84 \end{aligned}$$

To find the total variance (St^2) the researcher follow the formula:

$$\begin{aligned} St^2 &= \frac{\sum X_t^2}{n} \\ &= \frac{14846.84}{25} = 593.87 \end{aligned}$$

c. The calculation of the reliability of the test

$N=25$, $Mt=24.6$, $St^2=593.87$

$$r_{11} = \left(\frac{n}{n-1}\right) \left(1 - \frac{Mt(n-Mt)}{(n)(St^2)}\right)$$

$$\begin{aligned}
&= \left(\frac{25}{25 - 1} \right) \left(1 - \frac{24.6(25 - 24.6)}{(25)(593.87)} \right) \\
&= (1.04) \left(1 - \frac{24.6(4)}{14846.75} \right) \\
&= (1.04)(1 - 0.0066) \\
&= (1.04)(0.99) \\
&= 10.2
\end{aligned}$$

The calculating of the reliability shows that the reliability of the test was 10.2 which is means that the reliability test is very good.

d. Difficulty level

The formula for the difficulty level is:

$$TK = \frac{B}{JS}$$

Where B means the number of the students who answer the item correctly, and S means the total number of the students.

$$TK = \frac{B}{JS} = \frac{25}{33} = 0.75$$

e. Determining the percentage of the effect of X toward Y variable

$$\begin{aligned}
D &= (r_{xy})^2 \times 100\% \\
&= (3.24)^2 \times 100\% \\
&= 1049 \times 100\% = 10.49\%
\end{aligned}$$

D. Discussion and Finding

The data shows the increasing score between pre-test and post-test in experimental group after the researcher applied the course review horay method assisted by animation video. The score of pre-test and post-test used to found the t_{obs} for this research. Then the researcher found that t_{obs} was 5.84 and t_{table} for $n = 33$ is 2.034.

Based on the rules of testing hypothesis, if $t_{obs} > t_{tabe}$ it means that H_a is accepted and H_0 is rejected. So, since the t_{obs} is 5.48 and t_{tabe} is 2.034 the H_a is accepted and it can confirm that there was any significant effect of using course review horay method assisted by animation video on the students' reading achievement at MTs Ta'dib Al-Muallimin Al-Islamy Medan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found there was a significant effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement. Course Review Horay method was one of resolution to help students more active and develop the students' achievement in reading descriptive text. Based on the rules of testing hypothesis, if $t_{obs} > t_{tabe}$ it means that H_a is accepted and H_0 is rejected. So, since the t_{obs} is 5.48 and t_{tabe} is 2.034 the H_a is accepted and it can confirm that there was any significant effect of using course review horay method assisted by animation video on the students' reading achievement at MTs Ta'dib Al-Muallimin Al-Islamy Medan.

B. Suggestion

Referring to the conclusion above, some suggestion were stated as the following :

1. The English teachers are expected to use course review horay method in teaching reading, especially reading descriptive text.
2. The students are expected to use course review horay method before reading descriptive text, because it can help to gather their achievement in reading descriptive text.

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APPENDIX 1**RENCANA PELAKSANAAN PEMBELAJARAN
EXPERIMENTAL CLASS**

| | |
|-------------------|---|
| Satuan Pendidikan | : MTs Ta'dib Al-Muallimin Al-Islamy Medan |
| Kelas | : VII (Tujuh) |
| Semester | : 1 (Satu) |
| Mata Pelajaran | : Bahasa Inggris |
| Jenis Teks | : Deskriptif |
| Keterampilan | : Membaca |
| Alokasi Waktu | : 4x40 menit (2 pertemuan) |

A. Standar Kompetensi :**Membaca**

11. Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

B. Kompetensi Dasar**Membaca**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima

dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat
dalam teks berbentuk *descriptive/procedure*

C. Tujuan Pembelajaran

Setelah selesai kegiatan pembelajaran, siswa dapat dengan **cermat, cepat dan tepat**:

1. mengidentifikasi berbagai informasi dalam teks deskriptif tentang seseorang, yang dibaca *secara berpasangan*.
2. mengidentifikasi fungsi komunikatif teks deskriptif tentang seseorang *dalam diskusi kelompok*
3. mengidentifikasi langkah retorika teks deskriptif tentang seseorang *dalam diskusi kelompok*
4. menyebutkan ciri kebahasaan teks deskriptif tentang seseorang, *dalam diskusi kelompok*

