

**THE EFFECTIVENESS OF USING SENSORY IMAGES
STRATEGY TO TEACH READING COMPREHENSION OF
DESCRIPTIVE TEXT**

THESIS

Submitted in Partial Fulfillment of the requirement
for gaining the Degree of Bachelor of Education
in English Language Education



by

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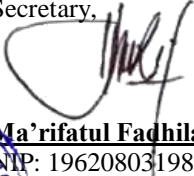
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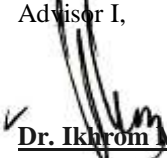

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Title : The Effectiveness of Using Sensory Images
Strategy to Teach Students Reading
Comprehension of Descriptive Text at tenth
Grade of SMK MA'ARIF NU 1 Mijen
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MOTTO

إِلَّا تَنْصُرُوهُ فَقَدْ نَصَرَهُ اللَّهُ إِذْ أَخْرَجَهُ الَّذِينَ كَفَرُوا ثَانِيَ اثْنَيْنِ إِذْ هُمَا فِي
الْغَارِ إِذْ يَقُولُ لِصَاحِبِهِ لَا تَحْزَنْ إِنَّ اللَّهَ مَعَنَا ۗ فَأَنْزَلَ اللَّهُ سَكِينَتَهُ عَلَيْهِ
وَأَيَّدَهُ بِجُنُودٍ لَمْ تَرَوْهَا وَجَعَلَ كَلِمَةَ الَّذِينَ كَفَرُوا السُّفْلَى ۗ وَكَلِمَةُ اللَّهِ هِيَ
الْعُلْيَا ۗ وَاللَّهُ عَزِيزٌ حَكِيمٌ

“Do not mourn, surely Allah is always with us”. When facing a test, no need to be sad, happiness and sadness sometimes come and go depending on how we deal with it and take lessons from it. Return everything to the creator that everything that happens is the best decision from Him”.

(QS. At-Taubah:40)

“You can’t go back and change the beginning, but you can start where you are and change the ending.”

-C. S. Lewis-

ABSTRACT

Title : The Effectiveness of Using Sensory Images Strategy to Teach Students Reading Comprehension of Descriptive Text at tenth Grade of SMK MA'ARIF NU 1 Mijen Semarang
Writer : Meliana Umi Rofiah
Students Number : 1503046028

Sensory images are utilized from five senses while they taste the points described in the text. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. The instrument of this research was used multiple choice and exercise. The design of this research was used quasi-experimental to measure the strategy by one group pre-test and post-test. The subject of research was class X of first semester 2019/2020 of academic year. The instrument used to measure students' reading achievement is reading comprehension test which consisted of 10 multiple choices. The data were analyzed by using repeated measure test formula. The result of the computation shows that the average score in pretest was (53.13) and the posttest was (65.00). The test of hypothesis using t-test formula showed that the analysis of the final data obtained $t_{count} = 2,032$ and $t_{table} = 1,690$ with a significance level of 5%. Because $t_{count} > t_{table}$ then H_a was accepted and H_o was rejected. The value indicates that the numbers represents the significance. It means that there is a significant difference of students' achievement in reading ability before and after being taught through sensory images strategy. Therefore, dictation technique is recommended to be used by teachers to improve the students' reading ability.

Keyword: *Sensory Images Strategy, Reading Comprehension, Descriptive text, Technique Teaching Reading*

DEDICATION

Praise be to Allah SWT, the Most Gracious and the Most Merciful, this thesis is dedicated to:

1. The researcher's dearest father and mother, Mr. Mashudi and Mrs. Karsini who always support me materially and emotionally with pray, love, patience, and guidance. Thanks for the effort and contribution in making my education run well and successful.
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8. Again and always, my beloved family, especially for my dearest parents. They have supported me without dissent for the full of my life. Their love and encouragement, given without question, has enabled me to complete this work on time, for which I thank them sincerely with all my heart.
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Finally, the researcher realizes that this thesis is far from being perfect. The writer always expects that this research may be helpful for everyone. Amiin.

Semarang, 26 Maret 2020

The Researcher

Meliana Umi Rofiah
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CHAPTER I INTRODUCTION

This chapter presents about background of the problem, definition of the term, identification of the problem, objective of the research, limitation of the problem, and pedagogical significance.

A. Background of the study

Reading is essentials for everyone in order to cope with new knowledge and insight into rapidly changing world. Reading is reasonable since the fast-growing information is recorded and issued through media, such as television, internet, radio, and magazine. The source is easily access. Through reading, will gain access to the latest information about the world and satisfy someone's curiosity. Reading also helps someone to brighten mind through the insight, it could be smarter after reading something than before reading. The God said, reading has already mentioned in the Holy Qur'an : (Q.S Al-Alaq 1-5)

﴿٣﴾ ﴿٢﴾ ﴿١﴾ ﴿٤﴾ ﴿٥﴾
اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Which means : (1) Read in the of your Lord who created" (2) Create from a clinging substance" (3) Read and your Lord is the most generous" (4) Who taught by the pen" (5) He taught man which he did not know"¹

In this ayah, Allah emphasizes that reading is a significant activity in daily life. Reading here is not only to read a text but

¹ Al-Qur'an Al-Karim, (Semarang: Maktabah Siful Waj) P. 537

also to read everything. Information and knowledge will bring someone to be smart and know himself and his lord.

Reading is one of the necessary skills that needed to be understood by the students, besides writing and arithmetic. According to Hurwitz, reading is a set of skills that involves making sense and deriving meaning from the printed words. In order to read, the reader must be able to decode (sound out) that printed words and also comprehend what their read.² The reader have to know the meaning and hear the sound of the text that we read.

Reading is a cognitive process where a reader engages in the mental process of knowing, learning, and understanding thing. According to Flavell, cognition is a creative process and the product of the human mind. This image includes such higher mental process types of psychological entities as knowledge, consciousness, intelligence, thinking, imagining, creating, generating plans and strategies, reasoning, inferring, problem-solving, conceptualizing, classifying, and relating.³

Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Competent readers know, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they

² Caroline.T.Linse, *Practical English Language Teaching: Young Learners*, (Singapore:2006).p.69

³ Cucu Sutrasyah, *Reading Theory, and Practice* (Yogyakarta: Graha Ilmu,2015). P.9

are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught, while students are learning subject-specific content through authentic reading tasks.

Reading comprehension is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

Reading is one of the four skills that should be mastered by the students in learning English either as a second language or a foreign language. Reading is not only an active and communicative process but also an interactive process that goes on between the reader and the text, resulting in comprehension. The process involves the reader, the text, and the interaction between the reader and the text. The text presents letters, words, sentences, and paragraphs that encode meaning. Meanwhile, the reader uses knowledge, skills, and strategies in order to construct the meaning of the text.⁴

Reading is critical in daily activities. A person reads a text to learn, to know, to be entertained, to reflect, or as a religious

⁴ Farid Noor Romadlon, Promoting Students' Reading Proficiency through Reciprocal Technique (*Vision: Journal for Language and Foreign Language Learning, 2017*) P.1

practice. The purpose of reading is closely related to motivation to read. It also affects the way a book is read. Sometimes someone reads to fill spare time, get an understanding of something, or to gain pleasure. When reading with a clear goal, usually get better knowledge, whereas reading not using a specific purpose usually did not know what the results of knowledge from what that was read. Everyone who reads undoubtedly has a purpose.

