

**THE EFFECT OF FIX UP STRATEGY
TO READING DESCRIPTIVE TEXT ABILITY
OF THE EIGHT GRADE STUDENTS SMP NEGERI 1
LEMBAH SORIK MARAPI MANDAILING NATAL**



A THESIS

Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

NUR AINUN LUBIS

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Nur Ainun Lubis, entitled *The Effect of Fix Up Strategy to Reading Descriptive Text Ability of The Eight Grade Students SMP Negari 1 Lembah Sorik Marapi Mandailing Natal* . We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Along with the above, then the brother can already live munaqasyah session to take responsibility for his thesis/ thesis.

Thus we convey, hopefully understandable and thank you.

Wassalam'alaikum Warahmatullahi Wabarakatuh

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Thesis : The Effect of Fix Up Strategy to Reading
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ABSTRACT

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Title of Thesis : The Effect of Fix Up Strategy to Reading Descriptive Text Ability of The Eight Grade Students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal

This research intended to find out the effect of fix up strategy reading descriptive text ability at the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal. The problems faced by students in reading descriptive text. This research had three purposes: The first is to find out students' reading descriptive text ability at the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal before learning by using Fix Up strategy. The next is to find out the students' reading descriptive text ability at the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal after learning by using Fix Up strategy. The last is to find out whether there was significant effect of Fix Up Strategy to students' reading descriptive text ability students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal or not. This research used experimental quantitative method with pre-test post- test control group design. The sample were VIII-1 grade as experimental class consisted of 22 students and VIII-2 grade as control class consisted of 20 students. The data were collected through reading descriptive test by using multiple choice test and analyzed by using T-test formula to testing hypothesis. The result of this research showed that the ability the students in reading descriptive text before learning using Fix Up Strategy is lower than after learning using Fix Up Strategy. For the significant it showed by the result T-test. It showed that $t_{count} > t_{table}$. Therefore, alternative hypothesis (H_a) of this research was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of Fix Up Strategy to reading descriptive text ability of The Eight Grade Students SMP Negeri 1 Lembah Sorik Marapi

Key words: Fix Up Strategy, Reading Ability, Descriptive Text.

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Descriptif Teks Siswa di Kelas VIII SMP Negeri 1 Lembah
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Fix Up Strategy terhadap Kemampuan Membaca Teks Deskriptif Siswa Kelas VIII SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal. Masalah yang dihadapi siswa dalam membaca deskriptif teks). Penelitian ini memiliki tiga tujuan: (1) Pertama, untuk mengetahui kemampuan membaca teks deskriptif siswa kelas VIII sebelum pembelajaran dengan menggunakan strategi Fix Up Strategy? (2) Selanjutnya, untuk mengetahui kemampuan membaca teks deskriptif siswa kelas VIII setelah pembelajaran dengan menggunakan strategi Fix Up? (3) Yang terakhir, adalah untuk mengetahui apakah terdapat pengaruh yang signifikan dari Fix Up Strategy terhadap kemampuan membaca teks deskriptif siswa atau tidak. Penelitian ini menggunakan metode eksperimen kuantitatif dengan desain pre-test post-test control group. Populasinya adalah seluruh siswa kelas VIII. Sampel penelitian adalah kelas VIII-1 sebagai kelas eksperimen yang terdiri dari 22 siswa dan kelas VIII-2 sebagai kelas kontrol yang terdiri dari 20 siswa. Data dikumpulkan melalui pre-test dan post-test dalam membaca deskriptif tes dengan menggunakan tes pilihan ganda dan dianalisis dengan menggunakan rumus T-test mengetahui hipotesis. Hasil penelitian ini menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi dari nilai rata-rata kelas kontrol setelah pembelajaran dengan menggunakan Strategi Fix Up. Selain itu, dilakukan uji-t, penelitian ini menemukan bahwa $t_{hitung} > t_{tabel}$. Dengan demikian, hipotesis alternatif (H_a) penelitian ini diterima, hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa terdapat pengaruh Fix Up Strategy terhadap kemampuan membaca teks deskriptif siswa di SMP Negeri 1 Lembah Sorik Marapi.

Kata kunci: Fix Up Strategy, Kemampuan Membaca, Teks Deskriptif.

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This thesis entitled The Effect of Fix Up Strategy to Students’ Reading Descriptive Text Ability at Eight Garde SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal is presented to the Department of English Education Faculty of Tarbiyah and Teacher Training UIN Syekh Ali Hasan Ahmad Addary. I would like to:

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Padangsidempuan, June2023
The Writer

Nur Ainun Lubis
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is tool to get the information. Reading is also activity that use text as material to get information. It will be enjoy if the students understand the text about. By reading, the students can get many information from the text and can solve the things that will help them in study.

Reading is one of the skills in language learning. Reading skill uses text as a source for get the information. The text consist of contetnt that bring out. It will be consist of politician, economic, science, culture or nature. It based from what the reader need. The point of reading is one of most activity that the human do when they are conciouise and inconciouse in live.

Reading is process transforming idea from the text to the brain, so brain can conclude it as information. The information will help the reader to solve their problem. It will be for daily life, study, and social. By reading, reader will be improve their knowledge in language skill. It will construct the mind reader to conclude the information from the text. The information that reader need and find based on how much the text that reader read.

Related to explanation above, reading is activity that people do in daily life to complete the lack of information to solve the problem. The problem can be from all people . Reading is skill in language learning that can improve knowledge with the transferring idea from the text to the brain to became information. Especially in education field reading will help student in study and comprehend their material in subject.

In the curriculum, English is one of the important subject that include to the national examination in junior high school. English lesson is also taught in SMP Negeri 1 Lembah Sorik Marapi. Based on the interview with English teacher of the grade eight SMPN 1 Lembah Sorik Marapi, the teacher said¹, when she taught in the classroom, she did not use many strategies in teaching reading. She taught at reading in classroom was done by reading aloud. She also said students still have low ability in reading comprehension, they did not know the meaning of the text, they lack on vocabulary, so they can not understand the text.

Based on teachers' explanation above, researcher found some reasons why students can not comprehend their reading. The first, the students lack on vocabulary so, they get difficulties to understand the text. The second, the students had low scores in reading. The third, monotonous strategy in classroom make students are bored in reading. The last problems were occurred because students do not understand meaning of the text. So they do not know purpose of the text.

¹Elli Efriani, "private interview with English teacher of SMPN 1 Lembah Sorik Marapi"(2022)

There are many kinds of reading text that must be read by students one of them is descriptive text. Descriptive text must study for students. Descriptive text is the text that describe an object that containing two parts, identification and description. It can be person, animal and things. In decriptive text used to adjectives and adverbs as vocabulary. The students have problem to understand English text and they can not representing writes ideaas, looking for detailed information and translating meaningg text and also teacher conduct reading with monotonous strategy.

There are five characteristic of reader. The reader read with different purposes, the reader fluent and use cognitive to focus on the meaning what the reader read, the reader develope their comprehension by using what their read, and the reader use variety of reading strategies and the reader are motivated readers.² In reading there are some strategies can be used such as building backgraound knowledge, using sensory images, questioning, making predicting and inferences, detremining main idea. synthesizing and fix up.³ This research only focus on teaching strategy in reading. Based on explanation above strategy is one of the engaged reading so, fix up strategy can be used for students in teaching reading.

One of the strategy in teaching reading is fix up strategy is strategy is a tool that help reader while they get confuse or difficult to catch

²Marianne Celce Murcia, Donna M Brinton, and Snow Marguerite Ann, *Teaching English as a Second or Foreign Language, ACADEMICIA*, fourth edi (Boston: Sherris Roehr, 2014) <<https://doi.org/10.5958/2249-7137.2017.00044.1>>

³ Judi. Moreillon, *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Impact* (Chicago: American Library Association, 2007).

meaning of the text. This strategy has steps that make the reader catch more idea from the text. These strategy connect to background knowledge, make inference, make a prediction visualization, and asking a question.⁴ The researcher chose this strategy because suitable for the students in reading descriptive text. Descriptive text has been learned in seventh grade junior high school and learned again in eight grade junior high school, from this problem the researcher interest to discuss about reading descriptive text ability. The researcher wants to know students' ability in raeding descriptive text of the eight grade SMP Negeri 1 Lembah Sorik Marapi..

Based on explanation and problems above, applying Fix Up strategy to solve the students' problem in reading comprehension. This strategy includes reading, identifying unknown words, making inference, making prediction, and connecting things in the text to personal experiences and memories. So, Fix up strategy can help students when do reading activity. Several steps can help students to understand text easier and help students' reading descriptive text better.

B. Identification of the Problem

There are four factors are involved in reading comprehension that influence students reading. The reader, the text, the strategies and the goal. In this research one of the strategy is fix up strategy.

⁴Judi. Moreillon, *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Impact* (Chicago: American Library Association, 2007).

The students SMP Negeri Lembah sorik Marapi have problem to understand English text and the students lack on vocabulary, the students had low score in reading, the students do not understanding about the meaning of the text, and also teacher conduct reading with monotonous strategy that focus on teacher's explanation. as a result, they do not represent their idea.

C. Limitation of the Problem

Based on the explanation of the problem, there are some strategies that could be used in teaching reading. The strategies are predicting, questioning, imaging, summarizing and fix up these are strategies tthat suitable in teaching reading.

This research did not discuss all of the stategies. The researcher focused on fix up strategy has an effet to students' reading ability or not. The topic that used in teaching reading is descriptive text.

This strategy was chosen because suitable for the students especially in reading comprehension and hope can solve the problem in reading. These strategy connect to background knowledge, make inference, make a prediction visualization, and asking a question. So, fix up strategy has several steps that can help students to understand text easier.

D. Definitions of Operational Variable

There some terminologies that were needed to be explained:

1. Fix Up Strategy

Fix up strategy is one of the strategy in reading. the strategy can help the students to understand the message of the text when they get stuck with certain words or sentences.

2. Reading Descriptive

Reading Descriptive is understanding the message of the text include vocabulary, grammar, world knowledge in descriptive text and can make it to own interpretation.

E. Formulations of the Problem

Based on identification and focuses of the problem above, there were three research problems formulated, they are:

1. How is the students' reading descriptive text ability at eight grade SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal before learning by using Fix Up strategy?
2. How is the students' reading descriptive text ability at eight grade SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal after learning by using Fix Up strategy?
3. Is there any significant effect of Fix Up strategy to students' reading descriptive text ability at eight grade SMP Negeri 1 Lembah Sorik Mandailing Natal Marapi?

F. Objectives of the Research

Related to the research problem above, this research also formulated the research objectives, they were:

1. To examine the students' reading descriptive text ability at eight grade SMP Negeri 1 Lembah Sorik Marapi before learning by using Fix Up strategy.
2. To examine the students' reading descriptive text ability at eight grade SMP Negeri 1 Lembah Sorik Marapi after learning by using Fix Up strategy.
3. To examine the significant effect of Fix Up strategy to students' reading descriptive text ability at eight grade SMP Negeri 1 Lembah Sorik Marapi.

G. Significances of the Research

This research is expected to contribute to the practical significances. The detailed benefits in this research were as follows:

1. For teachers, this research is hoped to help teachers to get new strategy in learning reading comprehension, especially by using fix up strategy.
2. For students, this research makes students more understand about reading comprehension by using fix up strategy to find any information in the text.
3. For the next researcher, the result of this research helps the next researcher to develop their knowledge and using this research as reference in same scope.

H. Outline Of Thesis

In this research, the researcher will organize the systematic of the research into five chapters. Each chapter consist of sub chapters which detailed as follow: In chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, definition of operational variables and outline of the thesis.

In chapter two, it consists of theoretical description of speaking skills, description about reading, reading comprehension,descriptive text, fix up stretegy, review of related findings, conceptual framework and hypothesis. In chapter three, it consists of research method, which consist of time and place of the research, research methodology, population and sample, instrument of the research, technique of the data collection and technique of data analysis. In chapter four, it was the result of the research, this chapter four told about the data analysis, description of the data and threats of the research. The last, in chapter five consist of conclusion that was giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

To conduct this research, theories are needed to explain some concept and terms that applied in this research. Therefore the explanation below will minimize possible misunderstanding between the readers and the writer so, it very important to explained clearly.

1. Description of Reading Comprehension

a. Definitions of Reading

Reading is one of skills in EFL and also as a receptive skill. It is the activity to know the information from the text. Reading activity has some phases before you get the information or point. The phases are pre-reading, while reading and post-reading.

Reading is the receptive skill, meaning that the way in which people get the meaning from the text they see.⁵ According to Patel and Jain, reading means to understand the meaning of printed words example written symbols. Reading is an active process which consists of recognition and comprehension skill.⁶ In the other hand, reading is the process of receiving the written information that deal with what the reader see.

⁵Jeremy Harmer, *Jeremy Harmer FIFTH EDITION with DVD English Language Teaching English Language Teaching*, 2015 <<http://sivers.org/ff.%0Ap>>.

⁶M Patel and Praveen Jain, *English Language Teaching, History of Oxford University Press: Volume IV 1970 to 2004* (Jaipur: sunrise publisher, 2017) <<https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>>.

Reading is a skill learned through conscious effort and the process of learning usually starts in the first language sometime around the beginning of formal education, with a very high proportion of the population being successful in the task. Based on the explanation above, reading is the receptive skill. Reading also uses eyes, effort and recognition to get the meaning and information from the passage.

b. Types of Reading

According to Patel and Jain,⁷ they are explained reading has some types that each type has its own purpose in reading:

1) Intensive reading

Intensive reading is linked to improved language learning under the supervision of the teacher. Intensive reading will provide as a foundation for clarifying structural challenges and expanding vocabulary and idioms. It will also include information for improving language control in both speech and writing. Short stories, novels, plays, and poetry, articles on scientific breakthroughs, creative achievements, political growth, and features of present community life in a place where the language is spoken are examples of material that advanced students would enjoy in their home language. Because this reading material will be thoroughly examined, it

⁷Patel and Jain.p. 117.

will not be a good vehicle for more experience in direct teaching.

Text or passage reading involves intensive reading. The student reads the book to obtain information or analysis in this reading. This reading's purpose is to read shorter text. This reading is carried out in order to obtain specific information. Intensive reading occurs when a student reads a book to gain knowledge. Intensive reading has a few characteristics:

- a) This reading aids in the development of active vocabulary.
 - b) The teacher is the major character in this reading.
 - c) Language objects are created.
 - d) The purpose of this reading is to encourage active language use.
 - e) Reading aloud is a form of intensive reading.
 - f) Speech habits are stressed in intense reading, and emphasis, stress, intonation, and rhythm can be corrected.
- 2) Extensive reading

Extensive reading material will be chosen at a lower difficulty level than intensive reading material. The goal of extended reading is to educate the learner how to read fluently and directly in the target language for pleasure without the help of the teacher. Students may be directed to pieces of current interest in foreign language publications or newspapers

through extensive reading assignments. To prevent pupils from becoming mired down in difficult reading, the teacher should discuss the relationship between the articles to be read, taking into account the readers' unique interests. Reading for enjoyment is referred to as extensive reading. The reader is interested in learning more about something. After reading, the reader is unconcerned about specific or critical facts. People usually read to keep themselves informed. Extensive reading has a few characteristics:

- a) It aids the development of active vocabulary in learners.
- b) Silent reading is extensive reading.
- c) The topic matter is highlighted in lengthy reading.
- d) In the length.

3) Reading Aloud

Aloud reading is read the text by using loud voice. Read aloud also practice their tongue to pronounce every word found in reading. The focus of reading aloud is not catching their ideas every word in a sentence.

4) Silent Reading

Silent reading, it means reading without any voice or sound to focus and comprehend the text. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is written to discuss something written means to

draw inferences and conclusion as well as to express a new idea on the basics of what is read.

Grounded on explanation over, reading has some types and each types has own purpose. Each reading types has different way to read the text. It is adjusted by the type of text being read.

c. Purposes of Reading

The purpose of reading is get the new information from the text or passage. Through reading the reader keeps informed on the political, science, social, economic or it can be entertain the reader. To get purpose of reading the reader must connect with subject about what they read.

Reading purpose is when the reader determine the amount of effort and time they will invest in getting the information from the text.⁸ Murcia et.al explained the purpose of reading: 1. We need for pleasure; 2. We need for information; and 3. We need learnt something new.

According to Grabe and Stoller, the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to

⁸Marianne Celce Murcia, Donna M Brinton, and Snow Marguerite Ann, *Teaching English as a Second or Foreign Language, ACADEMICIA: An International Multidisciplinary Research Journal*, fourth edi (Boston: Sherris Roehr, 2014) <<https://doi.org/10.5958/2249-7137.2017.00044.1>>.P. 172.

integrate information, reading to write, reading to critique texts and reading for general comprehension.⁹

- 1) Reading to search for simple information. Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.
- 2) Reading to skim quickly reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.
- 3) Reading to learn from text Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.
- 4) Reading to integrate information, reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or

⁹William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Second Edition, Teaching and Researching Reading, Second Edition*, second edi (New York: Routledge, 2013) <<https://doi.org/10.4324/9781315833743>>. p. 6.

conflicting information and likely restructuring of arhetorical frame to accommodate information from multiple sources.

- 5) Reading to write and reading to critique texts reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.
- 6) Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.