D. Materi Ajar

1. Teks Esei berbentuk *deskriptif* tentang seseorang (teman sekolah/anggota keluarga)
2. Fungsi komunikatif teks deskriptif
3. Ciri *kebahasaan* teks deskriptif:
 - a. Kosakata tentang deskripsi seseorang, seperti:
 - *Tall, short, big, thin, fat, slim*
 - *Hair, face, nose, cheeks, mouth, lips*
 - *Curly, straight, long, short, wavy, black, grey*
 - *Oval, round, pointed, flat*
 - b. *Tata bahasa*
 - Verb be ; is, am, are,
 - Verb have; have, has
 - Verb do ; do, does
 - Simple present tense
 - Present continuous tense
 - c. Struktur generik teks deskriptif
 - *Identification,*
 - *descriptions*
 - d. Gambar orang dengan berbagai tipe; gemuk, kurus , pendek, jangkung, dsb

E. Metode Pembelajaran

Communicative Language Teaching

F. Kegiatan Pembelajaran

Pertemuan 1

1. Pendahuluan (10')

- *Greetings* (Salam dan Tegur sapa).
- *Checking attendance* (Mengecek kehadiran).
- *Prayer* (berdoa).
- Lead in: menyampaikan tujuan pembelajaran, dan cakupan materi..

2. Inti (60')

a. *Pre Reading*

- Mendengarkan dengan *seksama* dan merespon secara lisan penjelasan dan pertanyaan tentang deskripsi seseorang sesuai dengan gambar dan topik materi yang akan dibaca.
- **Memperhatikan** penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks deskriptif yang akan dibaca.

b. *Whilst Reading*

- Mendengarkan dengan *seksama* teks deskriptif yang dibaca oleh guru.
- Membaca teks deskriptif *secara mandiri*.
- Mengidentifikasi berbagai informasi: gambaran umum, pokok pikiran, informasi rinci, informasi tersirat, makna kata dan rujukan kata yang terdapat dalam teks yang dibaca dengan menjawab pertanyaan yang disediakan dengan **cermat, cepat dan tepat secara berpasangan**.

c. *Post Reading*

- Membaca teks yang telah dipelajari dengan menggunakan lafal, ejaan dan intonasi yang tepat dengan nyaring

3. Inti (60')

d. *Pre Reading*

- Mendengarkan dengan *seksama* dan merespon secara lisan penjelasan dan pertanyaan tentang deskripsi seseorang sesuai dengan gambar dan topik materi yang akan dibaca.
- **Memperhatikan** penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks deskriptif yang akan dibaca.

e. *Whilst Reading*

- Mendengarkan dengan *seksama* teks deskriptif yang dibaca oleh guru.
- Membaca teks deskriptif *secara mandiri*.
- Mengidentifikasi berbagai informasi: gambaran umum, pokok pikiran, informasi rinci, informasi tersirat, makna kata dan rujukan kata yang terdapat dalam teks yang dibaca dengan menjawab pertanyaan yang disediakan dengan **cermat, cepat dan tepat secara berpasangan**.

f. *Post Reading*

- Membaca teks yang telah dipelajari dengan menggunakan lafal, ejaan dan intonasi yang tepat dengan nyaring

4. Penutup (10')

- *Summarizing* (membuat kesimpulan)
- *Reflection* (menanyakan kesulitan siswa, manfaat, kesan selama PBM)
- *Further guidance*: (PR, membaca teks deskriptif lainnya di rumah, dan menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks tsb)
- Menginformasikan topik pertemuan berikutnya

Pertemuan 2

1. Pendahuluan (10')

- *Greetings* (Salam dan Tegur sapa)
- *Checking attendance* (Mengecek kehadiran)
- *Prayer* (berdoa)
- *Review* pelajaran pada pertemuan sebelumnya dan checking PR
- Lead in

2. Inti (60')

a. *Pre Reading*

- Mendeskripsikan **dengan tepat** gambar orang yang disiapkan oleh guru

b. *Whilst reading*

(1) Siswa **bekerja sama dalam kelompok**:

- Membaca teks deskriptif yang disediakan dengan **seksama**

- Mengidentifikasi berbagai informasi yang terdapat dalam teks dengan **cermat, cepat dan tepat** tsb.
 - Menentukan fungsi komunikatif dari teks deskriptif.
 - Mengidentifikasi ciri kebahasaan teks deskriptif ; kata kerja, kata sifat, dsb
 - Mengidentifikasi langkah retorika teks deskriptif yang dibaca.
- (2) *Melaporkan hasil* diskusi secara bergiliran di depan kelas.
- c. **Post Reading**
- Mengembangkan kosakata yang mendeskripsikan *seorang* berdasarkan *mind mapping* yang disediakan.