According to Salehi and Vafakhah, "Every day we cannot escape from reading activity. We read the newspaper, report, messages, books, notes, and many other writings. So reading has been considered as one of the significant sources of providing students with an enormous amount of information about various subjects ".⁵ That is why students are taught reading skills at school. By reading, the students will know how English is actually used in printed and written forms. According to Palmer, he has pointed out; there are three processes in learning a language receiving the knowledge of materials, fixing it in the memory by repetition, and using it in actual practice until becoming a personal skill.

This research is focused on descriptive text. Descriptive text is text that describes something like objects, animals, humans,

⁵ Jack C.Richards&Theodore S.Rodger, *Approaches and Method in Language Teaching*,(Cambridge University:1986)

buildings, accurately and in detail⁶. It means that descriptive text is a text which tells or describes a particular person, place, or thing.

Based on the experience when the researcher gets Practice Teaching, the researcher found that the students have difficulty in reading the text. The students have a problem with reading, such as difficulties in finding the main idea. The students did not have an exciting read; they are lazy and afraid if the teacher asked them to read. In other words, students were still confused about what gist of the text is. They did not know what they have read" The primary aim of reading is to help the learner develop the skill of reading English.⁷

The students' problem in reading was different from another. Some students skip or ignore the meanings of unfamiliar but crucial words. Another student read without thinking about the process of reading or topic. They only read and do not know what they have read, do not integrate text without prior knowledge without reflecting on meaning or text organization. So the student only read based on the instruction to question answered section by the teacher. Sometimes, they answered questions randomly by choosing True or False it shows that students' ability in reading

⁶ Indarti Puji Astuti, *Trik Cepat Menyelesaikan soal Listening and Reading*, (Yogyakarta: Pustaka Widyatama,2010). P.61

⁷ Simon Greenall, and Diana Pye, *Reading Students Book*, Cambridge: P.3

comprehension is still low. It means that the students' reading comprehension is needed to be increased.

Theoretically, becomes a good reader must use the appropriate strategy to increase their comprehension reading skill. So to teach reading, there was so many themes and strategy to teach reading comprehension. The strategy that we can use to teach some of the students is Sensory Images Strategy. According to Judi Morellion Sensory Images is a strategy to develop students reading comprehension.⁸ it is a solution and an alternative strategy to teach reading comprehension.

Sensory experiences are a significant aspect of our background knowledge. Sensory imagery is an essential part of our schemas. When we think about our sensory experiences, we are creating representations of those experiences in our memories. Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses (seeing, hearing, smelling, and touching) as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences.⁹ The use of sensory images to increase the

⁸ Judi Morellion, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American, Library Association,2000). P.39

⁹ Rini Rosdiyah, The Influence of Using Sensory Images of Students' Reading Comprehension at Eighth-Grade Students of SMP al-Washliyah, 2012, *Thesis*, Undergraduate: Syech Nurjati State Institute for Islamic Studies Cirebon

comprehension of reading skills is critical to help the students. By applying the Sensory Images for teaching reading comprehension, the students can explore their sensory experience to support their reading comprehension of descriptive text.

Imagery is particularly essential to reading the narrative text because it is often the image that makes stories vibrant and alive. Readers see what the characters see, hear what the characters hear, and feel what the characters feel. It is these emotional responses that often “hook” students and cause them to think that reading is “cool.” Thus, if we can develop imaging, there is a good chance we can motivate students to make recreational reading a permanent part of their lives.¹⁰

B. Definition of the Term

1. Sensory Images Strategy is a significant aspect of our background knowledge. Sensory imagery is an essential part of our schemas. When we think about our sensory experiences, we are creating representations of those experiences in our memories.¹¹ In this research, sensory images are part of background knowledge that the reader brings to a text. Help students utilized all their senses as they

¹⁰ Gerald G. Duffi, (*Explaining Reading*) *A Resources for Teaching Concept, Skill, and Strategies*, (New York: Guildford Press,2009). P.115

¹¹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American, Library Association,2000). P.39

support their comprehension. This strategy will be used to overcome the students' problems in reading comprehension.

2. Teach in the oxford dictionary is when the teacher tells or shows someone how to do something.¹² Teaching is a process of giving new knowledge to students. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹³ In this research, teaching means that they have to give some new knowledge to the students.
3. Reading is a cognitive process where a reader engaged in the material process of knowing, learning, and understanding things.¹⁴ In this research, reading means one of the English skills that should be learned by students.
4. Comprehension is an excellent skill of knowledge¹⁵. In this research, comprehension means the students' knowledge in reading.

¹² Rosemary Sansome, Dee Ried dkk. *Oxford Kamus Junior Bergambar*, (Bandung: Erlangga , 2002). P.277

¹³ H. Douglas Brown, *Principle Language Learning and Teaching* (Britain: Person Longman, 2007). P.8

¹⁴ Cucu Sutrasyah, *Reading Theory, and Practice* (Yogyakarta: Graha Ilmu, 2015). P.9

¹⁵ Manser, H. Martin, *Oxford Learner's Pocket Dictionary*. Oxford: Oxford University Press. 1995. p. 256

C. Identification of the Problem

From the description on the background above the researcher identifies the problems as follows:

- a. The students get difficulties in finding the meaning of the words in the text.
- b. The students reading comprehension is still low.
- c. The students get difficulties in finding gist in the text.
- d. The teacher has to interesting technique to teach reading.
- e. The teacher could not choose and use an appropriate strategy to teach English.

D. Research Question

How is the effectiveness of using sensory images strategy to teach reading comprehension of descriptive text at tenth grade of SMK Ma'arif NU 1 Mijen Semarang?

E. Objective of the Research

The objective of this research is to explain the effectiveness of using sensory images strategy to teach students reading comprehension of descriptive text at tenth grade students of SMK Ma'arif NU I Mijen Semarang.

F. Limitation of the Problem

In this research, the researcher was focused on the effectiveness of using sensory images strategy to teach students reading comprehension of descriptive text at Semarang. The scopes of the research are :

1. The subject of the research

The subject of this research is the students at the tenth grade of SMK Ma'arif NU I Mijen Semarang

2. The object of the research

The object of the research was used of sensory images and students' reading comprehension

3. Place of the research

The research was conducted at SMK Ma'arif NU I Mijen Semarang

4. Time to the research

The research was conducted at first semester in the academic year of 2019/2020

G. Pedagogical Significences

After doing the research, the researcher got the knowledge to teach English. Hopefully, the result will be used for the following:

1. The Teacher

The result of this research is expected to be useful for the English teacher to teach reading comprehension by using Sensory Images strategy as a teaching strategy in order to give variation in the teaching-learning process in reading comprehension.

2. The Students

The result of this research is expected to be useful for the students to make them interested in reading comprehension.

