

**STUDENTS' READING COMPREHENSION BY USING MAGNET
SUMMARY STRATEGY FOR THE TENTH GRADE STUDENTS
AT SMK NEGERI 5 LANGSA**

SKRIPSI

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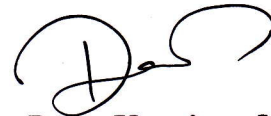
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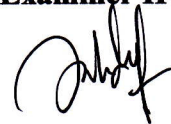
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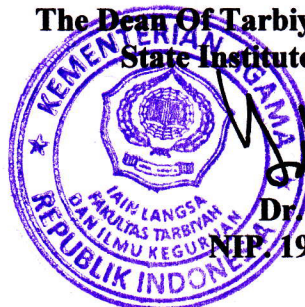
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“STUDENTS’ READING COMPREHENSION BY USING MAGNET SUMMARY STRATEGY FOR THE TENTH GRADE STUDENTS AT SMK NEGERI 5 LANGSA”** adalah benar hasil karya sendiri dan orisinil sifatnya. Apabila di kemudian hari ternyata terbukti hasil plagiasi karya orang lain atau dibuatkan oleh orang lain, maka saya siap menerima sanksi akademik sesuai dengan ketentuan yang berlaku.

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Langsa, 24 Desember 2019

Yang menyatakan,


Yulia Maulida



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ABSTRACT

Yulia Maulida. 2019. Students' Reading Comprehension by Using Magnet Summary Strategy for the Tenth Grade Students at SMK Negeri 5 Langsa

Supervisor (1) Dr. Muhammad Abu Bakar, MA **(2)** Dessy Kurniasy, M.Hum

The aim of this study is to find out whether Magnet Summary Strategy improves students' reading comprehension at SMK Negeri 5 Langsa. The writer selects two classes as samples of this research. They are experimental class and control class. In selecting the sample, the writer uses quasi experiment in this research. The research was carried out by quantitative method and experimental design. To collect data, through pre-test and post-test as instrument in this research. The result of this study indicated that teaching reading by using Magnet Summary Strategy in the classroom had improved students' reading comprehension. The Magnet Summary Strategy had stimulated the interest of the students in learning process. The result from the test found the students of experimental class had improved the test score significantly. It can be seen in the means score they had reached, the post-test was higher than the pre-test in experimental group. It was increased 16%, from 65% to 81%.

Key words: *Magnet Summary Strategy and Reading Comprehension*

CHAPTER I

INTRODUCTION

A. Background of Study

Identifying EFL classroom, students have to be able to master the four basic skills of English which consists of speaking, listening, reading and writing. From those four basic skills, reading is considered as the main important skill. Reading is also very important for learning English as a second language and a foreign language. Furthermore, reading is the ability to draw meaning from the printed page and interpret the information appropriately.¹ In other words, to understand texts, students need to integrate the meanings of sentences, to obtain information as a whole and to incorporate background knowledge and ideas of the text.

Pressley in Fatma Bolukbas mentions some characteristics of good readers, they are; first, they are active while reading and they consider explicit aims related to the text. Second, they will make some perception while reading about what is going to happen in the next session. Third, they try to guess the meaning and structure of the text. Forth, they tend to summarize the passage of text.² Moreover, to consider good readers, reading comprehension strategies need to apply in learning. Reading comprehension strategies are the cognitive strategies

¹ Evan Ortlieb, Using Anticipatory Reading Guides to Improve Elementary Students' Comprehension, *International Journal of Instruction*, Vol. 6, No. 2, 2013, p. 146.

² Fatma Bolukbas, *The effect of reading strategies on reading comprehension in teaching Turkish as a foreign language*, Academic Journal, Vol. 8, No. 21, (2013). [e-journal] http://www.academicjournals.org/journal/ERR/article-full-text_pdf/7DD1E8041524 (Accepted 4 October 2013), p. 148.

that the reader uses pre-reading, during reading and post-reading to understand the text better.³ The aims of using pre-reading strategies are to activate the background knowledge of the students about the subject, motivate them, improve their interest by preliminary evaluations and draw their attention to read the text relatively.

As one of basic skill in English, reading serves multifaceted purposes. Students read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document, to get idea from inscription from any objects and other. Moreover, the purposes of reading a text differ from every students because of their different opinions, backgrounds and experiences and schemata.⁴

The fact shows that the students are difficult to determine topic and main idea of the text. Then, students are not confidence when the teacher instructs students to read the text intensively. Moreover, students are not focus on the main points of the text. Furthermore, the teacher difficult to find out proper technique in accordance with students' need and interest in learning. In addition, the students difficult to distinguish kinds of text in reading, make mistakes when the teacher gave them a test, difficult to consider key words as guidance to determine topic

³ Fatma Bolukbas, *The effect of reading strategies on reading comprehension*,...p. 148.

⁴ Alderson, J.C., *Reading in a Foreign Language: A Reading Problem or Language*, (London: Longman, 2000), p.129.

and main ideas of the text and often lose concentration to consider a summary of text.

Therefore, to consider the strategy in reading comprehension, the writer will implement magnet summary strategy in reading activity. Magnet summary strategy is a strategy which teaches the students about how to make a good summary by finding the important key terms from the text and then composing those words into sentences or paragraph by using their own words. By using the magnet summary strategy, the students consider their ideas about the text and they can improve their competence in reading comprehension.

Based on the background above, the writer interest to conduct a research entitled "*Students' Reading Comprehension by Using Magnet Summary Strategy for the Tenth Grade Students at SMK Negeri 5 Langsa*".

B. Research Question

Based on the background above, the writer states the problem of this research as follow "Does magnet summary strategy improve students' vocabulary mastery for the tenth grade students at SMK Negeri 5 Langsa?"

C. Purpose of Study

Based on the research question above, the aim of this study is to find out whether magnet summary strategy improves students' reading comprehension at SMK Negeri 5 Langsa.

D. Hypothesis of Study

Based on the description that has been described above the hypothesis of this research are:

H_a: Magnet summary strategy can improve students' reading comprehension at SMK Negeri 5 Langsa

H₀: Magnet summary strategy cannot improve students' reading comprehension at SMK Negeri 5 Langsa

E. Significance of Study

The result of this research is expected to give some benefits for:

1. For students
 - a. Students will be easy to determine topic of the text.
 - b. As motivation for students to improve students' reading comprehension in learning
2. For teacher
 - a. This research can be a reference for teacher to provide learning technique which is in accordance with students' characters, levels and competencies.
 - b. This research can help teachers to conduct technique in improving students' reading comprehension
3. For school
 - a. School will know students' achievement in learning.
 - b. This research will be reference for school to consider good facilitation for students in learning.

F. Terminology

1. Reading

Patricia L. Sharer states that reading is a process to get message, problem solving activity which increases in power and flexibility the more it is practiced. It same with Kobak who said that reading is a skill which enables us to get a message. According to Bond in Rofingatun, reading is the ability to draw meaning from the printed page and interpret this information appropriately. Furthermore, reading is one of four basic skills in English.⁵ In summary, reading is basic skills to get message and information compatible with text, novel, story and other.

2. Reading comprehension

According to Chatrine E., reading comprehension is usually a primary focus of instruction in the post primary grades, after readers have largely mastered word recognition skills, although comprehension of the text should be an integral part of reading instruction with beginning readers as well. It is same with Robert who said that teading comprehension is the process to comprehend the text through interaction and involvement with written language.