Purposes of reading are not only for students, but also the people in General people. They must read extensively to get information and knowledge of social living. It can help a reader keeps informed on the social, political, and economical and also entertainment.

d. Definitions of Reading Comprehension

Reading comprehension means the reader get information from the text then understand it to make their representative. In other hand the reader make own word from the text. In reading comprehension the reader understand what they read about.

Murcia et.al, reading comprehension as the interpretation from the text with some key components of comprehension include

the coding skill, vocabulary knowledge, grammar knowledge, world knowledge, and short-term memory.¹⁰Harida explained comprehension is about understanding and interpretation from the text.¹¹Comprehension is one of the way to more knowing something.

Making sense of text is the process of reading comprehension. As a result, understanding the subject matter of the text as a whole is preferred to deriving meaning from individual words or sentences.¹²It means the information that reader get based on their comprehending

The conclusion from the statement above is reader can comprehend written language by reading. The reader who cannot read well will not understand about the passage or text. Reading comprehension is the understanding the message from the text then can make it to own interpretation.

e. Phases of Reading Comprehension

There are three phases that reader do in their reading comprehension activity. These phases are before reading, during reading and after reading:¹³

¹⁰Murcia, Brinton, and Ann.p. 177.

¹¹Eka Sustri Harida, 'Using Critical Reading Strategies: One Way for Assessing Students' Reading Comprehension', *Iselt-4*, 4.1 (2016), 201 <<http://ejournal.unp.ac.id/index.php/selt/article/view/6929/5463>>.

¹²Gary Wolley, *Reading Comprehension* (Brisbane: Springer, 2011) <<https://doi.org/10.1007/978-94-007-1174-7>>.p.15.

¹³Janette K Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, *News.Ge* (New York: The Guildford Press, 2007).

1. Before reading

This First phase is important to be done that the student will be motivated to know the content of the reading text exactly. For students who are familiar with the content of a passage, linking related background knowledge, to text is easy. On the other hand, poor readers may have limited prior knowledge or they may fail to make connections between what they know and what they are learning. Many students will have enough prior knowledge from this introduction to the literature to read and learn from it.

2. During reading

The reader can all recall instances when reader was reading and turning the pages, but not paying attention to what reader was doing. reader suddenly looked down and realized they had gone several pages beyond where they last remembered where reader was in the book.

3. After reading

This phase is the last phase in comprehending of the text. After reading, students can identify concepts or words that were difficult and seek clarification.

The explanation above, reading has three phases. Each phases has the different way to get information. At the last phase,

reader can conclude and identify words are difficult to understand.

f. Reading Assessment

Assessment is a tool to know how far the students ability and comprehension the lesson.¹⁴ Assessing reading is tool to evaluated and identify the genre of written communication. The several types of reading assessments include multiple choice, matching, editing, picture-cued, and gap-filling exercises.¹⁵ Researcher used multiple choice as a test. It helps researcher to give students score objective. There are some aspects of reading comprehension such as below:

Table II.1 Indicator of Reading Assessment

| NO. | Indicator of Reading Comprehension |
|-----|--------------------------------------|
| 1. | Identifying Topic Sentence |
| 2. | Identifying Main Idea |
| 3. | Identifying Specific Information |
| 4. | Identifying Vocabulary |
| 5. | Identifying Conclusion ¹⁶ |

¹⁴J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language for Learners* (American : USA, 1996).P. 194.

¹⁵H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom*, third edit (New York: Pearson Education, 2010).p. 190.

¹⁶Brown and Abeywickrama.

g. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is the text that used to describe thing, person and something. Descriptive text also has two component, identification and description. This text make the reader imagine the thing that describe in the text. A descriptive paragraph is a special sort of written text paragraph that is used to describe an object with the intention of clearly describing it to the reader.¹⁷ From the definition above, it can be concluded that descriptive text is sort of written that used to describe an object that has two components, identification and description.

According to Gerot and Wignell,¹⁸ descriptive text has social function to describe a particular person, place or thing. It means descriptive text is paragraph that has fuction to describe thing, person and something. This text presents ideas by providing defiles about characteristic of people, animal, place and things. It means that descriptive text is to describe characteristic person, place or things.

Based on the explanation above, it can be concluded that descriptive text is kind of text that gives description about people, place and thing. Descriptive text describe information

¹⁷Sri Rahmadhani Siregar and Nursahara Dongoran, 'Students' Ability in Writing Descriptive Text', *English Journal for Teaching and Learning*, 08.01 (2020), 81–90 <<http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>>.

¹⁸Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1995), p. 165.

about an object, where the information is about characteristic of the object.

2. Language features of descriptive text

The language features based on Priyana et.al explained as follows:¹⁹

- a. Simple present tense, for example: has, eats, bring, cook.
- b. Particular noun, for example: an Australian icon
- c. Detailed noun groups, for example: It is 183 m long and about 120 m wide.
- d. Relating verb are used to provide information about subject for example: the Sydney Opera House covers 1.8 hectares of land.
- e. Action verb are used when describing habitual for example: polar bear lives in antartic.
- f. Figurative lanuage, for example: The roof looks like giant shell.
- g. Adjective are used to explain noun for example: a handsome boy, a beautiful dress, a expansive car.

In addition, Knapp and Watkins tell some grammatical features as follow:²⁰

- a. The present tense is predominantly used, for example: lays, swim and has.

¹⁹Priyana, p. 50.

²⁰Peter Knapp and Megan Watkins, Genre, Text, Grammar Technologies for Teaching Assessing Writing, (Sydney: University of New Wales Press Ltd, 2005), p. 98-100.

- b. Use relational verb when describing qualities and parts of phenomena (is, are, has, have).
- c. Use action verb to describing behaviours. For example: some ants have wings.
- d. Use action verb.
- e. Use mental verbs when describing feelings.
- f. Use adjective.
- g. Use adverb to add extra information to verbs to provide more detailed description.
- h. personal and literary descriptions generally with individual things, for example: my house, my cat.

based on explanation above descriptive text has some language features as grammatical rules to make descriptive text good and order.

3. Generic structure of descriptive text

In every each text has the different text structure and it becomes one of the characteristic that should be known to understand this kind of a text. When students getting knowledge about text structure, it will be easy for them to identify the various kinds of text.

Wadirman et.al,²¹ divided descriptive text into two parts; 1) introduction is part that introduce the text, and 2) Description is part that describe the character. This tells that descriptive has two part, identify the phenomenon (identification) and (description), tells about characteristics. Gerot and Wignell,²² explained descriptive text has two generic structure, identification and description. Identification for identify phenomenon to be describe. Description for describes parts, qualities and characteristic.

The conclusion is descriptive text has two part, these are identification and description. Each part has different detail information for guide the reader catch the conclusion of text.

4. Example of descriptive text

Example of descriptive text :²³

| | |
|----------------|--|
| Title | GRAND OMEGA |
| Identification | There is a new hotel in my city. It is a four star hotel. It is located downtown. |
| Description | The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room . The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. It they contain a big spring bed with big pillows, a nice sofa, a wardrobe and a |

²¹M. Sukirman Djusma, Artono Wardiman, Masduki B.Jahur, *English in Focus for Grade VIII Junior High School (SMP/ MTs)*, 1st edn (Jakarta: Pusat Perbukuan DEPDIKNAS, 2008).

²²Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1995), p. 165.

²³Artono Wardiman, Masduki B.Jahur.p. 39.

| | |
|--|--|
| | television system with programmes from all over the world. The bathroom is very beautiful although it is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortably. The brochure says "Hospitality is our trademark." The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can. |
|--|--|

2. Fix Up Strategy

a. Definition of Fix Up Strategy

Fix up strategy is strategy in reading to help reading comprehension. According to Duffy, fix up strategy refers to “look- backs”. In this strategy readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading²⁴. It means this strategy can help reader to comprehend their reading and find lack vocabulary in while reading.

In the study of Moreillon, she says fix up strategy is tool that help reader while they confuse or difficult to catch meaning of the text.²⁵ It means this strategy can help reader when they have confusion to make sense of what they read. Tovani explains, the fix up strategy is something that we use to get unstuck when youare

²⁴Gerald G Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, *Choice Reviews Online*, Second Edi (New York: The Guildford Press, 2004), XLI<<https://doi.org/10.5860/choice.41-6666>>.

²⁵Moreillon.

reading confusing text²⁶. When the students cannot understand the meaning of text during reading, the students use fix up option to catch the meaning of the text.

Based on the explanation above, fix up strategy can help students to get the information in reading comprehension and also get the meaning of the text about.

b. Teaching Procedure by Fix Up Strategy

Fix up strategy has steps to get the detail information from the text. Each steps has different activity to make the reader get idea. There some steps in fix up strategy based on the experts. The steps of fix up strategy based on Moreillon:²⁷

- 1) Reread. Read again the text.
- 2) Connect to background knowledge. The reader get the point of the text based on their background knowledge.
- 3) Make an inference. Make conclusion about the text.
- 4) Make a prediction. Make prediction about text about.
- 5) Make inferences. Make additional inference to guess the text.
- 6) Make visualization. Imagine the point of text.
- 7) Ask a new question. Make new question that related to the text.

²⁶Cris Tovani, *I Read It, but I Don't Get It* (Aurora: Stenhouse Publisher, 2000).

²⁷Moreillon.

Grounded on explanation over, the steps of fix up strategy are reading, connecting to background knowledge, making inference, making prediction, making visualization, asking new question.

In addition, Tovani has some steps in fix up strategy as follows:²⁸

- 1) Make a connection between the text and: Your life. Your knowledge of the world. Another text.
- 2) Make a prediction. After they read, reader guess the text about
- 3) Stop and think about what you have already read. The reader think what they have read.
- 4) Ask yourself a question and try to answer it. Ask the question that can clarified the text.
- 5) Reflect in writing on what you have read. Write about what have you read.
- 6) Visualize. Imagine the point of the text.
- 7) Use print conventions. Make signs to comprehend the understanding.
- 8) Retell what you've read. Retell make reader more understand.
- 9) Reread. Read the lack of meaning.
- 10) Notice patterns in text structure. See the generic structure of the text.
- 11) Adjust your reading rate: slow down or speed up.

²⁸Tovani.

Based the explanation above, the expert tell each way in their strategy to help the reader in reading. The researcher actually use the steps from Moreillon to help reading comprehension.

c. Advantages and Disadvantages of Fix Up Strategy

All of things has advantages, also this strategy. The advantages from this strategy are belows:

- 1) Can improve reading comprehension.
- 2) As a monitoring students in understand text

If there is the advantages also has disadvantages such belows:

- 1) The reader do not ask and answer the question means no longer interested in reading on to find out more, chances reader is no longer finding significance in the reading.
- 2) Making inferences also shows a commitment to teasing out the meaning in the text. When the thrill is gone, comprehension is often a victim.

From the explanation above, fix up strategy has advantages. As a strategy, this strategy has lack in some steps but it also has overage that help reader in reading. Advantages help reader to find the good way or to find strategy taht suitable for them.

d. Teaching Descriptive Text by Using Fix Up Strategy

In teaching reading, by using fix up strategy, the teacher typically use some procedure. According Moreillon,²⁹ she tells some procedures of fix up staretgy, those are:

| Teacher Activity | Procedures | Students Activity |
|--|--|--|
| A. Pre-Teaching | | |
| 1. Teacher greets the students | | 1. The students respond greeting from the teacher |
| 2. Teacher checks students attendance list | | 1. Students state the attendance by saying present |
| 3. Teacher asks about the last material and connect it with the new material | | 1. Students answer teacher's question |
| B. While-Teaching | | |
| 1. The teacher asked the students read descriptive text. | | 1. Students read the text |
| 2. The teacher asked them to reread the text. | 2. The teacher asked to reread the text. | 1. Students reread individually |

²⁹Judi. Moreillon, *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Impact* (Chicago: American Library Association, 2007).

| | | |
|--|---------------------------------------|--|
| 3. Teacher asked to connect it to their background knowledge. | 3. Connecting to background knowledge | 1. student got something about text on their background knowledge. |
| 4. Teacher asked them to make inference | 4. Made inference | 1. Students made an inference to conclude the point |
| 5. Teacher asked to predict | 5. Predicting | 1. After making inference, students made a prediction about the text |
| 6. Teacher asked to add another inference. | 6. Another inference. | 1. Students made another inference. It can help to get the point of the text |
| 7. Teacher asked them to imagine the what text about. | 7. Visualization | 1. Students made visualization. Students imagine characters that stated in the text. |
| 8. To ensure students about point of the text, teacher asked them made question. | 8. Questioning | 1. The students made a new question that related to the text. |
| C. Post-Teaching | | |
| 1. Teacher asked some students to review about the discussion | | 1. Some students review about the discussion what they get |
| 2. Teacher concluded the material | | 1. Students listen to the teacher's review and explanation |
| 3. Teacher close the class with greeting | | 1. Students respond teacher's greeting |

In fix up strategy has steps to get idea from text. Each steps will help students to get more specific information or language features from descriptive text that they read and connect to background knowledge so, students can make conclusion from the descriptive text.

e. Teachers' Strategy in Teaching Descriptive Text at SMP N 1 Lembah Sorik Marapi

The teacher used to read aloud as her strategy in teaching descriptive text as she explained to the researcher by the interview. Read aloud is one of the way to teaching reading especially in descriptive text. In the class the teacher read the descriptive text first and ask one of student to read it again that text. Then she explain the descriptive text about.

In the class, when the teacher teach descreptive text, especially in reading she did read aloud when learning. For the first, she read aloud the descriptive text. Then she ask one of students to read aloud the text. Next, she explains about descriptive text. And the last, she ask about their understanding about descriptive text and give them exercise.³⁰

Explanation abouve is the teacher strategy when she teach reading descriptive text in the class. She used reading aloud to teach descriptive text in reading. After that, gave the students the exercise as the last step in her teaching.

³⁰ Elli Efriani, *interview*, (SMPN 1 Lembah Sorik Marapi, 3 May 2022).

B. Review Related Findings

There are some previous studies that expected to support this research, as follow. The first researcher is Suhermanto who has the purpose of study to examine the effects of fix- up strategy in Enhancing Students' Reading Comprehension. This study used a quasi experimental research design. The sample of this study was second semester English Study Program students in IAIN Curup. It consisted of 60 students. The data collection was done by reading test. The result of the data showed that the use of fix up strategy was accepted. Fix-up strategy was proved to be effective in teaching reading since there was a significant difference of students' meanscore after doing the treatment by using fix-up strategy.³¹

The second is from Kusumawati, who proposed the research to know students reading comprehension before and after being taught using Fix Up Strategy and find out the effect of Fix Up on student reading comprehension in SMAN 7 Kediri. The results showed the students' reading comprehension increased after being taught using Fix Up Strategy. It was proven by the mean after being taught using Fix Up Strategy (78.9) was higher than the mean score before being taught using Fix Up Strategy (65.15). The result reports that the t-test was higher than t-table ($7.539 > 2.034$) it means that H_0 was rejected and H_a was accepted. From the

³¹Hadi Suhermanto, 'The Effect of Fix Up Strategy in Enhancing Students Reading Comprehension in IAIN Curup', *ENGLISH FRANCA: Academic Journal of English Language and Education*, 3.01 (2019), 1 <<https://doi.org/10.29240/ef.v3i01.825>>.

finding above, it can be concluded that Fix Up Strategy was effective used in teaching reading comprehension.³²

The third research was written by Munawarah, et.al, they showed that the students who taught by using fix up strategy got higher score than those taught by using conventional strategy. It was proved by the result of the statistical analysis of the level significance 0.05 with a degree of freedom (df) 48 indicated t-test values of the students' reading descriptive text (5.382) was higher than t-table value (2.021).The researcher found that fix-up strategy helps the students understand the text when they get stuck in reading descriptive³³.

The fourth from Jamila, et.al, who proposed the research to investigate the effectiveness of using fix-up strategy on the students' reading comprehension at MA Al-Wasilah Lemo. Based on the result of analysis, the researchers conclude that fix-up strategy was effective to improve students in reading comprehension at the twelve grade of MA Al-Wasilah Lemo. The researchers found that fix-up strategy helps the students understand the text when they got stuck in reading Analytical

³²Yernita Kusumawati, 'Article The Use of Fix Up Strategy in Teaching Reading Comprehension for Eleventh Grade Students at SMAN7KEDIRI', 2019 <http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2019/14.1.01.08.0029.pdf>.

³³Munawarah Safruddin, Mardianah Mardianah, & Indah Miftah Awaliah, 'The Effectiveness of Fix-Up Strategy in Teaching Reading Skill to Students', *English Language Teaching for EFL Learners*, 2.2 (2020), 107–16 <<https://doi.org/10.24252/elties.v2i2.12627>>.

Exposition. The findings of this study might be used as input for teachers in an effort to improve students' reading comprehension.³⁴

The last research was conducted by Muhassin, et.al, they conclude that this research has a significant improvement in EFL reading comprehension, and FUS contributed to the students' autonomy in learning reading, enhancement of students' awareness in reading, students' active involvement in reading practice. The finding claims that the students who practiced reading with FUS had a better comprehension than those with RA. Certain pedagogical implications related to the finding were also discussed.³⁵

So, from the description, the researcher concluded that the Fix Up strategy can increase the students' reading comprehension in descriptive text. In this research, the researcher analyzed the students in reading comprehension in descriptive text at eight grade of SMP Negeri 1 Lembah Sorik Marapi. The researcher found that there not found yet a research for students' reading comprehension in descriptive text using fix up strategy. The researcher hope this researcher will contribute to enrich knowledge in language teaching.