Afterward, they can experience a new learning strategy in their reading comprehension by using the Sensory Images strategy.

3. The Reader

In hope, the result of the study is expected to be a reference for the next researcher.

4. The Researcher

The result of this study, researcher is expected to give her more knowledge and experience in developing effective media for teaching and learning English, especially for reading.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the theoretical framework, research hypothesis, and previous research.

A. Theoretical Framework

In This section researcher presents the concept of reading comprehension, the concept of descriptive text, and the last is a concept of sensory images.

1. Concept of Reading Comprehension

Reading activity is not only reading the text correctly but also knowing the meaning or the message of the text. in this part, the researcher explains the definition of reading comprehension, strategies in teaching reading comprehension, and extensive concept of teaching reading comprehension.

a. Definition of Reading Comprehension

Reading is a critical activity in human life. In this modern era, moreover, when every aspect of human life develops faster and faster, it becomes more gradable since the development is recorded and issued through media, including printed media. Reading is a critical skill in his/her knowledge. In both the studying process and everyday life, reading is supposed to be very important. Communication using other language is not as simple as talking in the native language, because it means shifting frames and norms. In the context of

studying, about 85% of students' activities in studying English deal with reading.¹

Reading ability is when the reader gets information from a text, then combines it with the reader's information and expectations. This interaction of information is commonly called reading comprehension.² Reading comprehension is when the reader knows the meaning of the text and understand the content that he read. It needs higher thinking skills and more complex than translating a specific word. The purpose of reading, in general, is to learn and comprehend.³ Comprehension is the process of understanding the meaning of the text, including the vocabulary and the sentences that are highlighted in the text.

Reading is a multitasking skill to comprehend meaning from the printed word.⁴ From having comprehension, someone can be told that he has done the process of reading, and get information stated in the text.

¹ Lulut Widyaningrum, *Mapping Readability of The Text and Reading Abilities of The Users*, (LP2M,2014). P.11

² Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*. (USA: Thomson Learning, inc. 2001) p.188

³ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*.,p.187

⁴ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (Singapore: Mc. Graw Hill ESL/ELT,2006), P. 69

According to Duffy, “Comprehension is the essence of reading because the goal of written language is the communication of messages. If we do not understand the message, we are not reading. In other words, comprehension is an important aspect of reading.”⁵

Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, using strategy) as well as variables related to the text itself (interest in the text, understanding of text types).⁶ Reading comprehension can be deciphered as the ability to understand the text as a whole by paying attention to experience, motivation, and perception to achieve deep understanding.

Reading comprehension is reading. According to Woolley, Reading comprehension is the process of making meaning from the text.⁷ the reading process is an activity that can build an understanding to know the meaning of the text being read. Reading not only an action or communication

⁵ Gerald G. Duffy, *Explaining Reading: A Resource of Teaching Concepts, Skills, and Strategies*, (New York: The Guilford Press, 2009), P.27

⁶ Janette K. Klingler, Sharon Vaughn, Alison Boardman. "*Teaching Reading Comprehension to Students with Learning Difficulties*", (New York: The Guilford Press, 2007) P.23

⁷ Woolley G, "*Reading Comprehension: Assisting Children with Learning Difficulty*" Springer Science Business Media: Netherland, (vol.23. NO.15. 2011). P.15

process but also an interactive process that goes on between the reader and the text, resulting in incomprehension.

According to Irwin, five basic comprehension processes work together, between the readers and their thing. There are micro-processes, integrative processes, macro processes, elaborative processes, and metacognitive processes.⁸

The first, Micro processes. Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

The second, Integrative processes The reader processing is more than the individual meaning units within sentences. It is actively making connections across sentences.⁹ This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

In the third Macro processes, in this factor, The reader does this reading process by summarizing the key ideas read. The reader automatically or deliberately. Select the most

⁸ Janette K. Klingner, Sharon Vaughn, Alison Boardman. "*Teaching Reading Comprehension to Students with Learning Difficulties*", P.23

⁹ Janette K. Klingner, Sharon Vaughn, Alison Boardman. "*Teaching Reading Comprehension to Students with Learning Difficulties*", P.25

critical information to remember and delete relatively less critical details. The skillful reader also uses a structure or organizational pattern to help the reader organize these critical ideas. (example: a story map that includes characters and setting/ problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

The fourth, Elaborative Processes When the reader reads a text, the reader tap into our prior knowledge and make inferences beyond points described explicitly in the text, make inferences that correspond with those intended by the author. This process is called elaborative processing.

The fifth, Metacognitive Processes. Metacognition is the reader's conscious awareness or control of cognitive processes. In the metacognitive processes, the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. the reader uses include rehearsing in metacognitive (example: repeating information to enhance recall), reviewing, underlining essential words or sections of a passage, note-taking, and checking to understand.¹⁰

¹⁰ Janette K. Klinger, Sharon Vaughn, Alison Boardman. "*Teaching Reading Comprehension to Students with Learning Difficulties*", P.27

b. Strategies in teaching reading comprehension

There are many strategies in teaching reading. Judi moreillon proposes a way of teaching reading.¹¹ He defines the strategies of reading into several points, and there are Activating or Building Background Knowledge, Fix-up Strategy, Questioning, Making Prediction and Inferences, Determining Main Ideas, Synthesizing.

1) Activating Building Background Knowledge

Assessing and building background knowledge provide critical support for reading comprehension. This strategy can be taught by making text-to-self, text-to-text, and text-to-world connections before, during, and after reading. Teacher-librarians and classroom teachers working in partnership can effectively model their thinking and demonstrate their prior knowledge, identify the need for additional background information, and share individual responses to texts.¹²

2) Questioning Strategy

Questioning, a lifelong skill, can and should be taught across the curriculum. Questioning is an essential component of reading comprehension, conducting research, and critical thinking. In short, questioning is the

¹¹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2000). P.vii

¹² Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, P. 25

key to learning. Instead of being overwhelmed by information, students can focus on asking and answering questions that are germane to their purposes. In the context of classroom-library collaboration, asking and answering questions while reading texts related to the curriculum as well as texts of personal interest are essential to developing information literacy.¹³

3) Fix Up Strategy

Using the fix-up strategy is one of the critical tools students can develop to improve reading comprehension. Fix-up options are only as useful as readers' ability to monitor their understanding of texts. Educators and students can share the many ways they realize when they have lost track of the meaning of something they are reading. Think-aloud strategies are essential in helping readers understand the cognitive processes behind this strategy.¹⁴

4) Making prediction and inferences

Through collaboration, educators can effectively design, implement, and assess lessons that demonstrate the use of prediction and inference. By lowering the student-to-teacher ratio at the point of instruction,

¹³ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, P. 132

¹⁴ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, P. 114

educators can better monitor the students' thinking processes as well as their successful participation in cooperative learning strategies. These sophisticated strategies can best be practiced and learned via small group mini-lessons, and small group guided practice. Working together, classroom teachers and teacher-librarians can effectively support students as they predict and infer both when they read and when they incorporate print and visual clues into the craft of their writing and illustrating.¹⁵