3. Magnet Summary Strategy

According to Buehl that magnet summmary is a strategy that helps students rise above the details and construct meaningful summaries in their own

⁵ Charless A. Perfetti, *Reading Skills*, (Journal of Social and Behavioral Science, 2012), p.4.

word.⁶ Magnet summary assists students to figure out the details from the text and make a summary based on the details by using their own words.⁷ Furthermore, the strategy requires students to identify the key term of concepts magnet words from the text and then arrange the important information into a meaningful summary. It helps students to understand how to relate and connect the main idea and the important details found in the text and also how to compose the words into sentences and combine the sentences into paragraph.

⁶ Doug Buehl, *Classroom Strategies for Interatif Learning*, (USA: International Reading Association, 2009), p. 111.

⁷ Hudaya, *Teaching Writing Summary By Using Magnet Summary Strategy*, Thesis Unpublished, Universitas Tanjung Pura, 2015, p. 5.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Reading

In teaching and learning process, reading is one of basic skill to master in English subject. Reading refers to get new information, message, problem solving from the printed page and interpret information appropriately. The importance of reading to be taught for students become teachers have to focus on their needs and interests in learning process. Moreover, to teach students in learning are not easy for teachers, they have to design strategy to teach the text in teaching and learning process. Moreover, reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages.⁸ According to Hesham reading is defined as understanding written texts.⁹ Furthermore, William defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and totally absorb the reading.¹⁰ Additionally, Frank states that reading comprehension is defined as readers' abilities to understand what they have read.¹¹

An effective reading should include not only a literal comprehension of a student's word, but also an interpretation of his mood, tone, feeling and attitude. It

⁸ Harris Albert J., *Effective Teaching of Reading*, (New York: David McKay Company, 2001), 42.

⁹ Hesham Suleiman, *Teaching Reading Comprehension to ESL/EFL learners*, (Riyadh: The Reading Matrix, 2005), 169.

¹⁰ William Grabe and Stoller Fredicka, *Teaching and Researching* (Great Britain: Logman, 2002), 17.

¹¹ Frank Serafini, *Rethinking Reading Comprehension: Definitions, Instructional Practices, and Assessment*, *Journal of Language and Literacy Education*, Vol. 4, No. 2, 2012, 190.

means that reading for comprehension skill is not only merely the ability to recognize words and sentences but the intention of the writer as well.¹² When people read something they understand it at three levels. First, the purely literal responding to the graphic signals only with little depth of understanding, the second level at which the reader recognizes the author's meaning and the third level where the reader's own personal experiences and judgments influence his response to the text.

2. Purpose of Reading

According to Sulaiman, any components of an English language course has goals, they are: for building knowledge of language which will facilitate reading ability, taking a critical stance to the contents of the texts and other.¹³ Moreover, the purpose for reading is important to know for students in learning. There are three primary purposes for reading and each one is identified by different motivations, activities and strategies. First, reading for pleasure, it consists of; text based on interests, multiple and easy connections to prior knowledge, satisfies intellectual stimulation and emotional pleasure. Second, reading for literal understanding, it consists of; answer basic who, what, when, where questions, establishes vocabulary and basic concepts in the subject. Third, reading for analysis, interpretation and application, it consists of engages critical

¹² Dechant V. Emerald and Henry P., Smith, *Psychology in Teaching Reading*, (New York: International Journal of Reading skill, 1977), 237.

¹³ Hesham Sulaiman, *Teaching Reading Comprehension to ESL/EFL learners*, (Saudi Arabia: The Reading Matrix, 2005), 147.

thinking skills through questioning and reflection, considers stated and implied ideas and speculates on how concepts can be applied to new situations.¹⁴

3. Principles of Teaching Reading

To teach reading is not only to get information but to understand and comprehend some points from the text. In this case, reading and understanding are related to each other. There are ten teaching principles that may be appropriate in teaching reading that is summarized below;

a. Lowering Inhibitions

As foreign language teaching, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups. Moreover, students need to focus on learning materials with a strategy which is provided by teacher in teaching and learning process.

b. Encouraging risk-taking

In teaching and learning, students often feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c. Building students' self confidence

¹⁴ Richard Jewel, *An Effective Reading Process in EFL Classroom*, (Venezuela: Minnesota State College, 2001), 79.

Teacher as a motivator should give an opportunity to express their ideas in learning. It purposes that they are more confidence in learning. Moreover, Teacher also needs to build the students' confidence in studying English because self confident is one of important factor which influents the students' success in studying English. Furthermore, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job. Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course.

d. Helping students develop intrinsic motivation

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.¹⁵

4. Components in Teaching Reading

There are some components in teaching reading which is considered by the teaching reading activity, they are:

a. The goals of the learning

To achieve the goals of the learning, the teacher should attend two goals can be achieved by the students, those are long- and short-term goals.

¹⁵ Leticia Esteves Reyes, *Effectiveness of Blogging to Practice Reading at a Freshman EFL Program*, The Reading Matrix, Vol. 9, No. 2, 2009, 122.

According to William, long-term goals may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc.¹⁶ Short-term goals, on the other hand, might be the learning of a small amount of new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week. The teacher can encourage the students to learn English and active in the reading class to achieve the long-term goals by emphasizing those long-terms goals is more important for them to be achieved by them. To motivate them in learning English, the teacher also can use the short-terms goal by giving them some points to them. If they can involve in teaching and learning English, they are active in the reading class, and they can get high score in the reading class, the teacher can give the class rank and some rewards for them.

b. Teacher

Teacher has importance role in teaching and learning process. A good teacher will give learning materials suitable to students' characters and competencies. According to Allen, there are some characteristics of good language teachers.¹⁷ Firtsly, the teachers should love and comprehend English language such as listening, speaking, reading and writing. Secondly, they understand and use a wide variety of techniques. Next, they give optimal feedback to students, use appropriate principles of classroom management,

¹⁶ William Grabe and Stoller Fredicka, *Teaching and Researching* (Great Britian: Logman, 2002), 22.

¹⁷ Allen J., *Teachers in EFL Classroom*, Journal of Education and Social Science, Vol. 3, No. 2, 2008, 336.

adapt textbook material and other audio creatively, enjoy people, and show enthusiasm. In addition, there are some roles of a teacher:

1) As a Controller

Teachers as controller are always needed in the class activity when the teacher teaches the students. A controller determines what the students do, when they should speak, and what language forms they should use. In addition, Harmer states that a controller takes the roll, tells the students things, organizes drills, and reads aloud.

2) As a Organizer

Teachers should be good organizer. It means that the teachers should organize the students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups and finally closing things down when it is time to stop.

3) As a Observer

In a classroom, teacher does not only teach the students but also observe them. It is aimed to give them useful feedback. In the classroom observation, the teachers watch students' learning process in order to judge the success of different materials and activities. The teachers can make changes in the future if the activities are not appropriate to the students' needs.¹⁸

¹⁸ Allen J., *Teachers in EFL Classroom*, Journal of Education and Social Science, Vol. 3, No. 2, 2008, 342.

c. Students

In teaching reading, students can learn language well, get good mark, pass exam if they study hard and have motivation. Brown states that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. It means that motivation is people's desire to achieve goal. Motivation can come from outside or inside. Ryan states that motivation which comes from outside is called extrinsic motivation and from inside is called intrinsic motivation.¹⁹

d. Interesting activities and materials in the class

To improve students' achievement in reading, the teacher should use the different activities that can make the students interest to join in the reading class. Using the interesting activities and materials will make the students like the reading class and enthusiastic to learn the subject that we give. The teacher also can use some media that can make the lesson become interesting.

e. Media

According to Robert, media are supporting materials that can motivate students and can effectively explain and illustrate subject content.²⁰ His concern is on the use of materials in order to make the students motivated to learn something and to make clear the content of a subject. He also adds that media as any tools, methods and technique used to make the communication and interaction between the teacher and the students more effective in the

¹⁹ Richard M. Ryan, *Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions*, Journal of Educational Psychology, Vol. 2, No. 5, 2000, 56.