³⁴Jamila Said, Abdul Muis Said and Muh Rusydi Rasyid, 'The Effectiveness of Fix Up Strategy Toward The Students', *English Language Teaching for EFL Learners*, 2.2 (2020), 137–48 <<https://doi.org/10.24252/elties.v2i2.13059>>.

³⁵Mohammad Muhassin, Jihan Annisa and Dewi Ayu Hidayati, 'The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension', *International Journal of Instruction*, 14.2 (2021), 253–70 <<https://doi.org/10.29333/iji.2021.14215a>>.

C. Conceptual Framework

In the curriculum, students should be able to recognize and differentiate the purpose of each text, the generic structure of the text, and language features of the text. But in fact, students can not understand it especially in descriptive text. This happens because lack of interest in reading, not understanding the text, and learning strategies that are monotonous. So, the researcher wants to examine students' reading using a strategy called "fix up strategy". Fix up strategy is one of the strategy in reading that can help students in reading. This strategy can help students to catch the meaning and purpose of the text. Fix up strategy has several steps that can make it easier for students to understand the text.

This research uses quantitative method with true experimental research to examine students' reading descriptive. The researcher taught students experimental class by using fix up strategy on material descriptive text in treatment after pre-test. The researcher will teach them based on the steps in fix up strategy. Then, students will do the post- test to get the result. For control class students they will do pre- test and post- test same as experimental class but with teacher's strategy. As a result, the data will analyze with t- test. The conceptual framework for this research mention as follow:

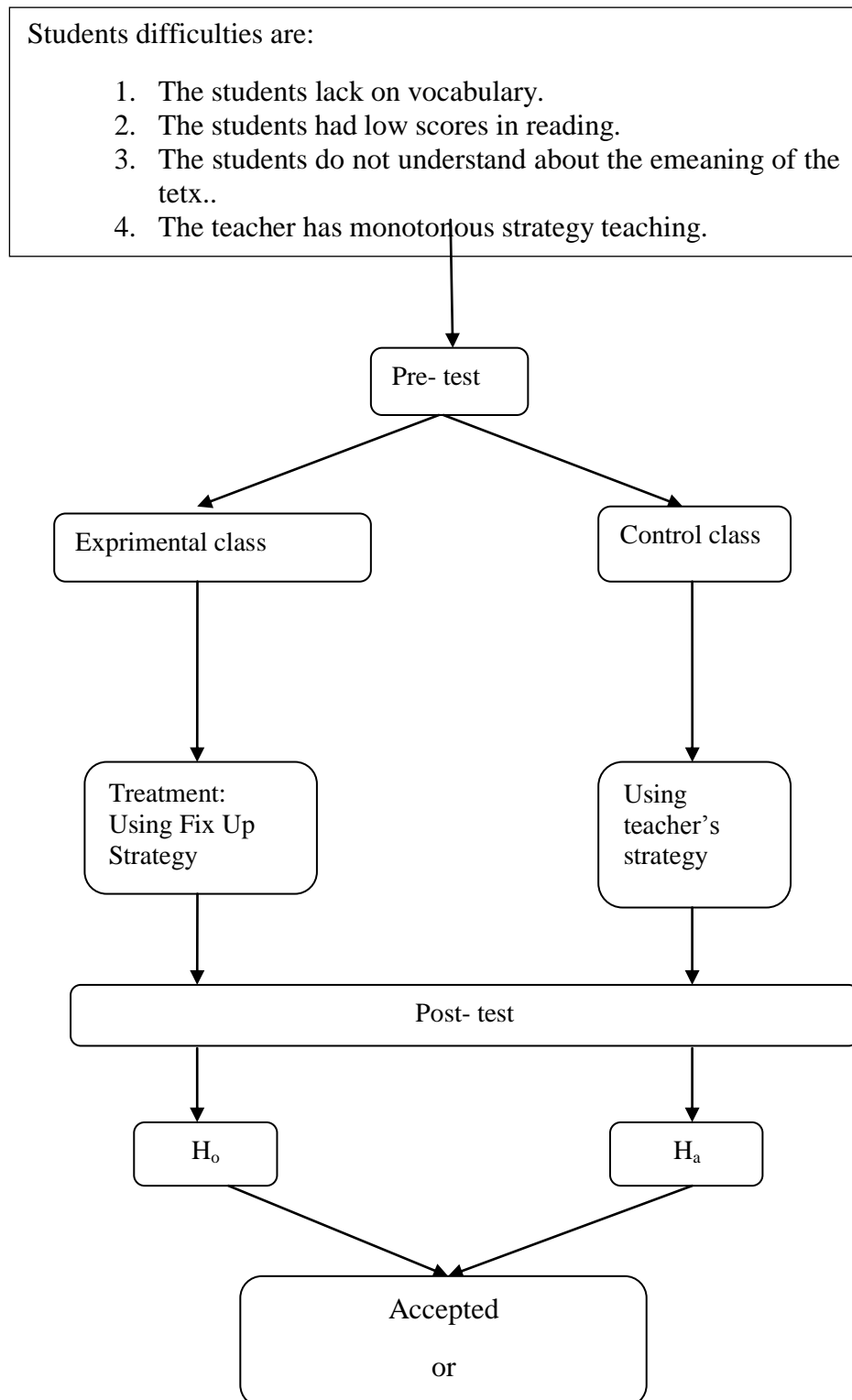


Figure. II.1
Conceptual Framework

D. Hypothesis

Based on the theories and framework, the hypotheses was as :
There is a significant effect of using fix up strategy to reading descriptive text ability at eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Place and Time of the Research

The research was conducted at SMPN 1 Lembah Sorik Marapi.

The location is in Pasar Maga, Lembah Sorik Marapi. This research started from July 2022 up to June 2023.

B. Research Design

The kind of this research was quantitative method. Quantitative method is based on the collection and analysis of data by numeral.³⁶

Based on the method this research used experimental research with true experimental. Experimental research is to determine cause and effect relationship.³⁷ This research used two classes as experimental class and control class. The design is pre-test post-test control group design.

This design has pre-test, treatment, post-test and control group.

Table III.1 Test Experimental Design

| No | Class | Pre-tes | Treatment | Post-test |
|----|--------------------|---------|-----------|-----------|
| 1 | Experimental class | √ | √ | √ |
| 2 | Control class | √ | X | √ |

³⁶L.R. Gay and Petter Airasian, *Educational research* (USA: Printice Hall Corporate, 2000) p.275-279.

³⁷R.Burke Johnson and Larry Christensen, 'Educational Reasearch' (United State of America: Sage Publication, Inc, 2014).

C. Population and Sample

1. Population

The population of this research was all the students at the eight grade of SMPN 1 Lembah Sorik Marapi that consist of two classes. Based on the explanation above, the population of this research can be seen on the following table below.

Table III.2 Population of the Research

| No. | Class | Students |
|-------|--------|----------|
| 1 | VIII-1 | 22 |
| 2 | VIII-2 | 20 |
| TOTAL | | 42 |

2. Sample

In this research, the research used total sampling technique. The researcher used two classes. This technique is taking a sample where all of population become sample. The population of grade VIII is 42, so the researcher took all population as sample.

The researcher took two classes. The class are VIII-1 as experimental class that consist of 22 students and VIII-2. as control class that consist of 20 students. Total sample of this research are 42 students.

Table III.3 Sample of the Research

| No. | Class | Students |
|-------|--------|----------|
| 1 | VIII-1 | 22 |
| 2 | VIII-2 | 20 |
| TOTAL | | 42 |

D. Instrument of the Research

The research must have an instrument because is very important to guarantee for taking valid data. The instrument in this research was test. The test was multiple choice questions with 50 questions, 25 questions in pre-test and 25 questions in pos-test before validity. Then, the researcher took 40 questions which was 20 for pre-test and 20 for post-test after vaidity. The test were pre-test given before treatment and post-test given after treatment. In evaluation reading the students' reading comprehension in descriptive text, there are some indicators:

**Table III.4 Indicator of Reading Descriptive Text
for Pre-test and Post-test**

| No | Indicator | Total Items | Number of items | Score | Total score |
|----|---|-------------|-----------------|-------|-------------|
| 1 | The students are able to identifying topic sentence of the text | 4 | 1,6,11,16, | 5 | 20 |
| 2 | The students are able to identifying main idea of the text | 4 | 2, 7, 12, 17, | 5 | 20 |
| 3 | The students are able to identifying generic structure | 4 | 3, 8, 13,18, | 5 | 20 |
| S | The students are able to identifying language features | 4 | 4, 9, 14,19, | 5 | 20 |
| 5 | The students are able to identifying Conclusion of the text | 4 | 5, 10, 15, 20, | 5 | 20 |
| | Total | 20 | | | 100 |

E. Validity and Reability of The Instrument

1. Validity

In this research, the researcher used item validity to establish validity test. A valid instrument as the extent to which an instrument measures what must be measured. Actually, item validity is the degree to which a test measure an intended. The instrument in this research was test. The test was 50 item of multiple choice questions that would use for pre- test and post- test. From validity test in pre-test there were unvalid questions on number 1,8,10,15 and 22. On post-test were 5,6,15,19 and 23. The

researcher took 40 questions which was 20 for pre- test and 20 for post-test after validity. The validity result can be seen in appendix 6.

2. Reliability

Reliability is also need in this research for make sure the test. Reliability is the extent to which measuring device is consistent in measuring whatever it measures. The instrument become reliable when the instrument of the research is believable to use as an instrument of collecting data. The reliability of the test can be found by using K-R 20 formula. Reliability from pre-test was 0.69 and post-test 0.72. The result can be seen in appendix 6.

F. Procedures of Research

To get the data of the researcher, researcher followed the procedures of an experimental research. It divided into pre-test, treatment and post-test.

1. Pre-test

Pre-test is the test that researcher was given before treatment, it was given to both group. There were some step as followed:

- 1). The researcher prepared test about descriptive text.
- 2). The researcher gave pre-test to experimental class and control class.
- 3). The researcher gave the instruction about the test to the students

- 4). The reseracher gave the time to solve the test.
- 5). The researcher collected the answer sheet.
- 6). The researcher checked the answer sheet to find the score.

2. Treatment

In this step, treatment used fix up strategy in teaching descriptive text, it was done to explain to both group. The procedures are as follow:

- 1) Reseacher asked the students to read the descriptive text.
- 2) Reseacher asked students to reread the text.
- 3) Students got something about text based on their background knowledge.
- 4) Students made an inference to conclude the point.
- 5) After making inference, students made a prediction about the text.
- 6) Students made another inference. It can help to get the point of the text.
- 7) Students made visualization. Students imagine characters that stated in the text.
- 8) To ensure students about point of the text, the students made a new question that related to the text.

In, control group, researcher used reading aloud as strategy in teaching descriptive text. The procedures are as follow:

- 1) Researcher read the descriptive text.

- 2) Researcher asked the students to reread the text.
- 3) Researcher explained about descriptive text.
- 4) Researcher asked the point of material to the students
- 5) Researcher gave task to students.

3. Post-test

The last procedure was post-test, it was given to both group classes, experimental group and control group. The procedures are as follow:

- 1). The resaercher made the post-test.
- 2). The researcher gave the test to experimental class and control class.
- 3). The researcher gave the instruction about the test to the students
- 4). The reseracher gave the time to solve the test.
- 5). The researcher collected the answer sheet.
- 6). The researcher checked the answer sheet to find the score.

G. Technique of Analyzing Data

1. Requirement Test

a. Normality Test

Normality test is test to know data is normal or not.

The The researcher used the normality test manual by using *Chi-Quadrate* formula. Significant level 5% (0.05) and degree of freedom as big as total of frequency (dk=6-

1). If result $X^2_{count} < X^2_{table}$. So, it could be concluded that data was distributed normal.

b. Homogeneity Test

Homogeneity test used to know the both experimental is homogeny. To test the data whether homogeny or not, it is calculated manual. Hypothesis is rejected if $F < F_{\frac{1}{2}}^{\alpha} (n_1-1) (n_2-1)$, while if $F_{count} > F_{table}$ hyphotesis (Ho) was accepted. It determine with significant event 5% (0.05).

2. Hypothesis Test

Based on the hypothesis, the data analysis and find out the result from experimental class and control class. The data were analyzed manually by using T- test formula. Hypothesis is accepted if $t_{count} > t_{table}$ with significant event 5% hypothesis (Ha) is accepted.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of research. It talks about the effect of fix up strategy to students' reading descriptive. The data using pre test and post test had been calculated. The hypothesis of this study evaluated with t- test. The description of the data is as follows:

A. Description of Data

1. The Students' Reading Descriptive Text Before Using Fix Up Strategy

a. Data Description of Pre-test at Control Class

Class VIII-2 was as control class in this research. Based on the students' reading test in pre-test, the students' score was seen as follows:

Table IV.1 The Score of Pre-test in Control Class

| No | Data Description | Control Class |
|----|------------------|---------------|
| 1 | The Lowest Score | 25 |
| 2 | The High Score | 70 |
| 3 | Mean | 43.7 |
| 4 | Median | 47.14 |
| 5 | Modus | 43.1 |
| 6 | Std. Deviation | 10.4 |

Based on table above, it may be concluded that data got from control class can be described as; the lowest score was 25. On the other hand, the high score was 70, mean was 43.7 and median from the score was 47.14. Besides, modus from the score in control

class was 43.1, then, standard deviation was 10.4. Then, the calculation of the frequency distribution of the students' score as follow:

Tabel IV.2 Data Distribution Frequency (Pre-test) Control

| No | Interval | Mid-Point | Control Class | |
|----|----------|-----------|---------------|-------------|
| | | | Frequency | Percentages |
| 1 | 25 – 32 | 28.5 | 3 | 15 % |
| 2 | 33 – 40 | 36.5 | 5 | 25% |
| 3 | 41 – 48 | 44.5 | 6 | 30% |
| 4 | 49 – 56 | 52.5 | 4 | 20% |
| 5 | 57 – 64 | 60.5 | 1 | 5% |
| 6 | 65 – 72 | 68.5 | 1 | 5% |

From the table above, the students' score in control class between 25 – 32 was 3 students (15%), class interval between 33 – 40 was 5 students in the percentage (25%). Then, class interval between 41 – 48 was 6 students (30%), interval class between 49 – 56 consisted of 4 student in percentage (20%). Class interval between 57 – 64 was 1 student in percentage (5%). Class interval between 65 – 72 was 1 student in percentage (5%).

In order to get description of the data clearly and completely, pre-test value of experimental class is presented in the form of histogram and can be seen at figure as follows:

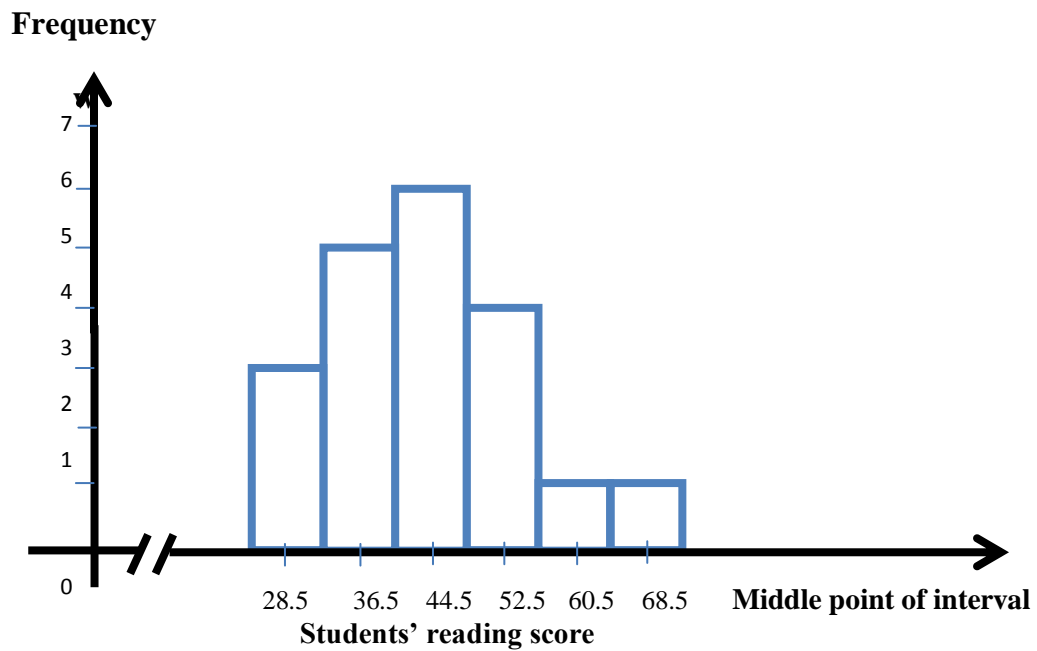


Figure IV.1
Data Description Pre- Test at Control Class

In the figure, it is seen that the highest score in reading It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of cotrol class in shown that the highest in middle point 44.5 was 6 students.

b. Data Description of Pre-test at Experimental class

In pre-test of experimental class, the researcher calculated the result which had been got by the students in answering reading test. The score of pre-test experimental class can be seen in table as follows:

Table IV.3 The Score of Experimental Class in Pre-test

| No | Data Description | Experimental Class |
|----|------------------|--------------------|
| 1 | The Lowest Score | 10 |
| 2 | The High Score | 80 |
| 3 | Mean | 41.6 |
| 4 | Median | 40.7 |
| 5 | Modus | 41 |
| 6 | Std. Deviation | 16.05 |

Based on table above, it may be concluded that data got from experimental class can be described as; the lowest score was 10. On the other hand, the high score was 80, mean was 41.6 and median from the score was 40.7. Besides, modus from the score in experimental class was 41, then, standard deviation was 16.05. Then the calculation of the frequency distribution of the students' score as follow:

**Table IV.4
Data Distribution Frequency (Pre-test) Experimental**

| No | Interval | Mid-Point | Experimental Class | |
|----|----------|-----------|--------------------|-------------|
| | | | Frequency | Percentages |
| 1 | 10 – 21 | 15.5 | 3 | 13.63 % |
| 2 | 22 – 33 | 27.5 | 3 | 13.63% |
| 3 | 34 – 45 | 39.5 | 8 | 36.36% |
| 4 | 46 – 59 | 52.5 | 5 | 22.72% |
| 5 | 60 – 71 | 65.5 | 2 | 9.09% |
| 6 | 72 – 83 | 77.5 | 1 | 4.54% |

From the table above, the students' score in experimental class between 10 – 21 was 3 students (13.63%), class interval between 22 – 33 was 3 students in the percentage (13.63%). Then,

class interval between 34 – 45 was 8 students (36.36%), interval class between 46 – 59 consisted of 5 students in percentage (22.72%). Class interval between 60 – 71 was 2 students in percentage (9.09%). Class interval between 65 – 71 was 1 student in percentage (4.54%).