5) Determining the Main Idea

Determining the main idea may be one of the most valuable strategies a 21 st-century reader can develop. Sorting out what is essentials in the deluge of information is key to making sense and using the information to generate knowledge. Determining the main idea is a complex process. Main ideas are always dependent on the purpose for reading and the judgment of the reader. Educators should allow students to engage with the same texts for different purposes.¹⁶

¹⁵ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, P. 76

¹⁶ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, P. 96

6) Synthesizing

Synthesizing is putting it all together; it is the whole elephant. Unlike a summary, which is just the facts and only the facts, synthesis goes a step farther. According to Keene and Zimmermann, " Modeling and practicing this comprehension strategy is a natural activity for classroom-library collaboration. With a focus on information literacy, teacher-librarians are perfectly positioned to serve as teacher leaders with expertise in teaching synthesizing strategies. Teaching students to access information efficiently and effectively, to evaluate information critically and competently, and to use information accurately and creatively are part and parcel of the teacher librarian's instructional role. If "synthesis is the process of ordering, recalling, retelling, and recreating (information) into a coherent whole" ¹⁷

Duffy, mention that there are some strategies for teaching reading comprehension in the classroom.¹⁸ The first, teaching reading is knowledge-based. A good teacher has to prepare himself before teaching, like the material so they can explain the material to their students. The second, the teacher has to realize that reading is a

¹⁷Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, P. 132

¹⁸ Muslaini, *Strategies for Teaching Reading Comprehension, Article*, (Banda Aceh: Syiah Kuala University,2007). P. 5

multidimensional process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. The third, teachers need to analyze the abilities of their students to help themselves to manage the classroom situation. And the last is, the teacher has to make many instructional decisions in every lesson. To make instructional decisions that will positively affect the reading achievements of the students, teachers must be knowledgeable about the reading processes, effective instruction, and diversity of communities that they serve.

c. Extensive Concept of teaching Reading Comprehension

Teaching is not merely standing in front of a class and talking. The best teachers contemplate how they will present a topic and have a wide variety of instructional models at their disposal.¹⁹ Teaching is a profession with its own body of knowledge, models, and techniques. The skill involved in teaching usually does not come naturally. Skillful teachers have a good understanding of the character and background of learners.

Teaching reading can be primary as facilitate students' performance in comprehending text and provide students with many opportunities for practice are encouraged in many

¹⁹ Donald C Orlich, Robert J Harde. *Teaching Strategies a guide to Effective Instruction* (USA: Wadsworth Cengage Learning, 2010). P.4

comprehensions enhancing the best known of which are reciprocal teaching, cooperative learning, and reading recovery.²⁰

According to Andrew P Johnson, how to increase reading comprehension during a teaching in the classroom, the following are explained by him about teaching reading comprehension: 1) Help children fall in love with books. 2) Create a space every day for sustained, silent reading. 3) Allow children to make choices about their reading material. 4) Connect reading pleasure to reading practice. 5) Keep your reading program simple. 6) Keep instruction simple. 7) Make reading like real life. 8) Include talk and other forms of social interaction.²¹

There are several aspects of an effort that teachers can do, to improve students reading comprehension skills that they can be done. There is the curriculum used in teaching reading, their preparations for teaching, proper methods of teaching proper instructions, authentic materials, the perception of the teachers toward the reading and teaching strategies for poor readers.

²⁰ Jack C Richards, *Approaches and Methods in Language Teaching*, (USA: Cambridge University Press, 2001). P. 207

²¹ Andrew P. Johnson, *Teaching Reading, and Writing*, (United States of America: Rowman & Littlefield Education, 2008), P.11-14.

As with comprehension strategies instruction According to Roehler & Duffy, there are instruction in comprehension skills progresses logically:²²

- a. Teachers introduce each skill through explanation and modeling. As part of rereading a text, teachers identify a skill that can be applied, explain how the skill can be used to read the text, and finally model how to employ the skill through thinking aloud.
- b. After introducing each skill, teachers remind students to use it on their own, providing prompts and hints about when its use is appropriate.
- c. Teachers gradually decrease their prompts and hints, allowing students to assume more and more responsibility for employing the skills on their own.
- d. Teachers limit the number of skills to one or two that can be identified clearly in the selection. Trying to have students concentrate on too many skills will confuse them and make it harder for them to use any of the skills successfully. If a selection has excellent examples of several different skills, teachers can return to the selection several times over days.

²²Marsha L Roid EdD, *Effective Teaching to Improve Reading Comprehension In Ke-3 Students*, (Mc Graw Hill Education: SRA Open Court Reading, 2012) P. 17

- e. Teachers solidify the reading/writing connection by having students incorporate different text structures into their writing. As they use specific organizational structures in their writing, students develop a clearer understanding of how to identify them as they read.
- f. Teachers remind students often that the purpose of any skill exercise is to give them tools to use as they read and write.²³

The object of this research is descriptive text. As we know there are many kinds of texts that should be mastered by the students; one of them is a descriptive text. why the researcher choose descriptive text as the object of this research. Because Descriptive text is used to describe everything in the world, so descriptive text is drawing everything in reading dan writing form. In fact making a descriptive text is not easy for some students; consequently the majority of the students cannot describe something clearly.

The students should be able to read a descriptive text when they sit on the first year in senior high school, as it is stated in the syllabus of the first year in senior high school.²⁴ The fact shows that on the generic structure of descriptive text is easier than another kind of text as like recount text, even though both of

²³ Marsha L Roid EdD, *Effective Teaching to Improve Reading Comprehension In Ke-3 Students*, P. 17

²⁴ Permendikbud, *Syllabus English Language of SMK Ma'arif NU mijen Semarang*, second semester. KI 3.7

them are learnt by the first year students in senior high school. It becomes a problem when the student can't analyze descriptive text well when they have to learn another text. in next paragraph the researcher will explain the descriptive text.

2. Concept of Descriptive Text

In this part, the researcher presents the text, that is used in the research. There is a definition of descriptive text, social function, generic structure, and language feature.

a. Definition of Descriptive Text

Gerot and Wignell, define "descriptive text is a kind of text which is aimed to describe a particular person, place or things.²⁵ It can be concluded that descriptive text is a text for describing person, place, or a thing by visual experience. It is used to create a visual image of people, places, even of time days or seasons. It may also be used to describe the outward appearance of people. It may tell about their traits of character and personality.

According to Kane, mention that "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but the description also deals with other kinds of perception."

²⁵Linda Gerrot,& Peter Wignell. *Making Sense of Functional Grammar* (Sydney: Antipodean Educational Enterprises, 1995). P. 208

b. Social Function of Descriptive Text

The social function of descriptive text is to describe a particular person, place, or thing.

c. Generic Structure

The generic structure of the descriptive text is consist of Identification and Description.

1) Identification

Identification phenomenon to be described

2) Description

Describes parts, qualities, characteristics.²⁶

d. Language Feature

According to Knapp and Watkins, there are several grammatical features of descriptive writing as the following²⁷:

1) Focus on specific participant

2) Use of attributive and identifying processes

3) Frequent use of epithets and classifier in regular groups

4) Use of the simple present

5) In the descriptive text, the present tense is predominantly used

6) Although the present tense may be used in the literary description, it is past tense that tends to dominate.