²⁰ Robert B. Kozma, *Learning Media*, Journal of Educational Research, Vol. 61 No.2, 2005, 189.

teaching learning process. Here media can be anything, material and non-material, physical and non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating or making clear the thing being discussed or talked about.

f. Evaluation

In education, evaluation is defined as the process of obtaining information and using it to come to some conclusions which will be used to take decisions whether the students have understood the materials given by the teacher or not.²¹ It is also used to measure how far the students master the materials from the learning process in the classroom.

5. Reading Comprehension

Reading comprehension is constructing meaning and understanding about the information presented in a reading text. As Pardo claimed that comprehension is a process in which readers construct meaning by interacting with the text.²² According to Anders, reading comprehension is the accomplishment in the service of learning, understanding, remembering, responding, and making inferences.²³ Kennedy defines reading comprehension as a thought process through which readers become aware of an idea, understand it

²¹ Matic, *Assessing and Evaluating Students learning*, (Washington: The Association of American Colleges and Universities, 2003), 1.

²² Laura S Pardo, *What Every Teacher Needs to Know About Comprehension*, *The Reading Teacher*, Vol. 58, No. 3, 2004, 272

²³ P.L. Anders, *Comprehensive Reading Instruction Across The Grade Levels*, (Washington: AACU Publisher, 2002), 112

in terms of their experiential background and interpret it in relation to their own needs and purpose.²⁴

In EFL classroom, reader must have a strategy to understand the text. Furthermore, educator can instruct the following sequence and give students many opportunities to practice the strategies, such as: set a purpose for reading, preview the covers to read the illustrations, preview the text features (main idea), titles, subtitles, captions, charts, maps, timelines and graphs, as you read slowly when you meet new vocabulary or difficult concepts, use the glossary, stop to talk about your reading, make notes and write about what you are learning, reread or use other fix-up options when the meaning is not clear.²⁵

According to David, there are four general strategies of reading comprehension. First, design a planning; it aims that reader sets a purpose of the text. Second, determine Importance thing; is to identify essential ideas and information. Third, make Inferences; it means that the reader makes a summary or own words on the difficult sentences to be understood and reader to be easy to find out content of the text suitable to context. Fourth, make connections; it means that reader inside simple words to combine the meaning.²⁶

Similar idea is also by Kathy Ganske and Douglas Fisher mention some strategies to support reading comprehension, they are; *prediction*, students use background knowledge, cover illustration and text to predict what might happen

²⁴ Eddie. C. Kennedy, *Methods in Teaching Developmental Reading*, (New York: F. E. Peacock Publisher, 1981), 192

²⁵ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Washington: ANSI, 2007), 99.

²⁶ David W. Moore, *Reading Comprehension Strategies*, Journal of Education, Vol. 1, No. 2, 2013, 2.

in a story. *Monitoring and clarifying*, students realize that they are confused by the text and reread to clarify passages that do not make sense. *Questioning*, students spontaneously form questions about the content of text before, during and after reading. *Summarizing*, students understand the most important content shared in a passage or text. *Visualizing*, students create mental images of the text during and after reading.²⁷

Reading comprehension is an activity meant to extract certain kinds of information from English test. Reading in foreign language may face some difficulties, such as: difficult word, difficult to get information from the passages and difficult to make a conclusion of the passages. To minimize all those problems, the according to the reader's purposes in reading and type of reading used, the following are commonly referred to;

a. Literal comprehension

Reading in order to understand, remember or recall the information explicit in a passage.

b. Inferential comprehension

Reading in order to find information which is not explicitly states in a passage using the reader's experience and intuition by inferring.

c. Critical and evaluate comprehension

In this type of reading, the reading is in order to get information in a passage with the reader's own knowledge in values.

²⁷ Kathy Gansky and Douglas Fisher, *Comprehension Across the Curriculum: Perspectives and Practice*, (New York: The Guilford Press, 2010), 84.

d. Appreciative comprehension

In this case, the reading is in order to gain other kind of valued response from a passage.²⁸

6. Text

a. Definition of text

A text is any stretch of language which is held together cohesively through meaning.²⁹ It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts. Moreover, text is an article we often read.³⁰ We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Students can use a text as one of the ways to express their own.

According M.A.K. Halliday, a text is a social exchange of meanings.³¹ It means that the sentence may have different meaning according to the context. For example: I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a

²⁸ Nunan, *Language Teaching Methodology*, (New York, Cambridge University Press, 2003), 13.

²⁹ Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), 4.

³⁰ Elizabeth Markwick, *Text Types: Different Types of Writing*, (New South Wales: NSW Governement, 2011), 1.

³¹ M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984), 11.

teacher, we must be able to develop students' abilities to exchange the meanings in different points of sentence. Text is a world of words which are put together to communicate a meaning.³² When we speak or write to communicate a message, it is constructing a text. Then, constructing a text is read, listen to, or view a piece of words. We can find a text in written or spoken.

b. Types of text

There are some types of texts, literacy and factual.³³

1) Literacy Texts

Literacy text is constructed to appeal to our imagination. Literacy texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic, and dramatic.

a) Narrative text types tell a story using spoken or written language.

Narrative is usually told by a story teller. This person gives his/her point of view to the audience and determines.

b) Poetic text types express feelings and impression of life. Poem can have common structures such as rhyming the last word of lines or using a certain number of lines.

c) Dramatic text types use acting to communicate ideas and experiences.

Dramas can be spoken or written.³⁴

³² Mark Anderson and Kathy Anderson, *Text Types in English*, (Sydney: Macmillan, 2003), 1.

³³ Mark Anderson and Kathy Anderson, *Text Types*, 2.

2) Factual Texts

Factual text include advertisement, announcements, internet web sites, current affairs shows, debates, recipes, reports and instruction. They present information or ideas and aim to show, tell or persuade the audiences. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.³⁵ Here, the writer will discuss news item text which is one kind of factual text.

7. Genre of Text

a. Definition of genre

Harmer states that Genre is a type of writing which members of discourse community would instantly recognize for what it was.³⁶ A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to help accomplish something.³⁷ The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. Kinds of genre

There are twelve kinds of genre, they are:

³⁴ Engelbert Thaler, *Teaching English Literature*, (Paderborn: Verlag Ferdinand Schöningh, 2008), 88

³⁵ Elizabeth Markwick, *Text Types: Different Types of Writing*, (New South Wales: NSW Government, 2011), 8.

³⁶ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2001), 113.

³⁷ Peter Wignell, *Making Sense of Functional Grammar*, (Melbourne: Gerd Stabler, 2009), 17.

1) Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining

2) Report

Report is a piece text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

3) Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

4) Explanation

Explanation is a piece of text that processes involved in the formation or workings of natural socioculture phenomena.

5) Exposition (analytical)

Exposition analytical is a piece of text that persuade reader or listener that something needs to get attention

6) Exposition (hortatory)

Exposition hortatory is a piece of text that persuade reader or listener that should or should not be the case.³⁸

7) News item

News item is a piece of text that inform the readers, listener and viewers about events of the day which are considered newsworthy or important

³⁸ Marlin Sinambela and Johan Sinulingga, *Improving Students' Achievement in Writing Hortatory Exposition Text through Please Strategy*, (Tanjung Morawa: Unpublished Thesis, 2011), 27.

8) Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.

9) Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

10) Description

Description is a piece of text that describes a particular person, place or thing.

11) Review

Review is a piece of text that critiques an art work, event for a public audience.

B. Magnet Summary Strategy

Magnet Summary Strategy helps student to identify the key words from the passage read and then use them to develop a summary of the passage. Debra J. Stated that Magnet Summary Strategy helps students identify facts related to magnet words (key term) in a text. According to Buehl that Magnet Summmary is a strategy that helps students rise above the details and construct meaningful summaries in their own word.³⁹

Magnet Summary Strategy is a strategy which teaches the students about how to make a good summary by finding the important key terms from the text and then composing those words into sentences or paragraph by using their own

³⁹ Doug Buehl, *Classroom Strategies for Interatif Learning*, (USA: International Reading Association, 2009), 111.

words. Buehl states that magnet summary assists students to figure out the details from the text and make a summary based on the details by using their own words.⁴⁰ This strategy requires students to identify the key term of concepts magnet words from the text and then arrange the important information into a meaningful summary. It helps students to understand how to relate and connect the main idea and the important details found in the text and also how to compose the words into sentences and combine the sentences into paragraph.

From these opinions, it can be concluded that magnet summary strategy is a strategy that helps the students identify key words from a passage and then the students can make summary easily. Furthermore, this strategy asks the students to chunk their reading into small sections and summarize each before developing a fullblown summary of the entire assignment.

The advantages of teaching students how to summarize using magnet summary strategy that it provides them with a logical and simple procedure for determining relevant and irrelevant details as they synthesize the information. With this strategy students learn to remember, and develop facility to separate main ideas from supporting details. Not only that but also by using this strategy students flesh out their understanding of key vocabulary and ideas.

The Procedures of Magnet Summary Strategy are as follows:

- a. Introduce the technique by leading a discussion of the interaction of a magnet and steel. Present this analogy: just as magnet is drawn to steel, magnet words draw facts to them.

⁴⁰ Hudaya, *Teaching Writing Summary By Using Magnet Summary Strategy*, Thesis Unpublished, Universitas Tanjung Pura, 2015, 5.

- b. Choose three magnet terms or phrases to which many facts can be applied.
- c. Distribute copies of graphic organizer. On the overhead, display a transparency of the graphic organizer showing the first magnet word you have chosen. Have students write it between the prongs of the magnet. Then ask the students to recall important details from a reading that relate to that magnet word. Allow them to look at or, if necessary, reread parts of the passage.
- d. Ask the students to offer examples of words or phrases they want to write on the prongs of the magnet. Write these on your overhead magnet as they do the same on theirs.
- e. When you have written between four and seven details for the magnet word, ask the class to generate a brief summary on the bar of steel using all the words on the magnet.
- f. Display the other magnet words you have chosen and let the students complete the graphic organizer independently.
- g. Extend this activity by having students use the summaries they wrote on the bars of steel to develop a three-paragraph summary and write it on the back of the graphic organizer.

CHAPTER III

RESEARCH METHOD

A. Method of Research

The writer used quantitative method in this research. Quantitative method is process to get the data or information which uses numerical data.⁴¹ The purpose uses quantitative method to describe students' score as a result of the research. Moreover, the writer also focuses on two variables, they were; word attack strategy as independent variable and reading comprehension as dependent variable.

B. Population and Sample

Population is all participants which are researched.⁴² The population in this research, students for tenth grade at SMK Negeri 5 Langsa. Moreover, the writer uses sample to collect the data. Sample is a small unit of population that selects for test and analysis.⁴³ In selecting the sample, the writer uses quasi experiment in this research. Quasi experiment is one type of research method that provides as much control as possible in the situation.⁴⁴ The purpose uses the quasi experiment because the writer cannot estimate the relevant variable in this research. Therefore, sample of this research is 48 students of SMK Negeri 5 Langsa.

⁴¹ Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif: Teori dan Aplikasi* (Jakarta: Raja Grafindo Persada, 2005), 158.

⁴² Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2008), 53.

⁴³ John Best and James Khan, *Research in Education, Tenth Edition* (Boston: Pearson Education, 2006), 43.

⁴⁴ Sugiono, *Metode Penelitian Kuantitatif Kualitatif*, (Bandung: Alfabeta, 2006), 77.

C. Place and Time of the research

The writer conducts the research at SMK Negeri 5 Langsa. This has been implemented on July to August 2019.

D. Research Instrument

a. Test

Test is a tool of research a measurement. Test is an instrument for collecting the data to measure the knowledge achievement, intelligence, and ability or talent individually or in a group.⁴⁵ The writer uses test to know the ability of students' reading comprehension before magnet summary strategy conducted in reading activity. The test is divided into pre-test and post-test. It will be given for tenth grade students at SMK Negeri 5 Langsa. Pre-test is to measure the dependent variable before the treatment begins. The writer uses pre-test to find out students' score in reading comprehension. Then, this test is given in the first meeting before the treatment applied. This test contains of two tasks which the first task is descriptive text based on the discussed information. However, to find whether the intervention in experimental group is significantly different from control group, the second task was given descriptive text by using magnet summary strategy in post-test. Therefore, the time allocation for the test was 80 minutes in which 40 minutes for one meeting of pre-test and 40 minutes for one meeting of post-test.

⁴⁵ Riduwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2002),

b. Documentation

Document uses to collect data through files, books and values-related problem of the study.⁴⁶ The writer uses document, which is students' test result, as the data. The function of the document is to find out students' score and achievement in teaching reading descriptive text

E. Data Collecting Technique

a. Test

Test defines as an instrument for collecting the data.⁴⁷ Moreover, the test is divided into pre-test and post-test. It will be given for the tenth grade students at SMK Negeri 5 Langsa. Pre-test is to measure the dependent variable before the treatment begun. The writer uses pre-test to know students' understanding about descriptive text. Test consists of fifteen questions, it is about my beloved mother. The test is essay. The second task gives reading descriptive text by using Magnet Summary Strategy in post-test. Therefore, the time allocation for the test is 80 minutes in which 40 minutes for one meeting of pre-test and 40 minutes for one meeting of post-test.

b. Document

Document uses to collect data through files, books and values-related problem of the study.⁴⁸ The writer uses document, which is students' test

⁴⁶ Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2009), 155.

⁴⁷ Riduwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2002), 30

⁴⁸ Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2009), 155.

result, as the data. The function of the document is to find out students' score and achievement in reading comprehension.

F. Technique of Data Analysis

As a quantitative research, the writer has to prove the hypothesis with analyzing the data which would explain the result of this study. This study prove whether the hypothesis is accepted, rejected or whether the word attack strategy is successful or not. To get accurate data, the writer uses suitable statistical procedure from tests given.

1. Finding-out the Mean Score

Based on the data from both groups, the writer found the mean. Mean was the arithmetic average of all scores in the distribution. It was used extensively in research.⁴⁹ The formula was prescribed by Hasan could be seen below.⁵⁰

$$\bar{X} = \frac{\sum fx}{\sum f}$$

Where: X = The mean score

$\sum fx$ = Total of the mean score

$\sum f$ = Total of frequency

2. Finding-out the Standard Variations or Variants of the Data

⁴⁹ James McMillan, *Educational Research: Fundamentals for the Customer*, p. 138.

⁵⁰ Iqbal Hasan, *Pokok-Pokok Materi Statistik* (Jakarta: Bumi Aksara, 2003), p. 74.