3. Penutup (10')

- *Summarizing* (menyimpulkan ciri, fungsi, langkah retorika teks deskriptif)
- *Reflection* (Refleksi bersama; menyampaikan kesan, manfaat, dan kesulitan yang ditemui selama PBM)
- *Further guidance* (PR dan tugas lanjutan untuk penguatan; mencari gambar tentang deskripsi seseorang dari internet)
- *Closing prayer* (*doa penutup*)

G. Sumber Belajar

1. Buku LKS kelas VII
2. Video dari YouTube yang berjudul *Descriptive Text: My Bedroom*

H. Penilaian Hasil Belajar

1. Indikator, Teknik dan Bentuk

| No | Indikator Pencapaian Kompetensi | Teknik | Bentuk | Contoh |
|----|---------------------------------|--------|--------|--------|
| | | | | |

| | | | | |
|----|---|-----------|------------------|-------------------|
| 1. | T | Tes Tulis | Uraian singkat | <i>Lampiran 1</i> |
| 2. | | Tes Tulis | Pilihan ganda | <i>Lampiran 1</i> |
| 3. | | Tes Tulis | Tes Identifikasi | <i>Lampiran 1</i> |
| 4. | | Tes Tulis | Daftar kata | <i>Lampiran 1</i> |

Lampiran 1

- a. Read the text *carefully* and answer the questions *correctly*.

I am Carla and my sister is Sandra. My sister and I look very different. I have blue eyes and she has green eyes. We have black hair, but I have long, straight hair and she has short, curly hair. I am tall and thin, but she is short and heavy. As you can see, I do not look like my sister . We look different.

1. *What are Carla and Sandra's relationship?*
2. *How do they look?*
3. *In what points are they different?*
4. *Who has short and curly hair?*
5. *How does Sandra look like?*

b. Read the text again and choose the best answer

The purpose of the text above is....

- a. *to tell people about the sisters*
- b. *to describe particular differences between the writer and her sister*
- c. *to talk about particular descriptions among the two sisters*
- d. *to tell people how to describe people*

c. Underline the identification of the text.

d. Read the text again carefully and list all the verbs and adjectives you found in the text.

2. Rubrik Penilaian

| No | Nama Peserta didik | Aspek yang dinilai/skor maksimal | | | | Jumlah Skor Maximal |
|----|--------------------|----------------------------------|-------------------------------------|-----------------------------------|---|---------------------|
| | | Menemukan berbagai informasi | Mengidentifikasi fungsi komunikatif | Mengidentifikasi langkah retorika | Menuliskan ciri kebahasaan teks deskriptif. | |

| | | | | | | |
|----|-------|-------|------------------------|-------|-------|-------|
| | | (10) | teks deskriptif (4) | (4) | (22) | (40) |
| 1. | | | | | | |

3. Kriteria Penilaian :

1. Menemukan berbagai informasi 5 soal, skor maksimal 10
2. Menentukan fungsi komunikatif teks deskriptif 1 soal, skor maksimal 4
3. Menentukan langkah retorika teks deskriptif 2 soal, skor maksimal 4
4. Menentukan ciri kebahasaan teks deskriptif 22 kata, skor maksimal 22

4. Rubrik penilaian siswa untuk pengembangan karakter

| Nama Siswa | Kecerdasan | | | | Kepedulian | | | | Kerjasama | | | |
|------------|------------|--------|--------|--------|------------|-----|-----|-----|-----------|--------|--------|--------|
| | B T | M T | M B | M K | BT | MT | MB | MK | B T | M T | M B | M K |
| Astrid | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Budi | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

Keterangan :

Kecerdasan:

(Dilihat dari kecermatan, kecepatan, dan ketepatan dalam menjawab pertanyaan)

BT=Belum Terlihat (belum menunjukkan tanda tanda kemampuan berpikir logis).

MT= Mulai Terlihat (menunjukkan tanda tanda kemampuan berpikir logis).

MB=Mulai Berkembang (mulai konsisten menunjukkan kemampuan berpikir logis).

MK=Membudaya Konsisten (konsisten menunjukkan kemampuan berpikir logis).