²⁶ Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignment)*, (Semarang, IKIP PGRI:2010). P.40

²⁷ Petter Knapp, & Watkins Megan, *Genre, Text, and Grammar*, (Sidney: University of New South Wales.2005). P.98

- 7) Relational verbs are used when classifying and describing the appearance/qualities and parts/function of a phenomenon.
- 8) Action verbs are used when describing behaviors/ users.
- 9) Mental verbs are used when describing the feeling in literary descriptions.
- 10) An adjective is used to add extra information to nouns and maybe technical, every day, or literally, depending on the text.
- 11) Personal and literary descriptions generally deal with specific things.²⁸

In this research, the researcher choose descriptive text as the form of reading that will be investigated because this kind of reading form is concluded as the material should be learnt by the students for the tenth grade. Moreover, the students have already learnt about it, so that the reseacher will be easier to find out the effectiveness of using sensory images strategy to teach reading comprehension of descriptive text.

In short, there are many kinds of text for teaching and learning English, and there are many kinds of strategy to teach descriptive text. There are fix up strategy, questioning strategy and synthesizing strategy. In this research the researcher uses sensory images strategy to teach descriptive text.

²⁸ Petter Knapp, & Watkins Megan, *Genre, Text, and Grammar*, (Sidney: University of New South Wales.2005). P.99

3. Concept of Sensory Images

In this part present about the subject of this research, there is a definition of sensory images strategy and procedure to teaching reading comprehension by using sensory images strategy.

a. Definition of Sensory Images Strategy

According to Judi Moreillon, sensory images are a strategies to elaborate students reading comprehension. This strategy is based on five senses (sight, touch, smell, taste, sound).²⁹ In this strategy, sensory experience is essential to help the students improve their comprehending of the text.

Creating sensory images is a reader strategy use to think more deeply about a text. Sensory Images Strategy has happened when a reader combines their schema and the information in the text to create an image in their mind. The image can represent all of the five senses (visual, smell, taste, sound, touch, or feeling). Creating sensory images also helps a reader draw on specific details in the text.

According to Marzono, sensory images is an essential part of our background knowledge. When we think about sensory experiences in our memories.³⁰ Use this strategy; the students become more seasoned to exploit their sense. Sensory Images

²⁹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, P. 39

³⁰ Marzono in Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association,2000). P.

can be combined with experience to show how the sensors work together to enhance our understanding and enjoyment of the text. By applying this strategy to teach reading comprehension, the students can explore their sensory experience to intensified their reading comprehension of text.

Based on the explanation above, it can be concluded that sensory images strategy is a kind of strategy in reading comprehension. Sensory images are utilized from five senses while they taste the points described in the text. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences.

b. Procedure to Teaching Reading Comprehension by using Sensory Images Strategy.

Teaching strategy is a way of a material presented during the teaching and learning process. Teaching strategy plays a very important role in increasing the quality of education. Many teaching strategies can be used. The appropriate strategy will result in a good result.³¹

According to Duffy in the National reading panel, Strategy instruction is the most effective when strategies are explicitly

³¹ Yuni Lubis, Lecturer of North Sumatra State Islamic University, The Effect of Using Sensory Images and Questioning Strategies on the Student's Ability in Reading, *Article. (IJIERM Vol 1/No. 1/12/2019) P.4*

taught in the context of actual reading.³² The Instructional strategies are to explanation plus modeling or demonstrating the strategy about how and when to use it.

Strategies are an important part of comprehension. There are only a few strategies readers use in various combinations over and over again, with slight variation from one reading situation to another.³³

According to Dewitz, instructional strategies should include scaffolding by teachers and opportunities for students to practice and apply strategies. While the teacher serves as the instructional leader initially, students are actively engaged in the process. They should be gradually allowed to take over responsibility for recognizing when and how to use strategies.³⁴

As we know, sensory images are part of the background knowledge that readers bring to a text. The way of the reader to bring the text has used the senses such as sight, taste, smell, hearing, and touch. The first way is sight; the readers can use their visual memory to create mental images. Secondly is hearing; the most important thing about these titles is that they

³² Duffy in Marsha L Roid EdD, *Effective Teaching to Improve Reading Comprehension In Ke-3 Students*, (Mc Graw Hill education: SRA Open Court Reading, 2012) P. 12

³³ Gerald G. Duffy, *Explaining Reading: A Resource of Teaching Concepts, Skills, and Strategies*, (New York: The Guilford Press, 2009), P.19

³⁴ Dewitz in Marsha L Roid EdD, *Effective Teaching to Improve Reading Comprehension In Ke-3 Students*, (McGraw Hill education: SRA Open Court Reading, 2012) P. 12

must be read aloud; they must be heard and to be appreciated the text. This makes them perfect selections for the think-aloud strategies used in teaching reading comprehension strategies. Thirdly, Touch movement is another way for educators to appeal to the sense of touch. In addition to puppets and fingerplays, hand-clapping to rhymes and gesturing during reading increases readers' engagement with the text. The last senses are taste and smell. Readers can make and taste the delights described within the text before, during, or after the reading.

According to Ackerman, the Writers use literary devices, such as similes and metaphors, to make a shape for our sensory experience of the text, to help us make connections between our senses and language.³⁵

Rose, suggests a series of learning experiences to help students develop the ability to visualize. The student's lesson involves guided visualizations, some of which are based on excerpts from children's literature. Rose provides the listeners to focus on their imaginations and a specific task to perform at the end of the visualization.³⁶

Inviting students into sensory experiences prompted by literacy engagements helps them deepen their comprehension as

³⁵ Ackerman in Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association,2000). P. 41

³⁶ Roes in Judi Moreillon, P.41

well as appreciate and learn the writer's craft of using language to involve the senses in the reading process. The teacher must share their own experience of using their senses before, during, and after reading.³⁷ They are explains as follows:

1) Before reading: connecting to prior sensory knowledge

Before starting to read, the teacher makes a connection to prior sensory knowledge. The teacher Plays ocean music softly. The teacher instructs to Read the title of the book. The teacher, ask the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the music. And then when the students open their eyes, brainstorm as many music sensory images as possible. After that, the teacher can begin the brainstorm and can continue to contribute as the brainstorm builds. Input should be recorded with different colors, one for each sense: sight, hearing, taste, touch, and smell.

2) During Reading: Activating Sensory Images

In this step, The teacher reads the paragraph of the text and closes one of their eyes. The students also close their eyes during the readings of the three passages. The teacher shares her images and connections with the students.

³⁷ Judi Moreillon, P.39

3) After Reading: Reflection

In the last reading section, The students reread the text in front of the class and share their images with their friends. While the teacher plays the music slowly, then the listening shares her images and connections with the students.³⁸

Based on the explanation above, the teaching instruction is explicit, the strategies must be modeled by skillful students including teachers and peers, strategies must be scaffolded by teachers until the students can use the strategies successfully while independently study, and strategy is imperative. It means that strategy must be mastered both teacher and students, so, the strategy can be used correctly and effectively in the teaching-learning process. The strategy in this research is sensory images.