Standard variations or variants of the data was the measure which told us how much each score varied of differs from the mean.⁵¹ Hasan stated the formula as follows.

$$s = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

Where: $\sum fx^2$ = The total of mean score

$\sum fx$ = Total of frequency

n = The number of students

3. Finding-out the Score of Normality Distribution Test

To find out the scores of normality distribution test, the writer had to consider the raw scores above for both groups would be arranged in frequency distribution. In order to arrange the scores in the frequency distribution tables, it was necessary to find out the range of data (R), interval class (I), and class of data (K). Hasan stated that the range of data could be obtained by applying the following formula:⁵²

$$R = H_s - L_s$$

Where:

R : Refers to the range of scores of data

H_s : Refers to the highest scores

L_s : Refers to the lowest scores

⁵¹ James McMillan, *Educational Research: Fundamentals for the Customer*, p. 140.

⁵² Iqbal Hasan, *Pokok-Pokok Materi Statistik 1 (Statistik Deskriptif): Edisi ke-2*, (Jakarta: Bumi Aksara, 2008), p. 43.

To determine the group frequency distribution of a test result, it was needed to count an interval class firstly by utilizing the formula:

$$i = \frac{R}{k}$$

k was the amount of the interval class which was determined as $k = 1 + 3.3$

$\log n$

4. Homogeneity Variances

To find out homogeneity variances in control and experiment class, the writer would be conducted the formula as following;

$$S^2 = \frac{n \cdot (\sum f \cdot X_i^2) - (\sum f \cdot X_i)^2}{n(n-1)}$$

To obtain homogeneity variants, the writer used the formula as following;

$$F_{hitung} = \frac{\text{Varians Terbesar}}{\text{Varians Terkecil}}$$

5. The Criteria of Proven Hypothesis in Experimental Study

In the following section, the writer would like to present the test of significance between the different meant of the results of two groups, Experimental Group (EG) and Control Group (CG). At the first, the outcomes of the pre-test of Experimental Group (EG) and Control Group (CG) were compared followed by the pre-test and post-test of Experimental Group (EG). Later, the pre-test and post-test of Control Group (CG) were also compared followed by the post-test of experimental Group (EG) and Control Group (CG). Therefore, the formula was as following;

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} =$$

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

1. The Pre-test result from control class

In this chapter, the writer discussed and elaborated data from test. The condition of the sample of the study and also the result of pre test of control class and experimental class.

The Raw Scores pre test of Control Group

No	Students	Pre-test
1	S 1	70
2	S 2	75
3	S 3	65
4	S 4	75
5	S 5	60
6	S 6	65
7	S 7	80
8	S 8	60
9	S 9	60
10	S 10	65
11	S 11	75
12	S 12	65
13	S 13	60
14	S 14	65
15	S 15	70
16	S 16	65
17	S 17	60
18	S 18	70
19	S 19	70
20	S 20	60
21	S 21	65
22	S 22	60

23	S 23	70
24	S 24	60

The control group also consisted of twenty four students and given the same topic without applying the Magnet Summary Strategy. After the test was given, the students got the scores between 60 and 80 in pre-test. The lowest score was obtained by eight students, seven students got 65, five students got 70, three students got 75, and the only one student got the highest score. The rank between the lowest and the higher score was 30 in pre-test of control group.

2. The Pre-test result from experimental class

The writer would be considered the raw scores of pre-test result from experimental group.

No	Students	Pre-test
1	S 1	70
2	S 2	65
3	S 3	60
4	S 4	70
5	S 5	65
6	S 6	70
7	S 7	75
8	S 8	70
9	S 9	55
10	S 10	65
11	S 11	65
12	S 12	75
13	S 13	55
14	S 14	65
15	S 15	70
16	S 16	65
17	S 17	65
18	S 18	60
19	S 19	75

20	S 20	60
21	S 21	55
22	S 22	65
23	S 23	55
24	S 24	70

Based on the table above, there were twenty four students in the experimental group to consider tests about teaching reading through Magnet Summary Strategy. The data from the test revealed that the students' scores in the pre-test were between 55 and 75. The lowest score, 55, were obtained by four students. The scores of 60 were got by three students. The score of 65 were got by eight students. There were six students who had score of 70. Meanwhile, the score of 75 as the highest score in the pre-test in the experimental class was owned by three students.

3. The post-test result from control class

The Raw Scores post-test of Control Group

No	Students	Post-test
1	S 1	80
2	S 2	75
3	S 3	70
4	S 4	85
5	S 5	80
6	S 6	70
7	S 7	75
8	S 8	85
9	S 9	65
10	S 10	65
11	S 11	75

12	S 12	70
13	S 13	80
14	S 14	70
15	S 15	80
16	S 16	70
17	S 17	65
18	S 18	70
19	S 19	65
20	S 20	75
21	S 21	65
22	S 22	75
23	S 23	65
24	S 24	70

In control group, the test was given by teacher. After the teaching reading, the students obtained scores between 75 and 85. The lowest score was obtained by seven students, 70 were got by seven students, five students had 75, four students got 80, two students got 85 the highest score. The rank between the lowest score and the highest score was 20 in the post-test of control group.

4. The post-test result from experimental class

No	Students	Post-test
1	S 1	85
2	S 2	90
3	S 3	85
4	S 4	90
5	S 5	85
6	S 6	80
7	S 7	95
8	S 8	75
9	S 9	85

10	S 10	90
11	S 11	75
12	S 12	75
13	S 13	85
14	S 14	75
15	S 15	80
16	S 16	80
17	S 17	75
18	S 18	85
19	S 19	75
20	S 20	80
21	S 21	75
22	S 22	80
23	S 23	80
24	S 24	75

In the post-test, after Magnet Summary Strategy was applied in the teaching reading comprehension, the scores were between 75 and 95. The lowest score was obtained by eight students. There was six students who got 80, six students who got score 85, the score 90 were got by three students, the highest score was achieved by one student. The rank between the lowest score and the highest score was 20 in the post-test of experimental group.

5. Data Analysis

a. Data Analysis from Test

The raw scores above for both groups would be arranged in frequency distribution. In order to arrange the scores in the frequency distribution tables, it was necessary to find out the range of data (R), interval class (I), and class of data

(K). Hasan states that the range of data can be obtained by applying the following formula:¹

$$R = H_s - L_s$$

Where:

R : Refers to the range of scores of data

H_s : Refers to the highest scores

L_s : Refers to the lowest scores

To determine the group frequency distribution of a test result, it was needed to count an interval class firstly by utilizing the formula:

$$i = \frac{R}{k}$$

K was the amount of the interval class which was determined as $k = 1 + 3.3 \log n$

1. The Mean and Standard Deviation of the Pre-Test on Experimental Group

The highest score of the pre-test on EG (Experimental Group) was 75 and the lowest was 55. Thus, the range was $75 - 55 = 20$. Therefore, the class of data was:

$$\begin{aligned} k &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 24 \\ &= 1 + 3.3 (1.380) \\ &= 1 + 4.380 \\ &= 5.4380 \end{aligned}$$

¹ Iqbal Hasan, *Pokok-Pokok Materi Statistik 1 (Statistik Deskriptif): Edisi ke-2*, (Jakarta: Bumi Aksara, 2008), p. 43.

$$k = 5$$

So, interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{20}{5}$$

$$i = 4$$

Table 4.1. Group Frequency Distribution of the Scores of Pre-Test on the Experimental Group

Scores	<i>F</i>	<i>X</i>	x^2	<i>Fx</i>	fx^2
75 - 79	3	75	5625	225	50625
70 - 74	6	70	4900	420	176400
65 - 69	8	65	4225	520	270400
60 - 64	3	60	3600	180	32400
55 - 59	4	55	3025	220	48400
	24	325	21375	1565	578225