In order to get description of the data clearly and completely, pre-test value of experimental if it is presented in the form of histogram can be seen at figure as follows:

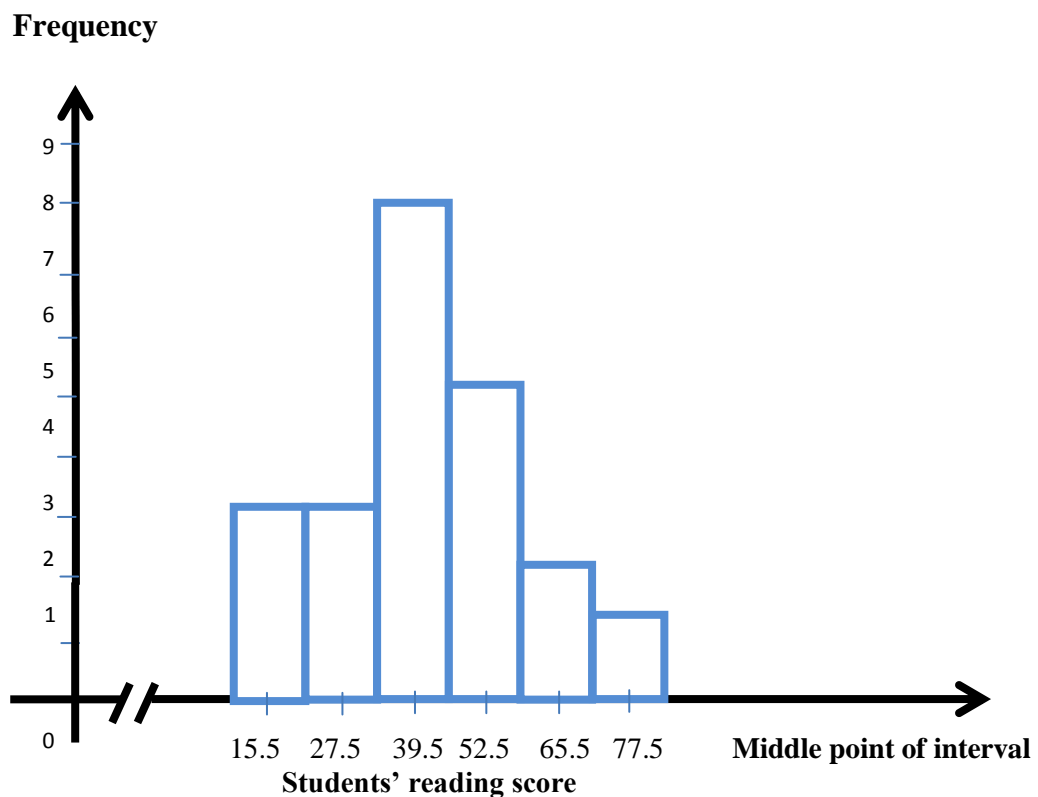


Figure IV.2

Description Data Pre- Test of Experimental Class

The figure 2 described the students score based on the interval class. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in shown that the highest in middle point 39.5 was 8 students and the lowest score in middle point 15.5 was 5 students.

2. The Students' Reading Descriptive Text After Using Fix Up Strategy

a. The Post Test Score of Control Class

In post- test of control class, the researcher calculated the result which had been got by the students in answering speaking test. The data of post- test control class can be seen in table as follows:

Table IV.5 The Score of Control Class in Post-Test

| No | Data Description | ControlClass |
|-----------|-------------------------|---------------------|
| 1 | The Lowest Score | 0 |
| 2 | The High Score | 80 |
| 3 | Mean | 46.4 |
| 4 | Median | 49.9 |
| 5 | Modus | 58.3 |
| 6 | Std. Deviation | 20.42 |

Based on table above, it may be concluded that the data got from control class can be described as; the lowest score was 0. On the other hand, the high score was 80, mean was 46.4 and median from the score was 49.9. Besides, modus from the score in experimental class was 58.3, then, standard deviation was 20.42.

Then the calculation of the frequency distribution of the students' score as follow:

Table IV.6
Distribution Frequency of Data (Post-test) in Control Class

| No | Interval | Mid-Point | Control Class | |
|----|----------|-----------|---------------|-------------|
| | | | Frequency | Percentages |
| 1 | 0 – 13 | 6.5 | 2 | 10% |
| 2 | 14 – 27 | 20.5 | 2 | 10% |
| 3 | 28 – 41 | 34.5 | 3 | 15% |
| 4 | 42 – 55 | 48.5 | 5 | 25% |
| 5 | 56 – 69 | 62.5 | 6 | 30% |
| 6 | 70 – 83 | 76.5 | 2 | 10% |

From the table above, the students' score in experimental class between 0 – 13 was 2 students (10%), class interval between 14 – 27 was 2 students in the percentage (10%). Then, class interval between 28 – 41 was 3 students (15%), interval class between 42 – 45 consisted of 5 students in percentage (25%). Class interval between 56 – 69 was 6 students in percentage (30%). Class interval between 70 – 83 was 2 students in percentage (10%).

In order to get description of the data clearly and completely, Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:

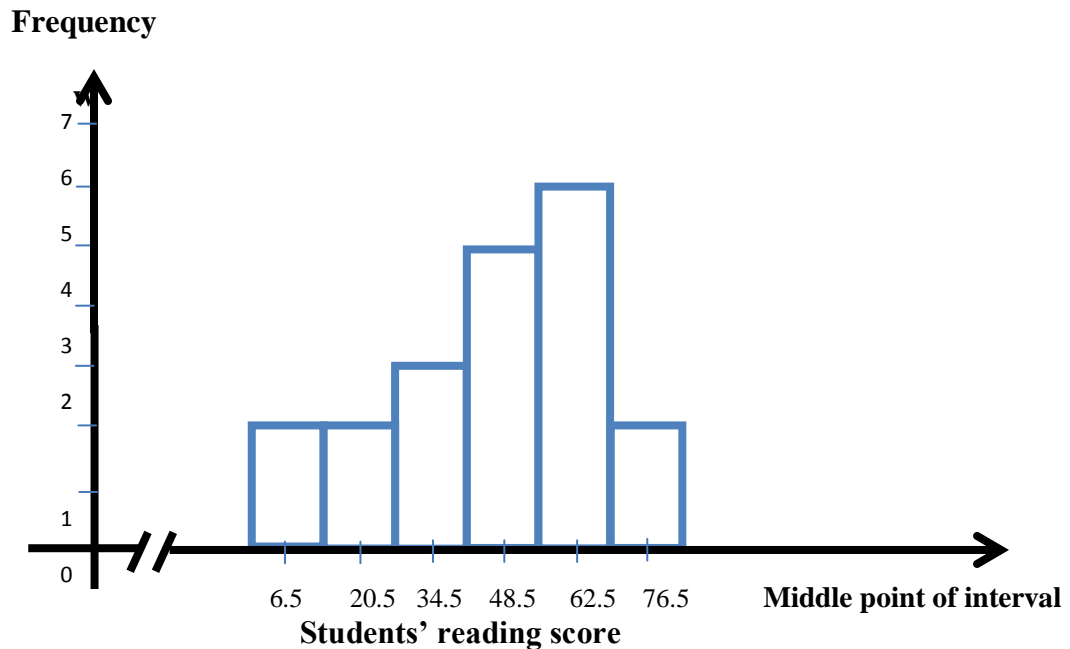


Figure IV.3

Data Description of Post- Test at Control Class

The figure 4 described the students' score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in post- test shown that the highest in middle point 62.5 was 6 students and the lowest score in middle point 6.5, 20.5, 76.5 was 2 students.

b. The Post Test Score of Experimental Class

In post- test of experimental class, the researcher calculated the result which had been got by the students in answering

speaking test. The data of post- test experimental class can be seen in table as follows:

Table IV.7

The Score of Experimental Class in Post-Test

| No | Data Description | Experimental Class |
|----|------------------|--------------------|
| 1 | Lowest Score | 35 |
| 2 | High Score | 90 |
| 3 | Mean | 66.18 |
| 4 | Median | 68.25 |
| 5 | Modus | 68.5 |
| 6 | Std. Deviation | 12.9 |

Based on table above, it may be concluded that the data got from experimental class can be described as; the lowest score was 35. On the other hand, the high score was 90, mean was 66.18 and median from the score was 68.25 besides, modus from the score in control class 68.5, then, standard deviation was 12.9. Then the calculation of the frequency distribution of the students' score as follow:

Table IV.8

Data Distribution Frequency of (Post-test) at Experimental Class

| No | Interval | Mid-Point | Control Class | |
|----|----------|-----------|---------------|-------------|
| | | | Frequency | Percentages |
| 1 | 35 – 44 | 39.5 | 2 | 9.09% |
| 2 | 45– 54 | 49.5 | 2 | 9.09% |
| 3 | 55 – 64 | 59.5 | 4 | 18.18% |
| 4 | 65 – 74 | 69.5 | 8 | 36.36% |
| 5 | 75 – 84 | 79.5 | 5 | 22.72% |
| 6 | 84 – 94 | 89.5 | 1 | 4.54% |

From the table above, the students' score in experimental class between 35 – 44 was 2 students (9.09%), class interval between 45 – 54 was 2 students in the percentage (9.09%). Then, class interval between 55 – 64 was 4 students (18.18%), interval class between 65 – 74 consisted of 8 students in percentage (36.36%). Class interval between 75 – 84 was 5 students in percentage (22.72%). Class interval between 85 – 94 was 1 student in percentage (4.54%).

In order to get description of the data clearly and completely, Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:

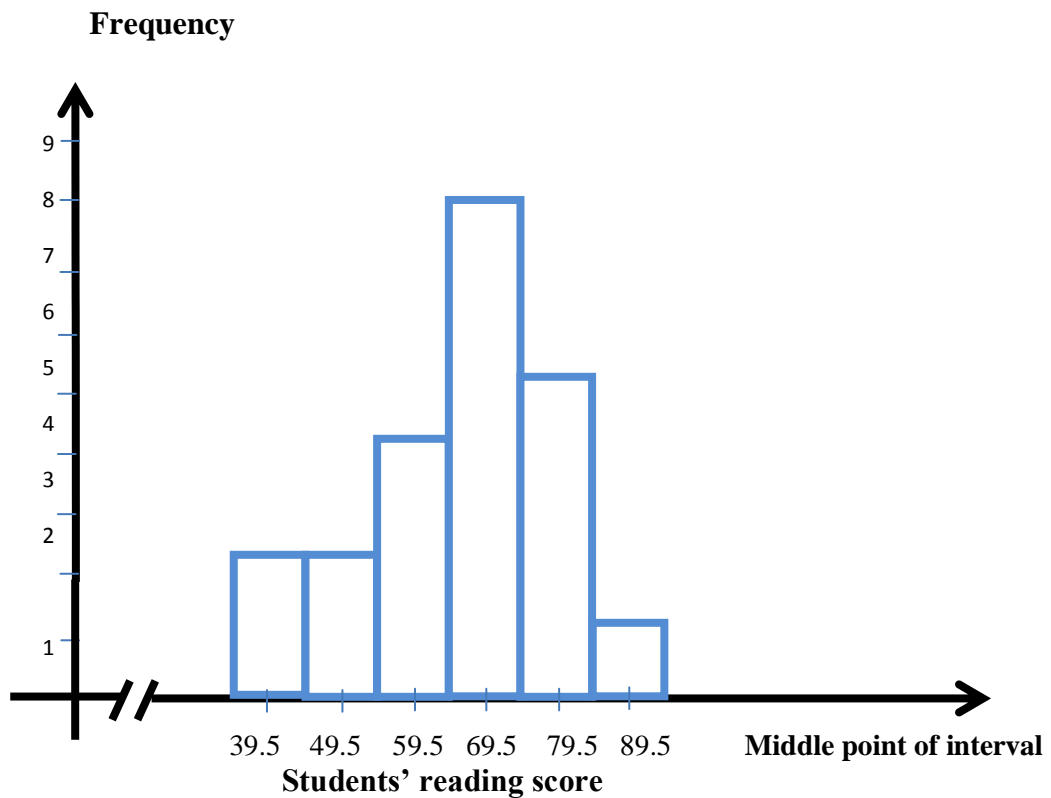


Figure IV.4
Data Description of Post- Test at Experimental Class

The figure 4 described the students score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in post- test shown that the highest score in middle point 89.5 was 1 student and the lowest score in middle point 39.5 and 49.5 was 2 students.

B. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class

Table IV.9 Normality and Homogeneity Pre-Test

| Class | Normality Test | | Homogeneity Test | |
|--------------------|----------------|--------|------------------|-------|
| | xcount | xtable | fcount | fable |
| Experimental Class | 6.368 | 11.070 | 3.81 > 2.19 | |
| Control Class | 1.333 | 11.070 | | |

Based on the table above researcher calculation, the score of experimental class $x_{count} = 6.368 < x_{table} 11.070$ with degree of freedom $(dk) = 5$ and real level $\alpha = 0.05$. Cause $x_{count} < x_{table}$ in the both class. So, H_a was accepted. it means that experimenta class and control class were distributed normal.

2) Homogeneity of Experimental Class in Pre Test

The coefficient of $F_{count} = 3.81$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$ and the different numerator $dk = 19$ and 21 . So, by using the list critical value at F distribution was 2.19 . It showed that $F_{count} > F_{table}$. So, the variant of data of students not homogenous.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental Class and Control Class

Table IV.10 Normality and Homogeneity Post-Test

| Class | Normality Test | | Homogeneity Test | |
|--------------------|----------------|--------|------------------|-------|
| | xcount | xtable | fcount | fable |
| Experimental Class | 7.654 | 11.070 | 2.491 > 2.10 | |
| Control Class | 3.191 | 11.070 | | |

Based on the table above researcher calculation, the score of experimental class $x_{count} = 7.654 < x_{table} = 11.070$ with degree of freedom $(dk) = 5$ and real level $\alpha 0.05$. Cause $x_{count} < x_{table}$ in the both class. So, H_a was accepted. it means that experimental class and control class were distributed normal.

2) Homogeneity of Experimental Class in Pre Test

The coefficient of $F_{count} = 2.491$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$ and the different numerator $dk = 19$ and 21 . So, by using the list

critical value at F distribution was 2.19. It showed that $F_{count} > F_{table}$. So, the variant of data of students not homogenous.

2. Hypothesis Test

After calculating the data of post test, researcher found that post test result of experimental class and control class is normal but not homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Alternative Hypothesis (H_a) of the research was “There was the significant effect of Fix Up Strategy to students’ reading descriptive ability at eight grade SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal.” Then, in testing the hypothesis, this research used the *T test* formula manually with the following formula:

$$T_t = \frac{\frac{x_1 - x_2}{\sqrt{(s_1^2 + s_2^2)}}}{n_1 + n_2}$$

The hypothesis to be tested are

H_0 : There was no significant effect of Fix Up Strategy to reading descriptive ability of the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal.

H_a : There was the significant effect of Fix Up Strategy to reading descriptive ability of the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal.