Sensory images strategy talks about the experience, the experience is a significant aspect for background knowledge. So, sensory images strategy guides the students to represent their experience in their memories. When the reader brings their sensory knowledge to the reading of a text, the reader is the director of the movie that plays inside their heads. The movies were the reader creates as the reader read is richer if they include a variety of sensory details.

³⁸Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, P. 42

B. Previous Research

To develop the original analysis, the researcher presents the previous research dealing with the topic.

The first research, Rahmawati (2018) has conducted the journal. Entitled “ *The Effectiveness of Using Sensory Images Strategy towards Students Reading Comprehension In Report Text at The Second Semester of Eighth Grade at Mts Ma’Arif Sukoharjo Pringsewu in the Academic year of 2017/2018*”.³⁹

This research aims to find out whether sensory images strategy is effective to teach the students in reading comprehension skills. The method used in this study was experimental research, which conducted in two classes, the experimental group and the control group as a sample. The sample of this research was the eighth grade of MTs Ma'arif Sukoharjo Pringsewu. Students of 7A class as the experimental class and 7C as the control class, each class, consisted of 20 students. The sampling technique of this study was purposive sampling. The instruments used in this research was a written test on pre-test and post-test. The data served by the numeral and tasted by the statistical formula of the t-test. This research gives information that the Sensory Images in reading

³⁹ Luthfi Rahmawati (1311040132), Department of English Education of Faculty Tarbiyah and Teacher Training Faculty State Islamic University Raden Intan Lampung, "The Effectiveness of Using Sensory Images Strategy towards Students Reading Comprehension in Report Text at the Second Semester of Eighth Grade at MTs Ma'Arif Sukoharjo Pringsewu in the Academic Year of 2017/2018". *Thesis* (Lampung: UIN Lampung, 2018).

activities gives a positive contribution to the students' reading skill.

The similarities of this research and the previous study are using Sensory Images Strategy to Teach Reading Comprehension. While the difference between the previous research and this research focuses on the implementation of sensory images strategy to teach reading comprehension in the tenth grade of Senior High School, and the design of this research is using quasi-experiment. However, previous research is using an actual experiment. The writer states that there is something new in this research. This research is teaching descriptive text on students' reading comprehension use Sensory Images Strategy of tenth grade, while in the previous research focus on teaching report text on students reading comprehension use Sensory Images Strategy of the eighth grade of junior high school.

The second research, Bungaylla has conducted the journal (2017), entitle "*The Effect of Sensory Images Strategy on The Students Reading Comprehension.*"⁴⁰ This research aims to find out The Effect of Sensory Images Strategy on the Seventh Grade Students' Reading Comprehension. It tries to reveal whether there is a significant difference in the students' reading comprehension. Many research concluded that Indonesian's people ability in

⁴⁰Youridha Bungaylla is a student of the Department of English education of Faculty of Teacher and Training and the Education Muhammadiyah University of Jember.

reading comprehension is still low. The method used in this research is a quasi-experimental study. The subjects of this study were 34 students of seventh grade at MTs Annidhom Jember where 17 students of VIIA and 17 students of VIIB. Class VIIA as an Experimental Group which was taught using sensory images strategy as the treatment while Class VIIB as the Control Group, which was not taught using sensory images strategy. They were given a post-test with the same questions as the pre-test to find out whether there was a significant difference in their reading comprehension after the treatment. The data of the pre-test and post-test of both groups were analyzed using descriptive statistics and pre-analyze by using SPSS V20.

The result of this previous research shows that there is a significant difference in the students' reading comprehension who are taught by using sensory images strategy and those who are not. The significance of the Mann Whitney test $0,003 < 0,05$ level of significance. It means that the use of sensory images strategy has a significant effect on the students' reading comprehension.

Besides, hopefully, it will be useful for the English teacher as information to select, provide, and use appropriate sensory images strategy as primary sources on learning English in EFL classrooms. The information can be used as a consideration to improve the teaching quality and creativity in teaching English by using sensory images strategy.

The third research, Yani lubis has conducted the Article (2019), entitle” ***The Effect of Using Sensory Images and Questioning Strategies on Student’s Ability in Reading Comprehension***”.⁴¹ This research aims to find out the effect of using sensory images and questioning strategies on student’s ability in reading comprehension. The method used in this study was quantitative research, which conducted in two variables, The independent variable, and the dependent variable. The independent is the implementation of Sensory Images and questioning strategies in teaching reading comprehension as variable X, and the students' ability in reading comprehension is dependent variable as variable Y.

The similarities of this research and the previous study are using Sensory Images Strategy to Teach Reading Comprehension. While the difference between the previous research and this research focuses on the implementation. The previous study match the sensory images strategy and questioning strategy to teach reading comprehension, while the researcher only focuses on the use of one strategy and the design of this research is using quasi-experiment. However, previous research is using an experiment to collect the data.

⁴¹ Yani Lubis, Lecturer of North Sumatra State Islamic University, The Effect of Using Sensory Images and Questioning Strategies on Student’s Ability in Reading Comprehension, *Thesis*,(UIN: Sumatra Utara,2019)

The result of this previous research shows, that there is a significant difference in the students' reading comprehension that was given to the students after the teaching-learning process by using Sensory Images Strategy got higher results than the resulting test that the students were taught by using Questioning Strategy. Then there is a problem element deflect from obtained data in this previous research, even though the instrument that was programmed as good as possible, but in doing the test, the students did not seriously.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research setting, subject of research, variable and indicator, data collection technique and technique of analysis data.

A. Research Design

In this research, the researcher uses an experimental design. It is to conduct the data and to know the effectiveness of using sensory images strategy to teach reading comprehension of descriptive text.

According to Wallace, quantitative is broadly used to describe what can be counted or measured and can, therefore, be considered objective.¹ Quantitative research is primarily related to numerical data, measurement and statistical analysis.² Quantitative research is the collection and analysis of numerical data to describe, explain, to predict, or to control phenomena of interest. However, a quantitative research approach entails more than just the use of numerical data.³

¹Michael J Wallace, *Action Research for Language Teacher*, (Cambridge University Press,1998) P. 38

² Aek Phakiti, *Experimental Research Method in Language Learning*, (USA: Bloomsbury Academic, (2014), P. 8

³ L.R. Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for Analysis and Applications*-10th Ed, (United States America, Pearson Education, Inc, 2012), page.7

Quantitative researchers exert some form of control over their research. The researcher using standardized instruments and controlling data collection procedures, to make accurate inferences about the variables under study and to generalize their findings to other contexts. Data analysis to answer research questions is mainly statistical.⁴

Experimental designs classified according to the number of independent variables: single-variable designs and factorial designs. A single-variable design has one manipulated independent variable; factorial designs have two or more independent variables, at least one of which is manipulated. Experimental designs may also be classified according to how well they provide control of the threats to internal validity: pre-experimental, truly experimental, and quasi-experimental designs.⁵

The researcher uses Quasi-Experimental. Quasi-experimental research design because the study was conducted in three intact classes of English as a second language. Quasi-experimental research used a pretest, immediate posttest and delayed posttest design to address the research aim. One class served as a control group for comparison purposes.⁶ The quasi-experimental included

⁴Aek Phakiti, *Experimental Research Method in Language Learning*, P. 8

⁵Sugiyono, *Metode Penelitian Quantitative Qualitative dan R&D*, (Bandung: Alfabeta,2018), P.73

⁶Aek Phakiti, *Experimental Research Method in Language Learning*, P. 3

the assignment independent of the researcher's judgment or the characteristics of the subjects themselves. Sometimes, however, researchers cannot randomly assign subjects to experimental treatments for a study. The research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. Furthermore, the dependent variable is the variable upon which the independent variable is acting.