Where:

f : Frequency

x : Mid point

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

$$\bar{x} = \frac{1565}{24}$$

$$\bar{x} = 65.20$$

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{578225}{24} - \left(\frac{1565}{24}\right)^2}$$

$$S = \sqrt{24092.7 - 4251.4}$$

$$S = \sqrt{1984.3}$$

$$S = 39.80$$

2. The Mean and the Standard Deviation of the Post-Test on Experimental Group

Using the same procedure, the statistics for the post-test of EG were:

$R = 95 - 75 = 20$, and k was 5. So, Interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{20}{5}$$

$$i = 4$$

Table 4.2. Group Frequency Distribution of the Scores of Post-Test on Experimental Group

Scores	F	X	x^2	Fx	fx^2
95 – 99	1	95	9025	95	9025
90 – 94	3	90	8100	270	72900
85 – 89	6	85	7225	510	260100
80 – 84	6	80	6400	480	230400
75 – 79	8	75	5625	600	360000
	24	425	36375	1955	932425

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

$$\bar{x} = \frac{1955}{24}$$

$$\bar{x} = 81.45$$

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{932425}{24} - \left(\frac{1955}{24}\right)^2}$$

$$S = \sqrt{38851.4 - 6634.1}$$

$$S = \sqrt{3221.7}$$

$$S = 56.76$$

3. The Mean and the Standard Deviation of the Pre-Test on Control Group

The procedures above were also used in the following computations. The statistical result of the Control Group (CG) was $R = 80 - 60 = 20$. Therefore, class of data (K) was 5. So, interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{20}{5}$$

$$i = 4$$

Table 4.3. Group Frequency Distribution of the Scores of Pre-Test on the Control Group

Scores	f	X	x^2	Fx	fx^2
80 – 84	1	80	6400	80	6400
75 – 89	3	75	5625	225	50625
70 – 74	5	70	4900	350	122500
65 – 69	7	65	4225	455	207025
60 – 64	8	60	3600	480	230400
	24	350	24750	1590	616950

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

$$\bar{x} = \frac{1590}{24}$$

$$\bar{x} = 66.25$$

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{616950}{24} - \left(\frac{1590}{24}\right)^2}$$

$$S = \sqrt{25706.2 - 4389.6}$$

$$S = \sqrt{2131.6}$$

$$S = 46.16$$

4. The Mean and Standard Deviation of the Post-Test on Control Group

The highest score of the post-test on CG was 85 and the lowest was 65. Thus, the range was $85 - 65 = 20$, and $k = 5$. So, interval (I):

$$i = \frac{R}{k}$$

$$i = \frac{20}{5}$$

$$i = 4$$

Table 4.4. Group Frequency Distribution of the Scores of Post-Test on the Control Group

Scores	f	X	x^2	Fx	fx^2
85 – 89	2	85	7225	170	28900
80 – 84	4	80	6400	320	102400
75 – 79	5	75	5625	375	140625
70 – 74	7	70	4900	490	240100
65 – 69	7	65	4225	455	207025
	24	375	28375	1810	719050

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

$$\bar{x} = \frac{1810}{24}$$

$$\bar{x} = 75.41$$

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{719050}{24} - \left(\frac{1810}{24}\right)^2}$$

$$S = \sqrt{29960.4 - 5686.6}$$

$$S = \sqrt{2427.3}$$

$$S = 49.26$$

5. Z-Score (Hypothesis Testing)

In the following section, the writer would like to present the test of significance between the different means of the results of two groups, Experimental Group (EG) and Control Group (CG).

a. Pre-Test of Experimental Group and Control Group

The pre-test of two groups aimed to measure the students' reading comprehension before administering the experiment. The comparison of them was meant to consider the level of achievement of the student on both groups.

$$\begin{aligned} Z &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \\ &= \frac{66.25 - 65.20}{\sqrt{\frac{(39.80)^2}{24} + \frac{(46.16)^2}{24}}} \\ &= \frac{1.05}{\sqrt{66.01 + 88.78}} \end{aligned}$$

$$= \frac{1.05}{\sqrt{154.79}}$$

$$= \frac{1.05}{12.44}$$

$$= 0.8$$

This indicated that there were significant differences between two means of pre-test and post-test of experimental group. The mean score post-test was 65.20 and pre-test was 66.25. The mean score of post-test was higher than pre-test. We can say that the higher outcome of the test on EG was due to the effect of the experimental treatment

b. Pre-Test and Post-Test of Experimental Group

The comparison was proposed to see the result of the teaching reading through Magnet Summary Strategy to the students on the EG.

$$\begin{aligned}
 Z &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \\
 &= \frac{65.20 - 81.45}{\sqrt{\frac{(39.80)^2}{24} + \frac{(56.76)^2}{24}}} \\
 &= \frac{-16.25}{\sqrt{66 + 134.2}} \\
 &= \frac{-16.25}{\sqrt{200.2}}
 \end{aligned}$$

$$= \frac{-16.25}{14.14}$$

$$= -1.1$$

This indicated that there were significant differences between two means of pre-test and post-test of experimental group. The mean score post-test was 65.20 and pre-test was 81.45. The mean score of post-test was higher than pre-test. We can say that the higher outcome of the test on EG was due to the effect of the experimental treatment.

c. Pre-Test and Post-Test of Control Group

The comparison of pre-test and post-test of CG was due to see how far the result obtained by CG on the test while the students on the group were taught by applying the conventional way.

$$\begin{aligned}
 Z &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \\
 &= \frac{66.25 - 75.41}{\sqrt{\frac{(46.16)^2}{24} + \frac{(49.26)^2}{24}}} \\
 &= \frac{-9.16}{\sqrt{88.78 + 101.1}} \\
 &= \frac{-9.16}{\sqrt{189.9}}
 \end{aligned}$$

$$= \frac{-9.16}{13.78}$$

$$= -0.6$$

This indicated that there were significant differences between two means of pre-test and post-test of experimental group. The mean score pre-test was 66.25 and post-test was 75.41. The mean score of post-test was higher than pre-test. We can say that the higher outcome of the test on EG was due to the effect of the experimental treatment.

d. Post-Test of Experimental Group and Control Group

The mean score of the post-test on the EG was higher than the CG. To consider whether the difference was significant, the writer computed the two test results under the same procedures as the previous one.

$$\begin{aligned}
 Z &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \\
 &= \frac{81.45 - 75.41}{\sqrt{\frac{(56.76)^2}{24} + \frac{(49.26)^2}{24}}} \\
 &= \frac{6.04}{\sqrt{134.2 + 101.1}} \\
 &= \frac{6.04}{\sqrt{235.3}}
 \end{aligned}$$

$$= \frac{6.04}{15.33}$$

$$= 0.3$$

This indicated that there were significant differences between two means of pre-test and post-test of experimental group. The mean score post-test was 81.45 on experimental group and post-test was 75.41 on control group. The mean score of post-test on experimental group was higher than post-test on control group.

Based on the calculation of the research above, the result showed that the Magnet Summary Strategy implementation had a lot of influence of students' ability in reading comprehension. It is meant that Magnet Summary Strategy could supported and improved their reading comprehension. Students were motivated to learn in teaching reading..