Table IV.11 Result of T-test

| No | Post-test | |
|----|--------------------|--------------------|
| | t_{count} | t_{table} |
| 1 | | |
| 2 | 5.31 | 2.021 |

From the research data, it was found t_{count} while t_{table} in pre test $t_{\text{count}} < t_{\text{table}}$ ($-0.70 < 2.00$), it means that hypothesis H_a was rejected and H_0 was accepted. It maybe concluded that two classes were same in pre test. While $t_{\text{count}} = 5.31$ with the significant level of $\alpha = 5\%$ and $dk = 42$ obtained $t_{\text{table}} = 2.021$. Then, it might be concluded that $t_{\text{count}} > t_{\text{table}}$. So, from the calculation above, it can be seen that H_0 was rejected and H_a was accepted. The calculation of gain score after doing this research can be seen in the following table:

Table IV.12 Gain Score of Experimental and Control Class

| No | Class | Pre-Test | Post- Test | Gain Score |
|----|--------------|----------|------------|------------|
| 1 | Experimental | 41.6 | 66.18 | 24.58 |
| 2 | Control | 43.7 | 46.4 | 2.7 |

Based on the table 17, the researcher found that the gain score of students at experimental class was 24.58, while the gain score of students at control class was 2.7. It can be concluded that students' score of experimental was higher than the students' score in control class. So, it means the result of the hypothesis (H_a) was accepted because from the result of post-test higher than pre-test

and the fix up strategy has significant effect to students reading descriptive text.

C. Discussion

Based on the definition of Fix Up Strategy the researcher concluded that Fix Up Strategy can help students in reading descriptive text and enjoy learning process, the students can make conclusion and visualization what they read. The students easily to understand the text by using Fix Up Strategy. Analysis of the data, the researcher discussed the result of this research on the effect of Fix Up Strategy to Students' Reading Descriptive Text Ability where, the result mean score experimental class was higher than control class. The mean score of experimental class after using Fix Up Strategy was 66.18 and mean score of control class by using reading aloud was 46.4. In another hand reading aloud is less effective in teaching reading descriptive text because, score class experimental higher than control class from that it show the fix up strategy more effective than reading aloud in teaching reading descriptive text.

In reading there are some strategies can be used such as building background knowledge, using sensory images, questioning, making predicting and inferences, determining main idea, synthesizing and fix up. Moreillon said, Fix Up is tool that help reader

while they are confuse or difficut to catch meaning of the text.³⁸The use of Fix Up Strategy was the most appropriate strategy for learning because the teachers can provide an interesting materials by using Fix Up Strategy. Based on the theory it could be prove to descriptive text as a material text for the reader. From the comparison of the result of post-test score between experimental and controlled group, the reading descriptive text ability of experimental group was found higher than control group. It means that the treatment of using Fix Up Strategy to the experimental group was successful.

This research also provided the similiar cases with this research. The first research by Suhermanto stated Fix-up strategy was proved to be effective in teaching reading.³⁹ It means ix Up Strategy is very useful for teaching reading ability. It also not only help them in reading but they also feel enjoy and interested.

The finding is relevant with Kusumawati,⁴⁰ the results showed that the students' reading comprehension increased after being taught using Fix Up Strategy. It was proven by the mean after being taught using Fix Up Strategy was higher it can be concluded that Fix Up Strategy was effective used in teaching reading comprehension.

³⁸ Judi. Moreillon, *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Impact* (Chicago: American Library Association, 2007).

³⁹ Hadi Suhermanto, 'The Effect of Fix Up Strategy in Enhancing Students Reading Comprehension in IAIN Curup', *ENGLISH FRANCA : Academic Journal of English Language and Education*, 3.01 (2019), 1 <<https://doi.org/10.29240/ef.v3i01.825>>.

⁴⁰ Yernita Kusumawati, The Use of Fix Up Strategy in Teaching Reading Comprehension for Eleventh Grade Students at SMAN 7 KEDIRI', 2019<http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2019/14.1.01.08.0029.pdf>.

This research also relevant with Munawarah, et.al,⁴¹ they research showed that the students who taught by using fix up strategy got higher score than those taught by using conventional strategy. The researcher found that fix-up strategy helps the students understand the text when they got stuck in reading descriptive.

The last research was conducted by Muhassin, et.al,⁴² Fix Up Strategy contributed to the students' autonomy in learning reading, enhancement of students' awareness in reading, students' active involvement in reading practice. Fix Up Strategy had a better comprehension than those with reading aloud.

Based on explanation of all the research above and result of this research. It can be concluded that using Fix Up Strategy can help students more understand in reading descriptive text, Fix Up Strategy also contributed to enhancement of students' awareness in reading and feel interested in learning process. Fix Up Strategy had better comprehension than those with conventional reading (reading aloud).

⁴¹ I. M. Safruddin, M., Mardianah, M., & Awaliah, 'The Effectiveness of Fix-Up Strategy in Teaching Reading Skill to Students', *English Language Teaching for EFL Learners*, 2.2 (2020), 107–16 <<https://doi.org/10.24252/elties.v2i2.12627>>

⁴² Mohammad Muhassin and others, 'The Impact of Fix Up Strategy on Indonesian EFL Learners ' Reading Comprehension', *International Journal of Instruction*, 14.2 (2021), 253–70 <<https://doi.org/10.29333/iji.2021.14215a>>.

D. Threats of the Research

The researcher found the threats of the research as follows:

1. Some students were noisy while the learning process. It made them can not get the teacher's explanation well.
2. Some of them were not interested in learning English and give the impact to their answer.
3. The students need more time for answering the test because the time is limited.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusion of this research are:

1. Students' reading descriptive ability before using Fix Up Strategy was still low. It can be seen from the mean score of pre-test in experimental test.
2. Students' reading descriptive ability after using Fix Up Strategy was higher. It can be seen from the mean score of post-test in experimental test.
3. There was significant effect of Fix Up Strategy to reading descriptive text ability of the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal. The research found Fix Up Strategy can effect the students' reading descriptive text ability at eight grade SMP Negeri 1 Lembah Sorik Marapi. The research found the result where $t_{count} > t_{table}$. So, it means Fix Up Strategy can effect reading descriptive text ability of the eight grade students of SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal.

B. Suggestion

After finishing this research, there are many information about English teaching and learning process after comloting this research. As a result, it peresent several points, as follows:

1. From the rresult of the research, serve as information for headmaster. strategy to inspire the English teacher to deliver the material lessons as effectively as possible. Reading is taught using Fix Up Strategy because can improve reading ability.
2. From tha result of the research also serve to inform English teacher, Fix Up Strategy will be new teaching strategy used by teacher to teach reading more enjoyable and understandable.
3. The reserach suggest to another researcher to use this strategy to soving another problem and find another factors that faced by students in learnig English.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant effect of fix up strategy to reading descriptive text ability of the eight grade students SMP Negeri 1 Lembah Sorik Marapi Mandailing Natal and those who are taught without using fix up strategy . Moreover, this research implies that the use of fix up strategy is needed in teaching reading descriptive text. Considering the conclusions drawn above, it implies that the use of fix up strategy is capable to promote the improvement of students' reading descriptive text

ability in which it can be seen from the progress of the students' reading scores after given a treatment using fix up strategy.

It is expected that the teachers are highly recommended to utilize fix up strategy on the teaching of reading descriptive text ability in order to improve students' reading descriptive text ability. Students are motivated and enjoyed in learning reading process when they are taught using fix up strategy. Therefore, it implies that the use of fix up strategy can keep students' interest and help them to understand and interpret their ideas.

In summary, the use of fix up strategy during the research can improve the students' achievement in their reading descriptive text ability. Therefore, the application of fix up strategy needs to be applied continuously in teaching reading. It is because the use of fix up strategy can be effective strategy to help the students practice readings and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental class

Satuan Pendidikan : SMP Negeri 1 Lembah Sorik Marapi
 Kelas/Semester : VIII
 Mata Pelajaran : Bahasa Inggris
 Topik : Descriptive Text
 Skill : Reading
 Alokasi Waktu : 2 x 40 menit

A. Tujuan Pembelajaran

Melalui strategy fix up peserta didik diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis sangat pendek dan sederhana tentang deskripsi, binatang sesuai dengan konteks penggunaannya.

B. Kompetensi Dasar (KD), dan Indikator Pencapaian Kompetensi

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

C. Media Pembelajaran


- ✓ Media: lembar kerja siswa
- ✓ Alat/ Bahan: Spidol, papan tulis
- ✓ Sumber Belajar: Buku Bahasa Inggris “When Ring’s a Bell” SMP/MTs kelas VII


D. Metode Pembelajaran

- ✓ Fix Up strategy


E. Materi

Contoh descriptive text:







Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adopted from The Little Animal Encyclopedia)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.
(Adopted from The Little Animal Encyclopedia)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adopted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adopted from The Little Animal Encyclopedia)

88 KELAS VIII SMP/MTs

1. Fungsi sosial : To describe something /someone /some place based on fact
2. Struktur text : 1. Identification 2. Description
3. Unsur kebahasaan : 1. Kata dan tata bahasa yang lazim digunakan dalam teks descriptive seperti karakteristik benda, hewan, maupun manusia.
Contoh: - Blue - Large - Small - Beautiful
4. Tata bahasa : menggunakan simple present dalam bentuk instruction.
(Subject) + present tense forms of the verb (bare infinitive)
- The giraffe is tall animal - The beach is so clean

F. Langkah- Langkah Kegiatan Pembelajaran

- Kegiatan awal (5 menit)
 1. Greetings
 2. Warming up

3. Mengecek presensi siswa
 4. Menghubungkan materi pembelajaran yang akan dilakukan dengan kehidupan sehari-hari peserta didik.
- Kegiatan inti (30 menit)
 1. Pertama, guru meminta siswa untuk membaca teks deskriptif.
 2. Guru meminta siswa untuk membaca kembali teks tersebut.
 3. Siswa mengambil point teks berdasarkan pengetahuan mereka.
 4. Siswa kesimpulan untuk menyimpulkan point.
 5. Setelah membuat kesimpulan, siswa menebak tentang teks tersebut.
 6. Siswa membuat kesimpulan lain untuk mempermudah memahami teks.
 7. Terakhir, siswa membayangkan ciri-ciri yang telah disebutkan di dalam teks.
 8. Siswa membuat sebuah pertanyaan tentang hal yang berkaitan dengan teks.
 9. Terakhir guru memberikan tugas kepada siswa tentang deskriptif teks.
 - Kegiatan akhir (5 menit)
 1. Memeriksa jawaban siswa
 2. Meminta salah satu siswa untuk menyimpulkan materi hari ini.
 3. Menyimpulkan materi.
 4. Menyampaikan materi pembelajaran pertemuan berikutnya
 5. Menutup pembelajaran dan salam.

G. Penilaian

- ✓ Sikap
- ✓ Keterampilan
- ✓ pengetahuan

Guru Bahasa Inggris kelas VIII

Mengetahui,

Peneliti

Elli Efrian, S.pd

Nur Ainun Lubis

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control class

| | |
|-------------------|------------------------------------|
| Satuan Pendidikan | : SMP Negeri 1 Lembah Sorik Marapi |
| Kelas/Semester | : VIII |
| Mata Pelajaran | : Bahasa Inggris |
| Topik | : Descriptive Text |
| Skill | : Reading |
| Alokasi Waktu | : 2 x 40 menit |

H. Tujuan Pembelajaran

Peserta didik diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis sangat pendek dan sederhana tentang deskripsi, binatang sesuai dengan konteks penggunaannya.

I. Kompetensi Dasar (KD), dan Indikator Pencapaian Kompetensi

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

J. Media Pembelajaran


- ✓ Media: lembar kerja siswa
- ✓ Alat/ Bahan: Spidol, papan tulis
- ✓ Sumber Belajar: Buku Bahasa Inggris “When Ring’s a Bell” SMP/MTs kelas VII


K. Metode Pembelajaran

- ✓ Read aloud


L. Materi

Contoh descriptive text:







Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adopted from The Little Animal Encyclopedia)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.
(Adopted from The Little Animal Encyclopedia)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adopted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adopted from The Little Animal Encyclopedia)

88 KELAS VIII SMP/MTs

5. Fungsi sosial : To describe something /someone /some place based on fact
6. Struktur text : 1. Identification 2. Description
7. Unsur kebahasaan : 1. Kata dan tata bahasa yang lazim digunakan dalam teks descriptive seperti karakteristik benda, hewan, maupun manusia.
Contoh: - Blue - Large - Small - Beautiful
8. Tata bahasa : menggunakan simple present dalam bentuk instruction.
(Subject) + present tense forms of the verb (bare infinitive)
 - The giraffe is tall animal
 - The beach is so clean

M. Langkah- Langkah Kegiatan Pembelajaran

- Kegiatan awal (5 menit)
 5. Greetings

6. Warming up
 7. Mengecek presensi siswa
 8. Menghubungkan materi pembelajaran yang akan dilakukan dengan kehidupan sehari-hari peserta didik.
- Kegiatan inti (30 menit)
 10. Guru membaca teks deskriptive teks.
 11. Guru meminta siswa untuk membaca kembali teks tersebut.
 12. Guru menjelaskan tentang deskriptif teks.
 13. Guru menanyakan pemahaman siswa.
 14. Guru memberikan tugas kepada siswa tentang deskriptif teks..
 - Kegiatan akhir (5 menit)
 6. Memeriksa jawaban siswa
 7. Meminta salah satu siswa untuk menyimpulkan materi hari ini.
 8. Menyimpulkan materi.
 9. Menyampaikan materi pembelajaran pertemuan berikutnya
 10. Menutup pemeblejaran dan salam.

N. Penilaian

- ✓ Sikap
- ✓ Keterampilan
- ✓ pengetahuan

Guru Bahasa Inggris kelas VIII

Mengetahui,

Peneliti

Elli Efrian, S.pd

Nur Ainun Lubis

Appendix 3

INSTRUMENT PRE-TEST

READING TEST

Name :

Class :

Instructions :

Read history texts carefully and answer the question below. Each one is followed by several questions about it. The questions are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer.

The following text is for questions 1 – 4

I have roommate named Chyintya. She is beautiful, tall, and slim. She is so smart and friendly that she has many friends. She is younger than me. She is wise and patient. I often share problems with her to find good solutions. She often amuses and cheers me when I am in bad mood.

Chintya likes singing very much. She has a beautiful voice. She always sings every time and everywhere. She told me that she'd like to attend a singing contest on television.

1. What is main idea of first paragraph?
 - a. I have roommate named Chintya
 - b. Chintya likes singer very much
 - c. She wants to be singer
 - d. She is beautiful
2. What is generic structure of the text?
 - a. Identification – Description
 - b. Goal – Description
 - c. Goal – Resolution
 - d. Identification - Problems
3. We can infer that chintya to be a....

- a. Writer
 - b. Singer
 - c. Dancer
 - d. Actress
4. What is the conclusion of the text?
- a. The beautiful Chintya
 - b. Chintya has good personality
 - c. To make reader know er roommate
 - d. Chintya always giving her solution

The following text is for questions 5 – 8

Raffa and his family live on a hill. It is far from the city, so that they are still able to enjoy fresh air. They often enjoy spare time at home by sitting at the veranda and seeing a mountain view. If they want to see the green rice fields, they go to backyard.

Raffa's house is designed with classic "panggung" design from Padang. All of the materials are made of wood. It has two small stairs, i.e. in front of and behind the house. It doesn't have a living room, but it has a veranda that is full of wooden furniture decorations. The decorations make people wondered and relaxed every time they see them.

There is a big room in Raffa's house. It is usually used as Raffa's family room. There is a TV set and carpet, where they usually watch TV programmes.

5. What is the topic of the text?
- a. Raffa's family
 - b. Raffa's house
 - c. A "panggung" house
 - d. Raffa's favorite room
6. What is main idea of first paragraph?
- a. Raffa's family live on hill
 - b. Raffa's family live in city
 - c. Raffa often enjoy at home
 - d. Raffa's family can see a mountain
7. The first paragraph is...

- a. Conclusion
 - b. Resolution
 - c. Introduction
 - d. Identification
8. “It is far from the city . . .” (Paragraph 1). The underlined word can be replaced by...
- a. Near
 - b. Distant
 - c. Separat
 - d. Accessible

The following text is for questions 9 – 12

Occupying much of the western extremity of Bali Barat National Park is one of Indonesia’s best bird watching spots. The park’s rarest bird is the gorgeous Bali starling, with its brilliant silver-white feathers and striking eye markings. A victim of rampant poaching since the turn of the century, the starling now clings to the threads of existence in the wild. In 1989, about 30 individuals were tallied in the park, compared to over 700 in captivity across the globe.

Despite the starling’s rarity, the Bali Barat is rich in over 160 other species. Yellow-vented bulbuls are everywhere, as well as white-bellied swiftlets, sacred and javan kingfishers, and drongos. On the north coast are a colony of silvered leaf monkeys and Menjangan Island, which offers a rich variety of marine life for snorkelers and divers. Dolphin watching is also a highlight of Bali, as large, playful schools thrive off the north coast.

There are a number of good guided treks through Bali Barat’s jungles, though because of the starling’s fragile existence, no trekking is permitted on the Prapat Peninsula and Menjangan Island.

9. What is the topic?
- a. A town park
 - b. A conservation park
 - c. Beautiful lanscape
 - d. Endangered bird species
10. What is the main idea of first paragraph?