Kepedulian:

(Dilihat dari atensi selama mengikuti pelajaran dan membantu teman)

BT=Belum Terlihat (belum menunjukkan tanda tanda peduli terhadap perintah dan aturan dalam PBM)

MT= Mulai Terlihat (menunjukkan tanda tanda peduli terhadap perintah dan aturan dalam PBM)

MB=Mulai Berkembang (mulai konsisten menunjukkan kepedulian terhadap perintah dan aturan dalam PBM)

MK=Membudaya Konsisten (konsisten menunjukkan kepedulian terhadap perintah dan aturan dalam PBM)

Kerjasama:

(Dilihat dari partisipasi dalam bekerjasama baik dalam berpasangan maupun kelompok)

BT=Belum Terlihat (belum menunjukkan tanda tanda mampu aktif bekerjasama)

MT= Mulai Terlihat (menunjukkan tanda tanda aktif bekerjasama dengan teman)

MB=Mulai Berkembang (mulai konsisten menunjukkan kemampuan bekerjasama)

MK=Membudaya Konsisten (konsisten menunjukkan kemampuan bekerjasama)

Mengetahui

Kepala sekolah
Pelajaran

Guru Mata

Kusniati, S,Pd

Lismania, S.Pd

Appendix 2







Appendix 3



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

Form : K – I

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Ayu Lestari Pakpahan
NPM : 1502050128
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK= 3,44

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|--|--|------------------------------------|
| | The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement | |
| | Rhetoric in Political Language of the Presidential Election Debate | |
| | The Effect of Using Round Table Technique in Teaching Writing Narrative Text Ability at MTs Azizi Medan | |

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

Medan, 08 Maret 2019
Hormat Pemohon,

Ayu Lestari Pakpahan

Keterangan:

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

Appendix 4



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

Form K-2

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

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Ayu Lestari Pakpahan
NPM : 1502050128
Prog. Studi : Pendidikan Bahasa Inggris

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

The Effect of Applying Course Review Horay Method Assisted by Animation
Video on the Students' Reading Achievement

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Dr. T. Winona Emelia, M.Hum

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

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

Medan, 24 April 2019
Hormat Pemohon,

Ayu Lestari Pakpahan

Keterangan

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

Appendix 5



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 98 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

Nama : Ayu Lestari Pakpahan
N P M : 1502050128
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement.

Pembimbing : Dr. T. Winona Emelia, M.Hum

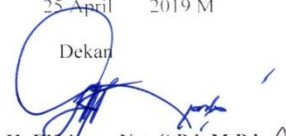
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 20 Sya'ban 1440 H
25 April 2019 M

Dekan


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

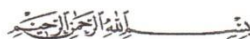
Dibuat rangkap 4 (empat) :

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

Appendix 6



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ayu Lestari Pakpahan
N.P.M : 1502050128
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement

Sudah layak diseminarkan.

Medan, Januari 2020

Disetujui oleh
Pembimbing

Dr. T. Winona Emelia, M.Hum

Appendix 7



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Ayu Lestari Pakpahan
N.P.M : 1502050128
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Student's Reading Achievement

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|-------------|--|--------------|
| 12 Des 2019 | → Chapter I - Identification of the problem - Scientific writing | |
| | → Chapter II - Theory & concept | |
| 16 Des 2019 | → Chapter III - Research design - Table population & sample | |
| 26 Des 2019 | → Chapter III REFERENCES | |
| | | |
| | | |
| | | |

Diketahui oleh:
Ketua Prodi

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

Medan, Desember 2019

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)

Appendix 8



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

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 28 Bulan Januari Tahun 2020 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Ayu Lestari Pakpahan
 N.P.M : 1502050128
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Course Review Horay Method Assisted by Animation Video on The Students' Reading Achievement

| No | Masukan dan Saran |
|------------|--|
| Judul | ✓ |
| Bab I | INTRODUCTION |
| Bab II | THEORY * CONCEPT |
| Bab III | ✓ APP. CONTROL |
| Lainnya | ✓ |
| Kesimpulan | [✓] Disetujui [] Ditolak [] Disetujui Dengan Adanya Perbaikan |

Dosen Pembahas

(Erlindawaty, S.Pd., M.Hum)

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)

Ketua

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

Panitia Pelaksana

Sekretaris

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

Appendix 9



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

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

Nama Lengkap : Ayu Lestari Pakpahan
N.P.M : 1502050128
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Course Review Horay Method Assisted by
Animation Video on the Students' Reading Achievement

benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 28, Bulan Januari
2020, Tahun 2019.

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

Medan, Februari 2020

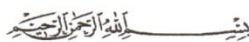
Ketua,

Mandra Saragih, S.Pd, M.Hum

Appendix 10



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



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Ayu Lestari Pakpahan
 N.P.M : 1502050128
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Course Review Horay Method Assisted by Animation Video on The Students' Reading Achievement

Pada hari Selasa tanggal 28 bulan Januari tahun 2020 sudah layak menjadi proposal skripsi.