6. The Percentage of the Scores between Pre-Test and Post-Test

This process of calculation was aimed to consider how far the students improved the score in pre-test and post-test for both experimental group and control group. Through this calculation process, the writer eventually compared both percentage results which could also support the result of the calculation above.

a. Score Percentage in Experimental Group

1. The percentage result of pre-test:

$$= \frac{65.20}{100} \times 100\%$$

$$= 0.65 \times 100\%$$

$$= 65\%$$

2. The percentage result of post-test:

$$= \frac{81.45}{100} \times 100\%$$

$$= 0.81 \times 100\%$$

$$= 81\%$$

b. Score Percentage in Control Group

1. The percentage result of pre-test:

$$= \frac{66.25}{100} \times 100\%$$

$$= 0.66 \times 100\%$$

$$= 66\%$$

2. The percentage result of post-test:

$$= \frac{75.41}{100} \times 100\%$$

$$= 0.75 \times 100\%$$

$$= 75\%$$

Chart 4.1. The Mean Scores of Pre-Test and Post-Test in the Experimental and Control Group

Based on the chart above clearly differentiated of the mean scores obtained from both classes become clearer. The students in the experimental class reached the mean score of 65% in the pre-test and 81% in the post-test. It can be seen that $81\% - 65\% = 16\%$. It means that the increasing of post-test result of the

experimental group had increased 16%. Meanwhile, the mean score of the students in the control class was 66% for the pre-test and 75% for the post-test. The difference between $75\% - 66\% = 9\%$. It shows that 9% of the post-test result had increased.

B. Discussion

Based on the result above, it is indicated that teaching reading by using Magnet Summary Strategy in the classroom was improved students' reading comprehension. It was proven when Magnet Summary Strategy was presented and introduced to the teaching material, the students were enthusiastic and interested in the learning process. The students were motivated and interested to learn the reading comprehension seriously. Moreover, by using Magnet Summary Strategy increased the students' score that gave the positive effect to the students in improving their reading comprehension. Some advantages were given for them in the activity. They could compose their reading comprehension well and identify the reading activity in learning. The result from testing process found they improved their score positively. It can be seen in the means score they had reached, the post-test was higher than the pre-test in experimental group. It was increased 16%, from 65% to 81%. Furthermore, Magnet Summary Strategy helped the students to be better in way of teaching reading comprehension by using Magnet Summary Strategy.

In teaching reading process, Magnet Summary Strategy is used in the classroom. The result from the teaching process found that after the students are given the treatment by the teacher, students looked more focus on the material

taught. It is proved when Magnet Summary Strategy is presented and introduced to the teaching material, the students are interested in the learning process. The students are motivated and interested to read grouply. Magnet Summary Strategy encouraged the students to be active participants in the discussion of reading. Furthermore, the result of this study revealed that the students' achievements increased when the Magnet Summary Strategy was provided as supplement to the classroom. The reason for this was that the method enabled students to progress at their own pace and provided them with the opportunity to extend their ideas of reading. This finding was also supported that reading with Magnet Summary Strategy would build confidence of the students. In other words, the strategy improved the students' achievement especially in reading descriptive text that was discussed here.

Therefore, Magnet Summary Strategy increased the students' score that gave the positive effect to the students in improving their reading ability. Some advantages are given for them in the activity. They are composed their reading well, identify the structure and the topic of the text they are going to read, and the important thing they read reading optimally. The result from testing process found they improved their score positively. Magnet Summary Strategy helped the students to be better in way of reading comprehension. It can be seen in the means score they have reached, the post-test is higher than the pre-test in experimental group. Therefore, the Magnet Summary Strategy was given positive effect in reading activity especially in reading descriptive text.

The result from testing process found they improved their score positively. Magnet Summary Strategy helped the students to be better in way of reading descriptive text. It can be seen in the means score they had reached, the post-test was higher than the pre-test in experimental group. Furthermore, the students' motivation in reading activities in class was high with Magnet Summary Strategy. It was proven that in statistical interpretation of the students responded Magnet Summary Strategy positively. The teacher should be able to facilitate the teaching and learning of individual students. The teacher also provided the opportunity to extend the students' ideas in reading the text. The role of teacher in applying Magnet Summary Strategy was a facilitator in the classroom and the motivation of students was created.

CHAPTER V

CONCLUSION AND RECUMENDATIONS

A. Conclusion

Based on the result of the study, the writer concluded that teaching reading by using Magnet Summary Strategy in the classroom can improve students' reading comprehension. It was proven when Magnet Summary Strategy was presented and introduced to the teaching material, the students were interested in the learning process. The students were motivated and interested to learn the reading comprehension seriously. Moreover, by using Magnet Summary Strategy increased the students' score that gave the positive effect to the students in improving their reading comprehension. Some advantages were given for them in the activity. They could compose their reading comprehension well and identify the reading activity in learning. The result from testing process found they improved their score positively. It can be seen in the means score they had reached, the post-test was higher than the pre-test in experimental group. It was increased 16%, from 65% to 81%. Furthermore, Magnet Summary Strategy helped the students to be better in way of teaching reading comprehension by using Magnet Summary Strategy.

B. Recommendations

The writer would like to propose some recommendations, as follows:

1. Teachers as motivator should be implemented Magnet Summary Strategy to teach reading comprehension.

2. Magnet Summary Strategy should be able to improve their motivation in learning reading comprehension. Moreover, The atmosphere of class would be active and creative in teaching and learning process.

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Pre-test and Post-test design

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

Answer these questions based on the story above!

1. What is the text about?
2. What is the main idea of the story?
3. What is the topic of the story?
4. What is the identification of the text?
5. What is the description of the text?
6. What kind of generic structure did you find in the text?
7. What is the conclusion of the text?
8. What is the language feature of the text?
9. What is the structure use of text?
10. The synonym of “*love*” is
11. The meaning of “*beloved*” is
12. The synonym of “*taught*” is
13. The meaning of “*short*” is
14. The synonym of “*straight*” is

15.	Words	Spelling
	Support	
	Problem	
	Solution	
	Reject	
	Soft	

LESSON PLAN

Experimental Class

Sekolah : SMK Negeri 5 Langsa
Mata Pelajaran : English
Kelas : X (Sepuluh)
Alokasi Waktu : 6 x 45 menit/ 6 Pertemuan

1. Standard Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive text* untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *descriptive text*

3. Indikator

- a. Menulis teks *descriptive text* dengan langkah retorika yang benar.
- b. Menulis topik yang sesuai dengan isi dari teks
- c. Menentukan *main idea* dari sebuah teks.
- d. Menjelaskan kesimpulan dari *descriptive text*

4. Tujuan Pembelajaran

- a. Siswa mampu meringkas *descriptive text* dengan baik dan benar
- b. Siswa mampu menjelaskan ide pokok dari *descriptive text*
- c. Siswa mampu menjelaskan kesimpulan dari sebuah teks
- d. Siswa mampu menjelaskan topik dari *descriptive text*

5. Materi Pembelajaran

Descriptive text t

Descriptive text is an English text in which the writer describes an object and anything in learning.

Purpose

To describe and reveal a particular person, place or thing. It is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Text organization :

- a) Identification: identifies the phenomenon to be described.
- b) Description of features: describes features in order of importance:
 - Parts/ things (physical appearance).
 - Qualities (degree of beauty, excellence, or worth/ value)
 - Other characteristics (prominent aspects that are unique).

The generic features of descriptive text:

- a) Use of Simple Present Tense.
- b) Frequent use of epithets and classifiers in nominal groups.
- c) Use of “be”: is, are, was, and were for the identification and showing qualities.
- d) Use “have”: have, has, had to give detailed description of the object’s features.
- e) Use of action verbs related to the topic, especially when describing behavior or personalities (for persons).
- f) Use of adjectives in describing especially the qualities.