The researcher applies two classes of the student. There is an Experiment class and control class. In this research, two classes have been choosing randomly by the researcher. The first class get treatment by teaching reading using sensory images strategy called experimental class, and the other class was get a conventional method called control class. Both of them have the same topic to be learned that has descriptive reading text. The design of the experiment could be described as follows Were ⁷:

Table 3.1
The design of experimental research

E	01	X	02
C	03	Y	04

E = Experimental class

C = Control class

01 = pre-test for experimental class

02 = post-test for experimental class

⁷Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Qualitative dan R&D*, (Bandung: Alfabeta, 2016), p. 76

- 03 = pre-test for control class
- 04 = post-test for control class
- X = treatment by using sensory images strategy
- Y = treatment without using sensory images strategy

B. Subject and Setting of the Research

The researcher choose many place to this research, but the perfect place and setting as follows:

1. Place and Time of Research

This research was conducted in SMK Ma'Arif NU 1 Mijen Semarang academic year 2019/2020, which located in Mijen, Semarang, Central java. This research was conducted in the first semester of the academic year of 2010/2020 for about three meetings.

2. The subject of the Research

The subject of this research is all of the tenth-grade students of SMK Ma'Arif NU 1 Mijen Semarang, in the academic year 2019/2020, which consists of three classes. Each class consists of twenty students. The researcher will hold two classes that choose randomly. The first class is the experimental class X TKR1, which has been taught by using sensory images strategy, and another class as control class is X PS1 without sensory images strategy.

C. Variable of the Research

According to Sugiyono, the variable is a specific attribute, characteristics, value of human, object, or activity that has specific variation, which has been determined by the

researcher to be observed and concluded.⁸ There are two variables of research; those are the independent variable and dependent variable as follows :

1. Independent Variable (X)

The independent variable is called the experimental treatment or the manipulated variable.⁹ The independent variable of this research is the use of sensory images strategy to teach reading comprehension of descriptive text.

2. Dependent Variable (Y)

The observed and measured variable is called the dependent variable.¹⁰ The dependent variable of this research was taught the students reading comprehension of descriptive text.

D. The Technique of Collecting Data

The technique of collecting data in this research uses quantitative data. This quantitative data obtained from observation, documentation, and students' score in pre-test and post-test. The pre-test and post-test was give to the experimental class and control class.

⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kualitatif and Kuantitative and R&D*, P. 38

⁹ Donald Ary and Lucy Cheser Jacobs, *Introduction in Research in Education*, (United States America: Wadsworth Cengage Learning, 2010). P.26

¹⁰ Donald Ary and Lucy Cheser Jacobs, *Introduction in Research in Education*, P.26

1. Observation

Observation is a skill that can be learned and can improve with practice.¹¹ The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather live data from a naturally occurring social situation.¹² The researcher will use observation to detect some problems concerned in the teaching-learning process and to know the data from the object of the research, such as several populations and samples. The researcher will observe student interest, involvement, and activity during research.

2. Documentation

The documentation method is to look for the data concerning matters or the variable that looks at the form of the note, transcript, book, newspaper, magazine, inscription, and agenda. This method is used to collect the data from the result of students' tests. The researcher will get the data of the students' names list from teacher English guidance.

¹¹Ruth Wajnryb, *Classroom Observation Task* (Cambridge: Cambridge University Press, 2002).p.1.

¹²Et.all Louis Cohen, *Research Methods in Education* (New York: Routledge, 2007).p.396.

3. Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain.¹³ The test is an examination or trial to find it is quality, value, and composition.¹⁴ The test was used to measure students' reading comprehension skills. The test are done to measure the ability of the base and accomplishment or achievements.¹⁵ In this research, the researcher applies the pre-test and post-test.

a. Pre-test

A pretest is a test given before the experimental treatment to see if the groups are equal.¹⁶ The pre-test is a test that is held before the treatment conducted. In this research, the researcher gives a pre-test before apply sensory images strategy to the students. The pre-test was given to know students' reading understanding of the descriptive text.

¹³ Douglas Brown, *Language Assessment Principles and Classroom Practices*, (san Fransisco: Longman, 2004), P.3

¹⁴ David P. Haris, *Testing English as a Second Language*, (Newyork: Georgetown University,1969), P. 68

¹⁵ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif dan R&D*, P. 45

¹⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, page. 3-4.

b. Post-test

A post-test was held after the treatment was conducted. Here, the researcher gave a post-test after students get treatment. Post-test was given to measure the students' understanding of descriptive text after giving treatment and without treatment.

The score of students' achievements calculated by using this following formula :

$$score = \frac{\text{the number of right answer}}{\text{total item}} \times 100\%$$

E. The Technique of Analysis Data

There are two kinds of tests that hold in this research; they have pre-test and post-test. So there could be two processes of analyzing the data collected from the test. To find out whether test items in qualified as a good as an instrument in the researcher or not before using the measure students' reading comprehension skill, previously must be held. Try out tests was implemented to find out the validity, reliability, level of difficulty, and discriminating power of test items.

1. Instrument test

Instrumental analysis is to find out the quality of the instruments given to participants. There are two tests of instrumental analysis:

a. The validity of the test

Validity is the extent to which a measuring procedure represents, The intended and only the intended concept.¹⁷ In research, validity is an essential quality of any test. It has a condition in which a test can measure what was supposed to be measure. Validity is significant to measure what they want to measure it using the instrument. The validity of an item can be known by doing item analysis. It was counted using product-moment correlation¹⁸

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \times \sqrt{\frac{p}{q}}$$

Where:

- r_{pbis} = Biserial correlation of coefficient
- M_p = The Proportion of students who gave the right answer
- M_t = The average total score
- SD_t = The standard of deviation of the total score
- p = The proportion of students who gave the right answer
- q = The proportion of students who gave the wrong answer

¹⁷Kimberly A. Neuendorf, *The Content Analysis Guidebook*, (Thousands Oaks, California: Sage Publications, 2002), P.128

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, P. 211

After the researcher got the result then, r_{count} considered with r_{table} 5% degree of significance. If $r_{count} > r_{table}$, so the items of the question were valid.¹⁹

b. Reliability

Reliability is the extent to which a measuring procedure yields the same result on repeated trials.²⁰ Reliability refers to the stability of the consistency of the test; if the instruments are using many items to measure the same objects, it was got the same result. To measure the reliability of the reading test, the researcher used alpha formula:²¹