- a. Bali Barat National is one of Indonesia's best bird watching
 - b. Bali Barat has over 160 bird species
 - c. Bali Barat is destination for tourists
 - d. Beautiful Bali
11. The second paragraph is...
- a. Introduction
 - b. Description
 - c. Resolution
 - d. Problems
12. What color are the Bali starling's feathers?
- a. Silver- white
 - b. Red- yellow
 - c. Blue- silver
 - d. Yellow- silver

The following text is for questions 13-17

Boyolali regency is located north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way as to resemble real cows. However, the size is made bigger to catch the eyes.

Besides decorating the town, the statues also turn out of town to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can find their way easily.

13. What is the topic of the text?
- a. Boyolali regency
 - b. Cow statues
 - c. Place in Boyolali
 - d. Merabu mountains
14. What is the main idea of the last paragraph?

- a. The people from out of town easily find the statue
 - b. Statues help people to find places easily
 - c. The cows can find their way easily around the town
 - d. The statues decorate the town beautifully
15. The last paragraph is...
- a. Description
 - b. Identification
 - c. Resolution
 - d. Introduction
16. What is the tense of the text?
- a. Past tense
 - b. Future tense
 - c. Continuous tense
 - d. Present tense
17. The conclusion of the text is...
- a. Boyolali fresh milk
 - b. Cow statues in Boyolali
 - c. Location of Boyolali
 - d. To make fresh milk

The following text is for questions 18 – 20

I have a papaya plant. It grows at the front yard. The papaya tree is tall, about three meters high. It has no branches. The stem is soft and weak because it has the flimsy wood and a hollow center. The leaves emerge directly from the upper part of the stem in a spiral fashion.

I like to harvest the lower most papaya fruit. The oldest, mature fruit is the lowest one, and the youngest the upper most one. The ripe fruit has yellow skin. The flesh is bright orange or pinkish, with small black seeds clustered in the center

18. What is the topic of the text?
- a. My papaya plant
 - b. My plants

- c. Papaya leaf
 - d. The flesh of papaya
19. The second paragraph is about...
- a. Goal
 - b. Identification
 - c. Description
 - d. Resolution
20. “..... flimsy wood and a hollow center.” (Paragraph 1)
The word ‘flimsy’ has the similar meaning with....
- a. Hard
 - b. Thick
 - c. Long
 - d. Soft

Appendix 4**INSTRUMENT POST-TEST****READING TEST**

Name :

Class :

Instructions :

Read history texts carefully and answer the question below. Each one is followed by several questions about it. The questions are 1-20 items; you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer.

The following text is for questions 1 – 5

I have a very beautiful mother. Her name is Mrs. Bunga. She is 40 years old this year. She teaches in a high school in Surabaya. Her height is 165 cm and she weighs about 55 kg. She has a black and shiny curly hair. She also has a pointed nose and dimples that makes her more beautiful when smiling. Her eyes are brown like my eyes. My mother has a light brown skin color like most women in Indonesia. Her red lips and white teeth combine to form a beautiful smile. My mom is neither fat nor skinny. I think her body is pretty proportional.

She is a very nice, friendly, and patient woman. My mom loves her family so much. She is the best mother in the world. She plays her role as a mother greatly. She never forgets her responsibilities as a mother. Although she is very busy at work, she never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healthy. Apart from being a good mom, she is the greatest cook ever exists. She is very talented in cooking. I love her cook, especially her fried chicken. My mom is also kind. She loves to help friends and neighbors who are in trouble. My mom always takes pity on people who need help. Moreover, my mother is a devoted person. She is very diligent in praying and always reminds us to conduct prayer. There are still a lot of things that I could say about my mother because I think my mother is a perfect mom for myself and my family. I wish I could find a wife like her for my future children

1. What is the topic of the text?

- a. My mother
 - b. My father
 - c. My uncle
 - d. My grandmother
2. What is the main idea of first paragraph?
- a. I have a very beautiful mother
 - b. Her name is Mrs. Bunga
 - c. My mom is neither fat nor skinny
 - d. She has a black and shiny curly hair
3. What is generic structure of the text?
- a. Introduction – Description
 - b. Description - Identification
 - c. Identification - Description
 - d. Description - Introduction
4. She is very nice. “ she” refers to...
- a. Mother
 - b. Father
 - c. People
 - d. Her
5. The conclusion is...
- a. My mom is beautiful
 - b. The writer has the best mother
 - c. She is talented
 - d. She is very diligent

The following text is for questions 6-10

On my seventeen birthday, my dad gave me a kitten. One thing that I wanted for a long time ago. I named her Kelly. My dad adopted her from a shelter. Once she received my house, she was fragile and little as a bottle. But now, she has full-grown to be a white lovely cat. She chows and exercises well. Her fur grows thick and soft. Kelly may be a charming cat and we'll continuously watch out for her.

6. What is the topic about?
 - a. My birthday gift
 - b. My birthday
 - c. My daddy
 - d. My mom
7. The main idea of the paragraph is...
 - a. My dad adopted her from a shelter
 - b. On my seventeen birthday, my dad gave me a kitten
 - c. She chows and exercises well
 - d. I named her Kelly
8. What is the generic structure of the text
 - a. Resolution - Identification
 - b. Introduction – Description
 - c. Identification – Description
 - d. Description - Resolution
9. Kelly is name of...
 - a. Fish
 - b. Kitten
 - c. Cow
 - d. Barbie
10. The conclusion of the is...
 - a. My dad adopted her from a shelter
 - b. My kitten name is kelly
 - c. My birthday gift is cute kitten
 - d. My dad give kitten

The following text is for questions 11-15

Paris is the capital town of France. It's conjointly one of the foremost lovely and celebrated towns in the world. Paris is termed because of the sunshine. Paris has become a global fashion center. What trendy girls are wearing in Paris are worn by girls everywhere around the globe.

Paris is additionally celebrated for its world center of education. For example, it's the headquarters of the United Nations Educational Scientific and Cultural Organization, the UN Education, Scientific, and Cultural Organization.

There are many different celebrated places in Paris, like the Louvre, the cathedral of Notre Dame. However, the foremost celebrated landmark in this town should be the Eiffel Tower.

Paris is once a bunch of individuals called the Parisii. They engineered a little village on an associate degree island within the middle of the Seine about 2 thousand years ago. This island is termed Ile de la Cite. It's where Notre Dame is set. These days around eight million individuals sleep in the Paris space.

11. What is the topic about?
 - a. France
 - b. Paris
 - c. Louvre
 - d. Italy
12. The main idea of the paragraph is...
 - a. Paris is once a bunch of individuals called the Parisii
 - b. Paris is additionally celebrated for its world center of education
 - c. Paris has become a global fashion center
 - d. Paris is the capital town of France
13. What is the generic structure of the text?
 - a. Identification – Description
 - b. Introduction – Description
 - c. Description - Introduction
 - d. Description – Identification
14. Paris is once a bunch of individuals called the...
 - a. Italian
 - b. Franch
 - c. Parisii
 - d. Paris
15. The conclusion of the text is...
 - a. Paris is once a bunch of individuals called the Parisii

- b. Paris is additionally celebrated for its world center of education
- c. Paris has passion in many sector
- d. Paris has become a global fashion center

The following text is for questions 16-20

Fried rice is a typical Indonesian food. Fried rice is a very popular food. The ingredients for making fried rice are rice, cooking oil, soy sauce, and other seasonings. Everyone loves fried rice. Fried rice is very good. Initially, fried rice came from China. Fried rice has been around since 4000 BC.

- 16. What is the topic of the text?
 - a. Indonesian food
 - b. Fried rice
 - c. Noodle
 - d. cooking
- 17. What is main idea of paragraph?
 - a. Fried rice is a typical Indonesian food
 - b. Fried rice is a very popular food
 - c. Fried rice has been around since 4000 BC
 - d. . Fried rice is very good
- 18. The first line is...
 - a. Description
 - b. Introduction
 - c. Resolution
 - d. description
- 19. The opposite of love is...
 - a. Hate
 - b. Like
 - c. Enjoy
 - d. Bored
- 20. What is conclusion of the text?
 - a. How to make fried rice

- b. Fried rice is Indonesian famous food
- c. Fried rice has been around since 4000 BC
- d. Fried rice is a typical Indonesian food

The following text is for questions 21-25

Borobudur is a Hindu-Buddhist temple. It was built during the ninth century by the Syailendra Dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

It is well-known all over the world for its construction, influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them is circled by a bell called Stupa.

The distance from the base to the top extends through some 4.8 km of passages and stairways. The design of Borobudur which symbolizes the structure of the universe, is similar to a temple in Angkor.

21. What is the text about?
 - a. Syailendra Dynasty of ancient
 - b. Mataram Kingdom
 - c. Borobudur
 - d. Architecture of India
22. Main idea of first paragraph is...
 - a. Borobudur is a Hindu-Buddhist temple
 - b. Borobudur is located in Magelang
 - c. It is well-known all over the world for its construction
 - d. The design of Borobudur which symbolizes the structure of the universe
23. The last paragraph is...
 - a. Introduction
 - b. Identification
 - c. Resolution
 - d. Description
24. The distance from the base to the top...(in line 8). The underlined word has a similar meaning with...

- a. Far
 - b. Near
 - c. Big
 - d. Short
25. What is the conclusion of the text?
- a. Borobudur is located in Magelang
 - b. The temple is constructed on a hill 46 m high and consist of eight level terraces
 - c. History about Borobudur temple
 - d. The distance from the base to the top extends through some 4.8 km of passages and stairways

The following text is for questions 26-30

My House is divided into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room.

In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many tropies. In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister.

Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together

26. What is the topic about?
- a. My room
 - b. My house
 - c. My bedroom
 - d. Room
27. The main idea of the last paragraph is...
- a. Normally we eat in everywhere we want

- b. In my bedroom, I have a lot of things inside
 - c. My House is divided into two floors
 - d. Downstairs, the floor is divided in eight rooms
28. What is the generic structure of the text....
- a. Description – Introduction
 - b. Introduction – Description
 - c. Identification – Description
 - d. Description – Identification
29. The House is divided into...
- a. 3 floors
 - b. 4 floors
 - c. A floor
 - d. 2 floors
30. The conclusion of the is...
- a. My house has many rooms
 - b. There are many bedrooms in my house
 - c. My house has swimming pool
 - d. My house garden

The following text is for questions 31-35

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

31. What is the topic of the text?
- a. Zoo
 - b. Panda
 - c. Bear
 - d. animals
32. What is main idea of paragraph?
- a. I went to the zoo yesterday and I saw panda for the first time

- b. Panda is the very cute animal I've ever seen
 - c. Panda's body is almost look alike with bear
 - d. Panda eats bamboo
33. The first line is...
- a. Resolution
 - b. Identification
 - c. Introduction
 - d. Description
34. The opposite of black is...
- a. White
 - b. Blue
 - c. Yellow
 - d. Red
35. What is conclusion of the text?
- a. Describing panda
 - b. Describing zoo
 - c. Panda eat bamboo
 - d. Panda is bear

The following text is for questions 36-40

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they are carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

36. What is the topic ?
- a. Leaves
 - b. Branch
 - c. Twigs

- d. Tree
37. The main idea of last paragraph is...
- a. Some roots can go down more than four meters
 - b. Tree's roots absorb water and nutrients from soil
 - c. There are three main parts of a tree
 - d. The crown filters dust and other particles from the air
38. The second paragraph is..
- a. Description
 - b. Introduction
 - c. Identification
 - d. Problems
39. The ... or ... of a tree supports the crown
- a. Leaves or tree
 - b. Trunk or stem
 - c. Branch and tree
 - d. Leaves and
40. What is the conclusion?
- a. Tree
 - b. Parts of tree
 - c. Function of tree
 - d. The describing plant

The following text is for questions 41-45

My school is the best and I want to tell you why. This is the largest school in my city with total land area of 10 acre. Situated in Jl. Merdeka No. 23, the location is very easy to find. From the outside, it looks glaring with green buildings and a robust yellow gate. My school has 5 main buildings with many rooms. It also has complete facilities such as cafeteria, sporting course, mosque, laboratory, library, art room, hall, and many more. My favorite place is art room as I can explore my talent there. This room is equipped with a small stage where I can perform in front of my friends. This is why my school is the best for me.

41. The topic of the text is...
- The largest school
 - My school
 - Room in school
 - School building
42. The main idea of paragraph is...
- My school is the best and I want to tell you why
 - This is the largest school in my city with total land area of 10 acre
 - It looks glaring with green buildings and a robust yellow gate
 - My school has 5 main buildings
43. The first line is...
- Description
 - Problem
 - Identification
 - Intoduction
44. What is the one of facilities from the school. Except ?
- Mosque
 - Laboratory
 - Cafeteria
 - Market
45. The conclusion of the text is ...
- Description of room
 - Description of my school
 - History of school
 - School live

The following text is for questions 46-50

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

46. What is the topic of the text?

- a. Cigarette
- b. Kediri
- c. Brantas
- d. Willis mountain

47. What is main idea of second paragraph?

- a. Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd
- b. The cigarettes factory dominates the town economy
- c. Kediri is a name of a town
- d. There is a big river called Brantas

48. The first line is...

- a. Problems
- b. Description
- c. Resolution
- d. Identification

49. What is the factory dominate in Kediri?

- a. Cacao factory
- b. Milk factory
- c. Cigarette factory
- d. Brantas

50. What is conclusion of the text?

- a. Kediri has brantas river
- b. Kediri is the biggest factory cigarette in Indonesia
- c. Kediri is situated in a valley between the Kelud and Willis mountains

- d. Most of the local people work in this factory

The following text is for questions 51-55

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house. Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

- 51. What is the topic about?
 - a. Daisy
 - b. Rose
 - c. Orchid
 - d. Jasmine
- 52. The main idea of the paragraph is...
 - a. Rose is plant with enchanting flowers from genus Rosa
 - b. This woody perennial plant grows in groups
 - c. Rose has various flowers in shape and sizes
 - d. rose also has minor medicinal uses.
- 53. What is the generic structure of the text?
 - a. Identification – Description
 - b. Resolution – Description
 - c. Description - Resolution
 - d. Problems - Identification
- 54. Rose has ...flowers in shape and sizes
 - a. Leaves
 - b. Root
 - c. Various
 - d. Petal
- 55. The conclusion of the is...

- a. Rose is useful flower
- b. Rose has many size
- c. Rose is flowring in house
- d. Rose use for parfume

The following text is for questions 56-60

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats. My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.

56. What is the topic of the text?
- a. My cat
 - b. Cat with yellow eyes
 - c. Persian cat
 - d. Cat with fluffy hair
57. What is main idea of paragraph?
- a. I call it Shorty because it is short
 - b. I have a new cat, its name is Shorty
 - c. Shorty does not like to eat canned food
 - d. Shorty likes to run around the house
58. The first line is...
- a. Problem
 - b. Identification
 - c. Description
 - d. Resolution
59. The opposite of short is...
- a. Tall
 - b. Big
 - c. Small
 - d. Large

60. What is conclusion of the text?
- a. Cat with yellow eyes
 - b. Cat does not eat canned food
 - c. Shorty is my cat
 - d. Shorty is big cat

Appendix 6

TABLE TEST VALIDITY

for Pre-test

| NO | Mp | Mt | SD | P | Q | $r_{pbis} = \frac{M_P - M_T}{SD_T} \sqrt{\frac{P}{q}}$ | r1 on 5 % on significant | Interpretation |
|----|-------|------|------|-----|-----|--|--------------------------------|----------------|
| 1 | 15.51 | 15.5 | 3.98 | 0.8 | 0.2 | 0 | 0.334 | Invalid |
| 2 | 17.83 | 15.5 | 3.98 | 0.7 | 0.3 | 0.87 | 0.334 | Valid |
| 3 | 16.07 | 15.5 | 3.98 | 0.7 | 0.3 | 0.36 | 0.334 | Valid |
| 4 | 17 | 15.5 | 3.98 | 0.7 | 0.3 | 0.55 | 0.334 | Valid |
| 5 | 16.42 | 15.5 | 3.98 | 0.6 | 0.4 | 0.37 | 0.334 | Valid |
| 6 | 16.09 | 15.5 | 3.98 | 0.6 | 0.4 | 0.33 | 0.334 | Valid |
| 7 | 16.44 | 15.5 | 3.98 | 0.7 | 0.3 | 0.34 | 0.334 | Valid |
| 8 | 15.16 | 15.5 | 3.98 | 0.7 | 0.3 | 0.12 | 0.334 | Invalid |
| 9 | 17.35 | 15.5 | 3.98 | 0.5 | 0.5 | 0.46 | 0.334 | Valid |
| 10 | 15.76 | 15.5 | 3.98 | 0.6 | 0.4 | 0.07 | 0.334 | Invalid |
| 11 | 18.05 | 15.5 | 3.98 | 0.5 | 0.5 | 0.64 | 0.334 | Valid |
| 12 | 16.42 | 15.5 | 3.98 | 0.5 | 0.5 | 0.33 | 0.334 | Valid |
| 13 | 16.35 | 15.5 | 3.98 | 0.7 | 0.3 | 0.46 | 0.334 | Valid |
| 14 | 17 | 15.5 | 3.98 | 0.5 | 0.5 | 0.37 | 0.334 | Valid |
| 15 | 15.63 | 15.5 | 3.98 | 0.5 | 0.5 | 0.03 | 0.334 | Invalid |
| 16 | 16.94 | 15.5 | 3.98 | 0.5 | 0.5 | 0.36 | 0.334 | Valid |
| 17 | 17.06 | 15.5 | 3.98 | 0.5 | 0.5 | 0.39 | 0.334 | Valid |
| 18 | 16.58 | 15.5 | 3.98 | 0.5 | 0.5 | 0.37 | 0.334 | Valid |
| 19 | 16.40 | 15.5 | 3.98 | 0.6 | 0.4 | 0.36 | 0.334 | Valid |
| 20 | 17.09 | 15.5 | 3.98 | 0.6 | 0.4 | 0.46 | 0.334 | Valid |
| 21 | 16.22 | 15.5 | 3.98 | 0.6 | 0.4 | 0.33 | 0.334 | Valid |
| 22 | 15.5 | 15.5 | 3.98 | 0.6 | 0.4 | 0 | 0.334 | Invalid |
| 23 | 17.11 | 15.5 | 3.98 | 0.5 | 0.5 | 0.40 | 0.334 | valid |
| 24 | 16.44 | 15.5 | 3.98 | 0.7 | 0.3 | 0.34 | 0.334 | Valid |
| 25 | 16.58 | 15.5 | 3.98 | 0.8 | 0.2 | 0.54 | 0.334 | Valid |