The example of descriptive text

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

6. Metode Pembelajaran

Metode : **MAGNET SUMMARY STRATEGY**

7. Langkah-langkah Pembelajaran

Pertemuan pertama

Kegiatan awal

1. Guru menyapa dan memberikan motivasi kepada siswa diawal pembelajaran.

“Hello students, how are you today?”

“Are you happy today?”

2. Guru memberikan gambar untuk menarik perhatian siswa dalam proses pembelajaran.



Setelah menunjukkan gambar, guru mengajukan beberapa pertanyaan:

- a. “What are they?”
- b. “Can you explain this picture?”

Kegiatan inti

1. Pada tahap pertama, guru menyuruh siswa untuk menentukan suatu gambar, tujuannya agar siswa lebih mudah untuk menentukan ide pokok ketika memulai menulis
2. Setelah menentukan gambar, siswa harus menentukan terlebih dahulu siapa saja aktor/ peran yang akan dijelaskan sesuai dengan gambar tersebut, contoh: siswa memilih gambar keluarga, dalam hal ini aktor yang bisa dijelaskan siswa adalah ayah, ibu, kakak, adik, abang dan sebagainya.
3. Pada tahapan ketiga, guru mengintrusikan kepada siswa agar menulis dalam bentuk deskriptif teks.
4. Tahapan terakhir, guru mengintruksikan kepada siswa untuk menentukan topik, ide pokok hingga kesimpulan.

Kegiatan akhir

1. Guru dan siswa menutup pertemuan yang telah diselesaikan.
2. Guru dan siswa menyimpulkan pembahasan tentang *descriptive text*
3. Guru memberikan tugas / PR tentang *descriptive text* untuk dikerjakan dirumah.

Pertemuan kedua

Kegiatan awal

1. Guru menyapa siswa dengan menggunakan bahasa Inggris yang baik dan benar
“Hi students. How are you today?”

“Are you ready to learn English now?”

2. Guru mengecek kebersihan, kerapian, mengabsen, serta mengintruksikan kepada siswa untuk mengumpulkan PR yang telah diberikan pada pertemuan sebelumnya.
3. Guru memberikan beberapa gambar kepada siswa dalam proses pembelajaran.



Setelah menunjukkan gambar, guru mengajukan beberapa pertanyaan:

- a. “What do you think of this picture?”
- b. “Can you explain one of them?”

Kegiatan Inti

1. Pada tahap pertama, guru menyuruh siswa untuk menentukan suatu gambar, tujuannya agar siswa lebih mudah untuk menentukan ide pokok ketika memulai menulis
2. Setelah menentukan gambar, siswa harus menentukan terlebih dahulu siapa saja aktor/ peran yang akan dijelaskan sesuai dengan gambar tersebut, contoh: siswa memilih gambar keluarga, dalam hal ini aktor yang bisa dijelaskan siswa adalah ayah, ibu, kakak, adik, abang dan sebagainya.
3. Pada tahapan ketiga, guru mengintruksikan kepada siswa agar menulis dalam bentuk deskriptif teks.
4. Tahapan terakhir, guru mengintruksikan kepada siswa untuk menentukan topik, ide pokok hingga kesimpulan.

Kegiatan akhir

1. Guru dan siswa bersama menyimpulkan materi pembelajaran yaitu tentang *generic structure of descriptive text*.
2. Guru mengintruksikan kepada siswa untuk memeriksa tugas mereka yang telah dikumpulkan di awal pertemuan.

Pertemuan ketiga

Kegiatan awal

1. Guru menyapa siswa dengan menggunakan bahasa Inggris yang baik dan berterima

“Hello students, are you happy today?”

“Have you breakfast?”

“Are you ready to study English?”.

2. Guru memberikan motivasi pembelajaran dan mengabsen siswa sebelum memulai pembelajaran.

“You should study hard in English because English is very important our life.

“You want to success, you must be studied in English well”.

Kegiatan Inti

1. Pada tahap pertama, guru menyuruh siswa untuk menentukan suatu gambar, tujuannya agar siswa lebih mudah untuk menentukan ide pokok ketika memulai menulis
2. Setelah menentukan gambar, siswa harus menentukan terlebih dahulu siapa saja aktor/ peran yang akan dijelaskan sesuai dengan gambar tersebut, contoh: siswa memilih gambar keluarga, dalam hal ini aktor yang bisa dijelaskan siswa adalah ayah, ibu, kakak, adik, abang dan sebagainya.
3. Pada tahapan ketiga, guru mengintrusikan kepada siswa agar menulis dalam bentuk deskriptif teks.
4. Tahapan terakhir, guru mengintruksikan kepada siswa untuk menentukan topik, ide pokok hingga kesimpulan.

Kegiatan akhir

1. Guru dan siswa menyimpulkan materi pembelajaran yang telah dipelajari
2. Guru memberikan siswa tugas mengenai contoh *descriptive text* untuk dikerjakan di rumah

Pertemuan keempat

Kegiatan awal

1. Guru menyapa siswa diawal pembelajaran

a. *“Hello students, are you fine today?”*

- b. *“What the date is today?”*
- c. *“Are you ready to learn English now?”*

2. Guru memeriksa dan mengumpulkan tugas yang telah diberikan pada pertemuan sebelumnya.

Kegiatan inti

1. Pada tahap pertama, guru menyuruh siswa untuk menentukan suatu gambar, tujuannya agar siswa lebih mudah untuk menentukan ide pokok ketika memulai menulis
2. Setelah menentukan gambar, siswa harus menentukan terlebih dahulu siapa saja aktor/ peran yang akan dijelaskan sesuai dengan gambar tersebut, contoh: siswa memilih gambar keluarga, dalam hal ini aktor yang bisa dijelaskan siswa adalah ayah, ibu, kakak, adik, abang dan sebagainya.
3. Pada tahapan ketiga, guru mengintrusikan kepada siswa agar menulis dalam bentuk deskriptif teks.
4. Tahapan terakhir, guru mengintruksikan kepada siswa untuk menentukan topik, ide pokok hingga kesimpulan.

Kegiatan akhir

1. Guru dan siswa bersama menyimpulkan materi pembelajaran yang telah dipelajari

Pertemuan kelima

Kegiatan awal

1. Guru menyapa siswa sebelum memulai pembelajaran
 - “Hello students, how are you today?”
 - “ Are you happy today?”
 - “Are you ready to start English?”

Kegiatan Inti

- a. Guru menggunakan Running Dictation Game Strategy dalam proses pembelajaran
 1. Pada tahap pertama, guru menyuruh siswa untuk menentukan suatu gambar, tujuannya agar siswa lebih mudah untuk menentukan ide pokok ketika memulai menulis

2. Setelah menentukan gambar, siswa harus menentukan terlebih dahulu siapa saja aktor/ peran yang akan dijelaskan sesuai dengan gambar tersebut, contoh: siswa memilih gambar keluarga, dalam hal ini aktor yang bisa dijelaskan siswa adalah ayah, ibu, kakak, adik, abang dan sebagainya.
3. Pada tahapan ketiga, guru mengintrusikan kepada siswa agar menulis dalam bentuk deskriptif teks.
4. Tahapan terakhir, guru mengintruksikan kepada siswa untuk menentukan topik, ide pokok hingga kesimpulan.

Pertemuan keenam

Kegiatan awal

1. Guru menyapa dan memberikan motivasi kepada siswa diawal pembelajaran
“Hello students, how are you today?”
“Are you ready to learn English?”
“You should study English at home”.
“Dont’ be lazy, be dilligent”

Kegiatan inti

Guru

1. Guru memberikan soal sebagai *post-test* selama proses pembelajaran.
2. Guru memeriksa hasil tes siswa