Medan, Januari 2020

Disetujui oleh:

Dosen Pembahas

(Erlindawaty, S.Pd, M.Hum)

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)

Diketahui oleh
 Ketua Program Studi,

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

Appendix 11

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Ayu Lestari Pakpahan
 N.P.M : 1502050128
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Course Review Horay Method Assisted by
 Animation Video on the Students' Reading Achievement

Dengan ini saya menyatakan bahwa:

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

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

Medan, Februari 2020
 Hormat saya
 Yang membuat pernyataan,



Ayu Lestari Pakpahan

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Appendix 12



UMSU

Unggul Lestari Berprestasi

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 93 /IL3/UMSU-02/F/2020
 Lamp : ---
 Hal : Mohon Izin Riset

Medan, 12 Jum. Akhir 1441 H
 06 Februari 2020 M

Kepada Yth, Bapak/Ibu Kepala
 MTs Ta'dib Al-Muallimin Al-Islamy Medan
 di-
 Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama : Ayu Lestari Pakpahan
 N P M : 1502050128
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement.


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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.


 Dekan
Dr. H. Effrianto Nst, S.Pd, M.Pd.
 NIDN 0115057302

** Pertinggal **

Appendix 13



MADRASAH TSANAWIYAH TA'DIB AL-MU'ALIMIN AL-ISLAMY PESANTREN MODERN TA'DIB AL-SYAKIRIN

Jln. Brigjend Zein Hamid Gg. Tapan Nauli - Titi Kuning Medan Johor - Sumatera Utara (061) 7867215

Nomor : 30/J.f-7/II/2020
Lamp : -
Prihal : **Surat Balasan Penelitian**

Kepada Yth:
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
di-
Medan

Asslamualaikum Wr. Wb

Menindak lanjuti surat Nomor : 193/II.3/UMSU-02/F/2020, tentang Izin melakukan Penelitian Skripsi dari *UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA, FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN*, maka yang bertanda tangan di bawah ini :

Nama : KUSNIATI, S.Pd
Jabatan : Kepala Madrasah Tsanawiyah Swasta Ta'dib Al-Muallimin Al-Islamy
Alamat : Jl. Brigjend. Zein Hamid Km. 7,5 Titi Kuning Medan Johor



Dengan ini menyatakan bahwa:

Nama : Ayu Lestari Pakpahan
NIM : 1502050128
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melakukan Penelitian/Riset Skripsi di MTs Ta'dib Al-Muallimin Al-Islamy Medan dalam rangka untuk melengkapi data Penelitian Skripsi tersebut yang berjudul **"The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement"**.

Demikian Surat ini kami keluarkan agar dapat dipergunakan sebagaimana mestinya.
Wassalamu'alaikum Wr. Wb.

Medan, 17 Februari 2020
Ka. MTs Ta'dib Al-Muallimin Al-Islamy



KUSNIATI, S.Pd

Appendix 14



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Ayu Lestari Pakpahan
N.P.M : 1502050128
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|-------------|---|--------------|
| 12 Feb 2020 | - Abstract -> Acknowledgement -> Chapter I -> Chapter II | |
| 19 Feb 2020 | -> Chapter III - T. data analysis - References | |
| 21 Feb 2020 | -> Chapter IV - Data analysis -> Chapter V - conclusion | |

Medan, Februari 2020

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)

Appendix 15



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

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ayu Lestari Pakpahan
 N.P.M : 1502050128
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Applying Course Review Horay Method Assisted by Animation Video on the Students' Reading Achievement

sudah layak disidangkan.

Medan, Februari 2020

Disetujui oleh:
 Pembimbing


 Dr. T. Winona Emelia, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi


 Dr. H. Elfrianto Nasution, S.Pd., M.Pd.


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

Appendix 16**CURRICULUM VITAE**

Name : Ayu Lestari Pakpahan
Place and Date Birth : Kaliantha, 14th January 1997
Age : 23 Years Old
Gender : Female
Nationality : Indonesian
Religion : Muslim
Marital Status : Married
Address : Jl Gunung Mas No.25
Email : ayulestaripakpahan@gmail.com

Parent's Name

Father : Rotua Pakpahan
Mother : Rodiana Pardede

Education

2003-2009 : SDN 007 Kabun
2009-2012 : SMPN 1 Kabun
2012-2015 : SMA Mitra Inalum
2015-2020 : Students of English Department Faculty of Teacher
Training and Education, UMSU 2020 until Reaching the Degree of Sarjana