RELIABILITY**Reliability Test**

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{\sum s_i^2 - \sum pq}{s_t^2} \right)$$

$$r_{11} = \left(\frac{34}{34-1} \right) \left(\frac{15.9-4.72}{13.9} \right)$$

$$r_{11} = (1.03)(0.70)$$

$$r_{11} = 0.72$$

TABLE TEST VALIDITY

for Post-test

| NO | Mp | Mt | SD | P | Q | $r_{pbi} = \frac{M_P - M_T}{SD_T} \sqrt{\frac{P}{q}}$ | r1 on 5 % on significant | Interpretation |
|----|-------|-------|------|-----|-----|---|--------------------------------|----------------|
| 1 | 12.84 | 12.61 | 3.62 | 0.9 | 0.1 | 0.54 | 0.334 | Valid |
| 2 | 13.94 | 12.61 | 3.62 | 0.5 | 0.5 | 0.36 | 0.334 | Valid |
| 3 | 16.41 | 12.61 | 3.62 | 0.5 | 0.5 | 0.33 | 0.334 | Valid |
| 4 | 15.56 | 12.61 | 3.62 | 0.6 | 0.4 | 0.43 | 0.334 | Valid |
| 5 | 12.83 | 12.61 | 3.62 | 0.1 | 0.9 | 0.19 | 0.334 | Unvalid |
| 6 | 7.25 | 12.61 | 3.62 | 0.1 | 0.9 | -0.45 | 0.334 | Unvalid |
| 7 | 14.58 | 12.61 | 3.62 | 0.5 | 0.5 | 0.54 | 0.334 | Valid |
| 8 | 14.09 | 12.61 | 3.62 | 0.7 | 0.3 | 0.60 | 0.334 | Valid |
| 9 | 13.61 | 12.61 | 3.62 | 0.7 | 0.3 | 0.40 | 0.334 | Valid |
| 10 | 11.36 | 12.61 | 3.62 | 0.8 | 0.2 | 0.76 | 0.334 | Valid |
| 11 | 14.13 | 12.61 | 3.62 | 0.6 | 0.4 | 0.49 | 0.334 | Valid |
| 12 | 14.21 | 12.61 | 3.62 | 0.6 | 0.4 | 0.52 | 0.334 | Valid |
| VV | 13.51 | 12.61 | 3.62 | 0.7 | 0.3 | 0.36 | 0.334 | Valid |
| 14 | 13.36 | 12.61 | 3.62 | 0.3 | 0.7 | 0.40 | 0.334 | Valid |
| 15 | 11.11 | 12.61 | 3.62 | 0.3 | 0.7 | -0.25 | 0.334 | Unvalid |
| 16 | 13.83 | 12.61 | 3.62 | 0.4 | 0.6 | 0.34 | 0.334 | Valid |
| 17 | 14.63 | 12.61 | 3.62 | 0.3 | 0.7 | 0.34 | 0.334 | Valid |
| 18 | 14.27 | 12.61 | 3.62 | 0.5 | 0.5 | 0.45 | 0.334 | Valid |
| 19 | 0 | 12.61 | 3.62 | 0 | 0 | 0 | 0.334 | Unvalid |
| 20 | 12.77 | 12.61 | 3.62 | 0.8 | 0.2 | 0.40 | 0.334 | Valid |
| 21 | 13.35 | 12.61 | 3.62 | 0.8 | 0.2 | 0.40 | 0.334 | Valid |
| 22 | 20.39 | 12.61 | 3.62 | 0.6 | 0.4 | 2.56 | 0.334 | Valid |
| 23 | 10.75 | 12.61 | 3.62 | 0.2 | 0.8 | -0.255 | 0.334 | Unvalid |
| 24 | 13.32 | 12.61 | 3.62 | 0.8 | 0.2 | 0.38 | 0.334 | Valid |
| 25 | 13.03 | 12.61 | 3.62 | 0.9 | 0.1 | 0.33 | 0.334 | Valid |

RELIABILITY**Reliability Test**

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{\sum s_i^2 - \sum pq}{s_t^2} \right)$$

$$r_{11} = \left(\frac{34}{34-1} \right) \left(\frac{13.11-4.5}{13.11} \right)$$

$$r_{11} = (1.03)(0.67)$$

$$r_{11} = 0.69$$

Table t (NILAI-NILAI DALAM DISTRIBUSI t)

| dk | α untuk uji dua pihak (two tail test) | | | | | |
|-----|---|-------|-------|--------|--------|--------|
| | 0.50 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 |
| | α untuk uji satu pihak (one tail test) | | | | | |
| | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 |
| 1 | 1.000 | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 |
| 2 | 0.816 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 |
| 3 | 0.765 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 |
| 4 | 0.741 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 |
| 5 | 0.727 | 1.486 | 2.015 | 2.571 | 3.365 | 4.032 |
| 6 | 0.718 | 1.440 | 1.943 | 2.447 | 3.143 | 3.703 |
| 7 | 0.711 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 |
| 8 | 0.706 | 1.397 | 1.860 | 2.306 | 2.896 | 3.403 |
| 9 | 0.703 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 |
| 10 | 0.700 | 1.372 | 1.812 | 2.228 | 2.764 | 3.165 |
| 11 | 0.697 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 |
| 12 | 0.695 | 1.356 | 1.782 | 2.178 | 2.681 | 3.055 |
| 13 | 0.692 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 |
| 14 | 0.691 | 1.345 | 1.761 | 2.160 | 2.624 | 2.977 |
| 15 | 0.690 | 1.341 | 1.753 | 2.145 | 2.623 | 2.947 |
| 16 | 0.689 | 1.337 | 1.746 | 2.132 | 2.583 | 2.921 |
| 17 | 0.688 | 1.333 | 1.740 | 2.120 | 2.567 | 2.898 |
| 18 | 0.688 | 1.330 | 1.743 | 2.110 | 2.552 | 2.878 |
| 19 | 0.687 | 1.328 | 1.729 | 2.101 | 2.539 | 2.861 |
| 20 | 0.687 | 1.325 | 1.725 | 2.093 | 2.528 | 2.845 |
| 30 | 0.683 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 |
| 40 | 0.681 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 |
| 60 | 0.679 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 |
| 120 | 0.677 | 1.289 | 1.658 | 1.980 | 2.358 | 2.617 |

Table r (NILAI-NILAI r PRODUCT MOMENT)

| N | Taraf Signifi | | N | Taraf Signif | | N | Taraf Signif | |
|-----------|---------------|-------|-----------|--------------|-------|-----------|--------------|-------|
| | 5 % | 1% | | 5% | 1% | | 5% | 1% |
| 3 | 0.997 | 0.999 | 20 | 0.444 | 0.561 | 37 | 0.325 | 0.418 |
| 4 | 0.950 | 0.990 | 21 | 0.433 | 0.549 | 38 | 0.320 | 0.413 |
| 5 | 0.878 | 0.959 | 22 | 0.423 | 0.537 | 39 | 0.316 | 0.408 |
| 6 | 0.811 | 0.917 | 23 | 0.413 | 0.526 | 40 | 0.312 | 0.403 |
| 7 | 0.754 | 0.874 | 24 | 0.404 | 0.515 | 41 | 0.308 | 0.398 |
| 8 | 0.707 | 0.834 | 25 | 0.396 | 0.505 | 42 | 0.304 | 0.393 |
| 9 | 0.666 | 0.798 | 26 | 0.388 | 0.496 | 43 | 0.301 | 0.389 |
| 10 | 0.632 | 0.765 | 27 | 0.381 | 0.487 | 44 | 0.297 | 0.384 |
| 11 | 0.602 | 0.735 | 28 | 0.374 | 0.478 | 45 | 0.294 | 0.380 |
| 12 | 0.576 | 0.708 | 29 | 0.367 | 0.470 | 46 | 0.291 | 0.376 |
| 13 | 0.553 | 0.684 | 30 | 0.361 | 0.463 | 47 | 0.288 | 0.372 |
| 14 | 0.532 | 0.661 | 31 | 0.355 | 0.456 | 48 | 0.284 | 0.368 |
| 15 | 0.514 | 0.641 | 32 | 0.349 | 0.449 | 49 | 0.281 | 0.364 |
| 16 | 0.497 | 0.623 | 33 | 0.339 | 0.436 | 50 | 0.279 | 0.361 |
| 17 | 0.482 | 0.606 | 34 | 0.334 | 0.430 | 60 | 0.254 | 0.330 |
| 18 | 0.468 | 0.590 | 35 | 0.329 | 0.424 | 70 | 0.235 | 0.306 |
| 19 | 0.456 | 0.575 | 36 | 0.325 | 0.418 | 80 | 0.220 | 0.286 |

APPENDIX 7

The Score of Pre-Test and Post-Test at Control Class

| No | The Name of Students (n) | Pre test | Post test |
|----|--------------------------|----------|-----------|
| 1 | AAZ | 35 | 15 |
| 2 | AAU | 55 | 60 |
| 3 | AFM | 45 | 40 |
| 4 | AFMR | 45 | 65 |
| 5 | AZ | 55 | 55 |
| 6 | DS | 70 | 75 |
| 7 | DE | 55 | 60 |
| 8 | EN | 40 | 45 |
| 9 | H | 25 | 50 |
| 10 | KU | 45 | 25 |
| 11 | MNR | 40 | 25 |
| 12 | MR | 30 | 5 |
| 13 | MF | 35 | 0 |
| 14 | N | 45 | 65 |
| 15 | NH | 45 | 45 |
| 16 | NHZ | 25 | 55 |
| 17 | RAN | 35 | 20 |
| 18 | S | 55 | 65 |
| 19 | SA | 45 | 65 |
| 20 | SZN | 60 | 80 |

APPENDIX 8**The Score of Pre-Test and Post-Test at Experimental Class**

| No | The Name of Students (n) | Pre test | Post test |
|-----------|---------------------------------|-----------------|------------------|
| 1 | AFDL | 45 | 40 |
| 2 | AL | 20 | 35 |
| 3 | AS | 40 | 70 |
| 4 | ADMA | 65 | 80 |
| 5 | BR | 55 | 60 |
| 6 | FAP | 60 | 80 |
| 7 | GR | 30 | 60 |
| 8 | H | 45 | 70 |
| 9 | IAM | 50 | 75 |
| 10 | IS | 30 | 70 |
| 11 | KQT | 50 | 70 |
| 12 | MAZ | 45 | 90 |
| 13 | MW | 30 | 55 |
| 14 | MWAG | 45 | 70 |
| 15 | MH | 35 | 60 |
| 16 | MR | 45 | 65 |
| 17 | RZ | 80 | 80 |
| 18 | S | 50 | 70 |
| 19 | TR | 55 | 80 |
| 20 | UHR | 15 | 70 |
| 21 | WRF | 45 | 50 |
| 22 | ZR | 10 | 45 |

APPENDIX 9

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Control Class (VIII-2)

1. The score of VIII-2 Class in pre-test from low score to high score:

| | | | | | | |
|----|----|----|----|----|----|----|
| 25 | 25 | 30 | 35 | 35 | 40 | 40 |
| 40 | 45 | 45 | 45 | 45 | 45 | 45 |
| 50 | 50 | 55 | 55 | 60 | 70 | |

2. High = 70

Low = 25

Range (R) = high score – low score

= 70 – 25

= 45

3. Total of classes (K) = $1 + 3.3 \log(n)$
 $= 1 + 3.3 \log(28)$
 $= 1 + 3.3 (1.3010)$
 $= 1 + 4.2933$
 $= 5.2933$
 $= 6$

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{45}{6} = 7.5$ (8)

| Interval Class | | | F | Fcum | x | Fx | x | f(x- x)^ 2 |
|----------------|---|----|-----------|------|------------|------------|------|---------------|
| 25 | - | 32 | 3 | 3 | 28.5 | 85.5 | 43.7 | 693.12 |
| 33 | - | 40 | 5 | 8 | 36.5 | 182.5 | | 259.2 |
| 41 | - | 48 | 6 | 14 | 44.5 | 262 | | 3.84 |
| 49 | - | 56 | 4 | 18 | 52.5 | 210 | | 309.76 |
| 57 | - | 64 | 1 | 19 | 60.5 | 60.5 | | 282.24 |
| 65 | - | 72 | 1 | 20 | 68.5 | 68.5 | | 615.04 |
| Total | | | 20 | | 291 | 874 | | 2163.2 |

5. Mean

$$x = \frac{\sum fx}{\sum f}$$

$$= \frac{874}{20}$$

$$= 43.7$$

6. Median

$$M_e = Bb + i \left(\frac{\frac{n}{2} - f_{cum}}{f} \right)$$

$$= 40.5 + \left(\frac{10 - 5}{6} \right) 8$$

$$= 40.5 + (0,83)8 = 40.5 + 6.64$$

$$= 47.14$$

7. Modus

$$M_o = L + \left(\frac{d1}{d1 + d2} \right) i$$

$$= 40.5 + \left(\frac{1}{1 + 2} \right) 8 = 40.5 + (0.33)8$$

$$= 43.5 + 2.6$$

$$= 43.1$$

8. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{2163.2}{20}} = \sqrt{108.16} = 10.4$$

Table of Normality Test with Chi Quadrate Formula

| Interval of Score | Real Upper Limit | Z-Score | Limit of Large of the Area | Large of Area | <i>Fh</i> | <i>Fo</i> | $\left(\frac{fo - fh}{fh}\right)$ |
|-------------------|------------------|---------|----------------------------|---------------|-----------|-----------|-----------------------------------|
| | 24.5 | -1.79 | 0.4633 | | | | |
| 25 – 32 | 32.5 | -1.05 | 0.3508 | 0.1125 | 2.25 | 3 | 0.25 |
| 33 – 40 | 40.5 | -0.29 | 0.1141 | 0.2367 | 4.731 | 5 | 0.015 |
| 41 – 48 | 48.5 | 0.45 | 0.1700 | 0.2842 | 5.682 | 6 | 0.018 |
| 49 – 56 | 56.5 | 1.19 | 0.3830 | 0.213 | 4.26 | 4 | 0.0016 |
| 57 – 64 | 64.5 | 1.94 | 0.4738 | 0.0908 | 1.816 | 1 | 0.367 |
| 65 – 72 | 72.5 | 2.69 | 0.4964 | 0.0226 | 0.452 | 1 | 0.667 |
| Total | | | | | | | 1.333 |

9. Derajat kebebasan (Dk)

Dk = Banyak kelas – 1

= 6 - 1

= 5

10. Taraf signifikansi $\alpha = 0.05$

X² tabel = 11.070

X²count = 1.333

Based on the table above, the researcher found that X² count = 1.333,

while X^2 tabel = 11.070, cause X^2 count < X^2 tabel (1.333 < 11.070) with degree of freedom (dk) = 5 and significansi $\alpha = 5\%$. So, distribution of control class (VIII-2) in pre-test was normal.

B. Result of Normality Test of Exprimental Class (VIII-1)

1. The score of VIII-1 class in pre-test from low score to high score

| | | | | | |
|----|----|----|----|----|----|
| 10 | 15 | 20 | 30 | 30 | 30 |
| 35 | 35 | 40 | 45 | 45 | 45 |
| 45 | 45 | 50 | 50 | 55 | 55 |
| 55 | 60 | 65 | 80 | | |

2. High = 80

Low = 10

Range (R) = high score – low score

= 80 - 10

= 70

3. Total of classes (K)

$$= 1 + 3.3 \log(n)$$

$$= 1 + 3.3 \log(22)$$

$$= 1 + 3.3 (1.36)$$

$$= 1 + 4.48$$

$$= 5.48$$

$$= 6$$

4. Length of Classes

$$= \frac{\text{range}}{\text{total of classes}} = \frac{70}{6} = 11.6 = 12$$

| Interval Class | | | F | Fcum | X | Fx | x | f(x- x)^ 2 |
|----------------|---|----|-----------|------|------|------------|------|----------------|
| 10 | - | 21 | 3 | 3 | 15.5 | 46.5 | 41.6 | 2043.63 |
| 22 | - | 33 | 3 | 6 | 27.5 | 82.5 | | 569.43 |
| 34 | - | 45 | 8 | 14 | 39.5 | 316 | | 35.28 |
| 46 | - | 59 | 5 | 19 | 52.5 | 262.5 | | 594.05 |
| 60 | - | 71 | 2 | 21 | 65.5 | 131 | | 1142.42 |
| 72 | - | 83 | 1 | 22 | 77.5 | 77.5 | | 1288.81 |
| Total | | | 22 | | | 916 | | 5673.62 |

5. Mean

$$\begin{aligned}
 &= \frac{\sum fx}{\sum f} \\
 &= \frac{916}{22} \\
 &= 41.6
 \end{aligned}$$

6. Median

$$\begin{aligned}
 M_e &= Bb + \left(\frac{\frac{n}{2} - f_{cum}}{f} \right) i \\
 &= 33.5 + \left(\frac{11 - 6}{8} \right) 12 \\
 &= 33.5 + (0,6)12 = 33.5 + 7.2 \\
 &= 40.7
 \end{aligned}$$

7. Modus

$$\begin{aligned}
 Mo &= L + \left(\frac{d_1}{d_1 + d_2} \right) i \\
 &= 33.5 + \left(\frac{5}{5 + 3} \right) 12 = 33.5 + (0.625)12 \\
 &= 33.5 + 7.5 \\
 &= 41
 \end{aligned}$$

8. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{5673.62}{22}} = \sqrt{257.89} = 16.05$$

Table of Normality Test with Chi Quadrate Formula

| Interval of Score | Real Upper Limit | Z- Score | Limit of Large of the Area | Large of Area | <i>Fh</i> | <i>Fo</i> | $\left(\frac{fo - fh}{fh} \right)$ |
|-------------------|------------------|----------|----------------------------|---------------|-----------|-----------|-------------------------------------|
| | 9.5 | -2 | 0.4772 | | | | |
| 10 – 21 | 21.5 | -1.25 | 0.3944 | 0.0828 | 1.8216 | 3 | 0.480 |
| 22 – 33 | 33.5 | -0.50 | 0.1915 | 0.2029 | 4.4638 | 3 | 0.228 |
| 34 – 45 | 45.5 | 0.24 | 0.0948 | 0.2863 | 6.2986 | 8 | 0.45 |
| 46 – 59 | 59.5 | 1.11 | 0.3665 | 0.2717 | 5.9774 | 5 | 0.15 |
| 60 – 71 | 71.5 | 1.86 | 0.4693 | 0.1028 | 2.2616 | 2 | 0.030 |
| 72 – 83 | 83.5 | 2.61 | 0.4955 | 0.0262 | 0.5764 | 1 | 0.311 |
| Total | | | | | | | 1.649 |

9. Derajat kebebasan (Dk)

Dk = Banyak kelas – 1

= 6 - 1

= 5

10. Taraf signifikansi $\alpha = 0.05$ X^2 tabel = 11.070

$$X^2_{\text{count}} = 6.3684$$

Based on table before, the researcher found that $x^2_{\text{count}} = 1.649$ while $x^2_{\text{table}} = 11.070$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($1.649 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-1 in pre-test was normal.

APPENDIX 10

RESULT OF NORMALITY TEST IN POST-TEST

A. Result of Normality Test of Control Class (VIII-2)

1. The score of VIII-2 class in post-test from low score to high

score:

| | | | | | |
|----|----|----|----|----|----|
| 0 | 5 | 15 | 20 | 30 | 30 |
| 35 | 45 | 45 | 45 | 50 | 55 |
| 60 | 60 | 60 | 60 | 60 | 60 |
| 75 | 80 | | | | |

1. High = 80

Low = 0

Range (R) = high score – low score

= 80 - 0

= 80

2. Total of classes (K) = $1 + 3.3 \log(n)$
 = $1 + 3.3 \log(20)$
 = $1 + 3.3 (1.0310)$
 = $1 + 4.2933$
 = 5.2933
 = 6

3. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{80}{6} = 13.33 = 14$

| Interval Class | | | F | Fcum | X | Fx | x | f(x- x)^2 |
|----------------|---|----|---|------|------|-------|---|-----------|
| 0 | - | 13 | 2 | 2 | 6.5 | 13 | | 233.23 |
| 14 | - | 27 | 2 | 4 | 20.5 | 41 | | 758.43 |
| 28 | - | 41 | 3 | 7 | 34.5 | 103.5 | | 121.68 |

| | | | | | | | | |
|--------------|---|----|-----------|----|------|------------|------|----------------|
| 42 | - | 55 | 5 | 12 | 48.5 | 242.5 | 46.4 | 165.68 |
| 56 | - | 69 | 6 | 28 | 62.5 | 375 | | 2442.05 |
| 70 | - | 83 | 2 | 20 | 76.5 | 153 | | 1162.81 |
| Total | | | 20 | | | 928 | | 6985.82 |

4. Mean

$$\begin{aligned}
 &= \frac{\sum fx}{\sum f} \\
 &= \frac{928}{20} \\
 &= 46.4
 \end{aligned}$$

5. Median

$$\begin{aligned}
 M_e &= Bb + \left(\frac{\frac{n}{2} - f_{cum}}{f} \right) i \\
 &= 41.5 + \left(\frac{10 - 7}{5} \right) 14 \\
 &= 41.5 + (0.6)14 = 33.5 + 8.4 \\
 &= 49.9
 \end{aligned}$$

6. Modus

$$\begin{aligned}
 M_o &= L + \left(\frac{d_1}{d_1 + d_2} \right) i \\
 &= 55.5 + \left(\frac{1}{1 + 4} \right) 14 = 55.5 + (0.2)14 \\
 &= 55.5 + 2.8 \\
 &= 58.3
 \end{aligned}$$

7. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{8339.8}{20}} = \sqrt{416.99} = 20.42$$

Table of Normality Test with Chi Quadrate Formula

| Interval of Score | Real Upper Limit | Z-Score | Limit of Large of the Area | Large of Area | <i>Fh</i> | <i>Fo</i> | $\left(\frac{fo - fh}{fh}\right)$ |
|-------------------|------------------|---------|----------------------------|---------------|-----------|-----------|-----------------------------------|
| | -0.5 | -2.22 | 0.4868 | | | | |
| 0 – 13 | 13.5 | -1.53 | 0.4370 | 0.0498 | 0.996 | 2 | 1.01 |
| 14 – 27 | 27.5 | -0.85 | 0.3023 | 0.1347 | 2.694 | 2 | 0.178 |
| 28 – 41 | 41.5 | -0.17 | 0.067 | 0.2357 | 4.714 | 3 | 0.623 |
| 42– 55 | 55.5 | 0.51 | 0.1950 | 0.2625 | 5.25 | 5 | 0.011 |
| 56 – 69 | 69.5 | 1.19 | 0.3830 | 0.188 | 3.76 | 6 | 1.33 |
| 70 – 83 | 83.5 | 1.88 | 0.4699 | 0.0869 | 1.738 | 1 | 0.039 |
| Total | | | | | | | 3.191 |

8. Derajat kebebasan (Dk)

Dk = Banyak kelas – 1

$$= 6 - 1$$

$$= 5$$

9. Taraf signifikansi $\alpha = 0.05$

X^2 tabel = 11.070

X^2 count = 3.191

Based on table before, the researcher found that $x^2_{\text{count}} = 3.191$ white $x^2_{\text{table}} = 11.070$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3.191 < 11.070$) with degree of freedom (dk) =

6-1 = 5 and significant level $\alpha = 5\%$. So distribution of VIII-2 in post-test was normal.

B. Result of Normality Test Experimental Class (VIII-1)

1. The score of VIII-1 class in post-test from low score to high score:

| | | | | | |
|----|----|----|----|----|----|
| 35 | 40 | 45 | 45 | 55 | 55 |
| 60 | 60 | 65 | 65 | 65 | 70 |
| 70 | 70 | 70 | 70 | 75 | 80 |
| 80 | 80 | 80 | 90 | | |

10. High = 90

Low = 35

Range (R) = high score – low score

= 90 – 35

= 55

11. Total of classes (K) = $1 + 3.3 \log(22)$
 = $1 + 3.3 \log(22)$
 = $1 + 3.3 (1.342)$
 = $1 + 4.4286$
 = 5.4286
 = 6

12. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{55}{6} = 9.16 = 10$

| Interval Class | | | F | Fcum | X | Fx | x | f(x- x)^ 2 |
|----------------|---|----|-----------|------|------|-------------|-------|-----------------|
| 35 | - | 44 | 2 | 2 | 39.5 | 79 | 66.18 | 1437.55 |
| 45 | - | 54 | 2 | 4 | 49.5 | 99 | | 565.15 |
| 55 | - | 64 | 4 | 8 | 59.5 | 238 | | 185.50 |
| 65 | - | 74 | 8 | 16 | 69.5 | 556 | | 81.41 |
| 75 | - | 84 | 5 | 21 | 79.5 | 397.5 | | 869.88 |
| 85 | - | 94 | 1 | 22 | 89.5 | 89.5 | | 537.77 |
| Total | | | 20 | | | 1456 | | 3.677.26 |

13. Mean

$$\begin{aligned}
 &= \frac{\sum fx}{\sum f} \\
 &= \frac{1456}{22} \\
 &= 66.18
 \end{aligned}$$

14. Median

$$\begin{aligned}
 M_e &= Bb + \left(\frac{\frac{n}{2} - f_{cum}}{f} \right) i \\
 &= 64.5 + \left(\frac{11 - 8}{8} \right) 10 \\
 &= 64.5 + (0.375)10 = 64.5 + 3.75 \\
 &= 68.25
 \end{aligned}$$

15. Modus

$$M_o = L + \left(\frac{d_1}{d_1 + d_2} \right) i$$

$$\begin{aligned}
 &= 64.5 + \left(\frac{2}{2+3}\right) 10 = 64.5 + (0.4)10 \\
 &= 64.5 + 4 \\
 &= 68.5
 \end{aligned}$$

16. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{3677.26}{22}} = \sqrt{167.14} = 12.9$$

Table of Normality Test with Chi Quadrate Formula

| Interval of Score | Real Upper Limit | Z-Score | Limit of Large of the Area | Large of Area | <i>Fh</i> | <i>Fo</i> | $\left(\frac{fo - fh}{fh}\right)$ |
|-------------------|------------------|---------|----------------------------|---------------|-----------|-----------|-----------------------------------|
| | 34.5 | -2.13 | 0.4834 | | | | |
| 35 – 44 | 44.5 | -1.35 | 0.4115 | 0.0719 | 1.8 | 2 | 0.11 |
| 45 – 54 | 54.5 | -0.57 | 0.2157 | 0.1958 | 4.30 | 2 | 1.23 |
| 55 – 64 | 64.5 | 0.21 | 0.0832 | 0.2989 | 6.5780 | 4 | 1.005 |
| 65 – 74 | 74.5 | 0.99 | 0.3389 | 0.2557 | 4.9654 | 8 | 1.85 |
| 75 – 84 | 84.5 | 1.77 | 0.4616 | 0.1027 | 2.25 | 5 | 3.36 |
| 85 – 94 | 94.5 | 2.55 | 0.4946 | 0.033 | 0.73 | 1 | 0.099 |
| Total | | | | | | | 7.654 |

17. Derajat kebebasan (Dk)

$$Dk = \text{Banyak kelas} - 1$$

$$= 6 - 1$$

$$= 5$$

18. Taraf signifikansi $\alpha = 0.05$

$$X^2 \text{ tabel} = 11.070$$

$$X^2 \text{ count} = 7.654$$

Based on table before, the researcher found that $x^2_{\text{count}} = 7.654$ while $x^2_{\text{table}} = 11.070$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($7.654 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-2 in post-test was normal.

APPENDIX 11

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test by using formula as follows:

A. Variant of Control Class (VIII-2)

1. Standard Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{2163.2}{20}}$$

$$= \sqrt{108.16}$$

$$= 10.4$$

2. Variant

$$S^2 = (10.4)^2 \\ = 108.16$$

B. Variant of Experimental Class (VIII-1)

1. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{5673.62}{22}}$$

$$= \sqrt{257.89}$$

$$= 16.05$$

2. Variant

$$S^2 = 16.05^2 \\ = 257.60$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned}
 F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\
 &= \frac{257.60}{108.16} \\
 &= 2.381
 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 2.381$. It had been compared to F_{table} with $\alpha = 5\%$ and dk numerator and dominator were ($n_1 = 20$, $dk = 20 - 1 = 19$ and $n_2 = 22$, $dk = 22 - 1 = 21$). From the distribution list F, the researcher found that $F_{\text{table}} = 2.19$. So $F_{\text{count}} < F_{\text{table}}$ ($3.81 > 2.19$). It could be concluded that there is a difference variant between the experimental class (VIII 1) and control class (VIII 2). It means that the variant in pre- test was not homogeneous.

APPENDIX 12

HOMEGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test by using formula as follows:

A. Variant of Control Class (VIII-2)

1. Standard Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{8379.8}{20}} = \sqrt{416.42} = 20.42$$

2. Variant

$$\begin{aligned} S^2 &= 20.42^2 \\ &= 416.42 \end{aligned}$$

B. Variant of Experimental Class (VIII-1)

1. Standard Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{3677.26}{22}}$$

$$= \sqrt{167.14} = 12.9$$

2. Variant

$$\begin{aligned} S^2 &= 12.9^2 \\ &= 167.14 \end{aligned}$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$\begin{aligned}
 &= \frac{416.42}{167.14} \\
 &= 2.491
 \end{aligned}$$

After doing the calculation, the researcher found that $f_{\text{count}}=2.491$ with $\alpha = 5\%$ an $dk=19$ and 21 from distribution list f , researcher found that $f_{\text{table}}=2.10$, cause $f_{\text{count}} > f_{\text{table}}$ ($2.491 > 2.10$). So, there is a different variant between VIII 1 and VIII 2 class. It means that the variant in post-test was not homogenous.

APPENDIX 13

T-test of Both Averages in Pre-Test

The formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned}
 Tt &= \frac{X1-X2}{\sqrt{(s1^2+s2^2)}} \\
 &= \frac{41.6-43.7}{\sqrt{(16.05^2+10.4^2)}} \\
 &= \frac{-2.1}{\sqrt{(257.89+113.85)}} \\
 &= \frac{-2.1}{\sqrt{371.74}} = \frac{-2.1}{\sqrt{8.85}} \\
 &= \frac{-2.1}{2.97} = -0.70
 \end{aligned}$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = 0.70$ with opportunity $(1-\alpha) = 1-5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 22 - 2 = 40$, $t_{\text{table}} = 2.021$. So, $t_{\text{count}} < t_{\text{table}}$ ($0.70 < 2.021$) and H_0 is accepted.

APPENDIX 14

T-test of Both Averages in Post-Test

The formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned}
 Tt &= \frac{\frac{X_1 - X_2}{\sqrt{(s_1^2 + s_2^2)}}}{n_1 + n_2} \\
 &= \frac{\frac{66.18 - 46.4}{\sqrt{(12.9^2 + 20.42^2)}}}{22 + 220} \\
 &= \frac{19.78}{\sqrt{(167.14 + 416.99)}} \\
 &= \frac{19.78}{42}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{19.78}{\sqrt{(584.13)}} \\
&= \frac{19.78}{\sqrt{13.90}} \\
&= \frac{19.78}{3.72} \\
&= 5.31
\end{aligned}$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = 5.31$ with opportunity $(1-\alpha) = 1-5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 22 - 2 = 40$, $t_{\text{table}} = 2.021$. So, $t_{\text{count}} > t_{\text{table}}$ ($5.31 > 2.021$) and H_a is accepted.

DOCUMENTATION



Picture1. Pre-Test



Picture 2. Teacher is explaining the material



Picture3. Students are reading the descriptive text



Picture 4. Giving the instruction



Picture 5. Post-test



I. Identify

1. Name : Nur Ainun Lubis
2. Reg. Number : 18 203 00088
3. Place/Birthday : Medan/17 Agustus 1999
4. Gender : Female
5. Child to : First from 3 Siblings
6. Civics : Indonesia
7. Marital Status : Single
8. Religion : Islam
9. Address : Rao-Rao Dolok, Mandailing Natal
10. Phone Number : 0813 7001 2519
11. Email : ainun0717@gmail.com

II. Parents

1. Father
 - a. Name : Martua Lubis
 - b. Job : Farmer
 - c. Address : Rao-Rao Dolok, Mandailing Natal
 - d. Phone Number : 0813 7001 7837
2. Mother
 - a. Name : Nurmian Nasution
 - b. Job : Farmer
 - c. Address : Rao-Rao Dolok, Mandailing Natal
 - d. Phone Number : -

III. Educational Background

1. Elementary School : SDN Karet 1 Sepatan (2011)
2. Junior High School : SMPN 2 Tambangan (2014)
3. Senior High School : SMAN 1 Kotanopan (2017)
4. Collage : UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan (2023)