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{vt - \sum pq}{vt} \right)$$

r_{11} : instrument reliability

k : the number of items in the test

Vt : total variance

P : the proportion of students who give the right answer

q : the proportion of students who give the wrong answer

c. Degree of test difficulty

A good question is a question that includes a cognitive aspect and not too easy or too difficult. The too-

¹⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, P.326

²⁰ Kimberly A. Neuendorf, *The Content Analysis Guidebook*, P.128

²¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, P. 231

easy question is not stimulated learners to enhance efforts to solve it. Otherwise, a question that is too hard was cause students to become desperate and do not have the spirit to try again because out of reach. It can used the following formula ²²:

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

Where :

P : the difficulty's indexes

B : the number of students who have the right answer

JS : the number of students

Where The criterion of computation is :

Table 3.2
Criteria for Difficulty Test

P = 0.00	Very difficult
0.00 < P	Difficult
0.30 < P	Medium
0.70 < P	Easy
P = 1.00	Very easy

d. Discriminating power

Descreaming power is a measure of the effectiveness of a whole test. The higher and low the values of discriminating power is to calculate the index of descriminating power, the researcher used formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

²²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010)

Where:

- D = Discriminating index
- JA = a member of students in the upper group
- JB = a member of students in the lower group
- BA = a member of students in the upper group who answer the item correctly
- BB = a member of students in the lower group who answer the item correctly ²³

Table 3.3
the Criteria of Discrimination Power

Criteria	
D = 0.00 – 0.20	Poor
D = 0.20 – 0.40	Enough
D = 0.40 – 0.70	Good
D = 0.70 – 1.00	Excellent

2. Pre request test (Pre-test)

Before the researcher determined the statistical analysis technique used, the researcher examined the normality and homogeneity test of the data.

a. Normality test

The normality test was used to know the normality of the data. The normality was analyzed whether both groups have a normal distribution or not. The normality test with Chi-Square is done to find out the distribution data. The formula of the Chi-Square test is as follows:

²³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010)

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)$$

X^2 : Chi-Square

O_i : Frequency that was obtained from data

E_i : Frequency that was hoped

K : the sum of interval class

The calculation result of X^2 is compared with X^2 table by 5% degree of significance, if X^2 count $>$ X^2 table the data is not normal distribution and if X^2 table $<$ X^2 count. So, the distribution list is normal.²⁴

b. Homogeneity Test

The homogeneity test is used to know whether the data are homogenous or not. The formula²⁵:

$$F = \frac{Vb}{Vk}$$

Vb : bigger variance

Vk : smaller variance

If the calculation result of f_{count} is lower than f_{table} ($f_{count} < f_{table}$) by 5% degree of significance, so H_0 is accepted, it means the data is homogeneous, or both groups have the same variance.²⁶

²⁴ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.273

²⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, P. 211

²⁶ Sudjana, *Metode Statistika*, p.250

c. Test of Average

It is used to examine average whether the experimental class and the control class that has been decided to have significantly different average. Proposed hypothetical test in average similarity as follow:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

μ_1 : average data of experimental group

μ_2 : average data of the control group

If $\sigma_1^2 = \sigma_2^2$ (has the same variant), the formula is:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S^2 = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2)S_2^2}{n_1 + n_2 - 2}}$$

x_1 : the average of the experimental group

x_2 : the average of the control group

n_1 : number of the experimental group

S_1^2 : standard deviation of the experimental group

S_2^2 : standard deviation of the control group

Then the result concluded, $-t_{table} < t_{count} < t_{table}$,
So, H_0 accepted and both experimental class and control
class had the same average. ²⁷

²⁷ Sudjana, *Metode Statistika*, p.239

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter discusses the research finding and analysis that is analyzed by the researcher. It deals with the descriptions of the research result, the data analysis and test of hypothesis, discussion of the research finding and limitation of the research.

A. Description of the Research Result

The researcher analyzed quantitative data. The data was obtained by giving the test to the experimental and control class after giving different treatment to both classes. The experimental class which were taught using Sensory Images Strategy and the control class which was taught without using Sensory Images Strategy in the teaching reading comprehension on Descriptive text. The test was given before and after the teaching and learning process. The subject of this research was experimental class X TKR1 (Teknik Kendaraan Ringan) and control class X PS1 (Perbankan Syariah) of SMK Ma'arif NU 1 Mijen Semarang.

The result of this study contained data of pre-test and post-test scores on the ability of reading comprehension on descriptive text. Before items of the test were given to the subjects of the research, the researcher gave try out to analyze validity, reliability, difficulty level, and discriminating power of each item. The try out was given to eleven grade.

The researcher prepared 30 questions as the instruments to try out test. After those questions had been analyzed, it had been known the questions which could be used for the next were 20 questions. So the researcher divided it into 2 parts of the test, one as an instrument of pre-test and other as an instrument of post-test was given to both classes (experimental and control class). At last, both classes conducted a post-test, and then the result had analyzed to prove the research hypothesis, which had formulated, in the previous chapter.

After the data collected, the researcher analyzed it. The first analysis data is from the beginning of the experimental class and control class that is taken the pre-test value. It is the normality test and homogeneity test. It is used to know that the two groups are normal and have the same variant. Another analysis data is from the ending of the experimental class and control class that is taken the post-test value. It is used to prove the truth of the hypothesis that has been planned.

B. The Data Analysis and Test of Hypothesis

After conducting the research about the effectiveness of sensory images strategy to teach reading comprehension of descriptive text at SMK Ma'arif NU Mijen Semarang, the researcher found several findings. They are as follows:

1. Data Analysis of Try-out Test

The first analysis was mean to get a valid and reliable instrument for investigation. The try-out test was conducted for XI TKR I of SMK Ma'arif NU I Mijen Semarang. Grade XI TKR I consists of 20 students. They were given a try-out test using an instrument that will be used as a matter of pre-test and post-test in the experimental and control class. In this study, the form of instrument test is multiple choice with the number of 15 items with 4 choices of answers. The following is the interpretation of the try-out test to find out the validity, reliability, level of difficulty and discriminating power.

a. Validity

In this research, items validity was used to explain the index of the test. It was obtained that from 30 test items, 20 test items were valid and 10 invalid test items. They were on number 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. And 20. To know the validity of the instrument, the researcher used point biserial correlation to analyze each item.

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \times \sqrt{\frac{p}{q}}$$

Criteria: the items are valid if r_{count} value was higher than its r_{table} value.

Table 4.1 Validity Items.

No.	Criteria	Number of Question	Total
1	Valid	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	20
2	Invalid	21. 22. 23. 24. 25. 26. 27. 28. 30.	10

b. Reliability

After validity items were done, the next analysis was to test the reliability. A good test must be valid and reliable. The reliability of an instrument to find out whether a test had a higher critical score and gave the stability or consequence of the test of an objective question(multiple choices) it was used the formula KR 20. It followed:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{vt - \sum pq}{vt} \right)$$

The result of 30 test items with N=20 it was obtained $r_{11} = 0,9041$ and $r_{table} = 0,444$. so that the items of the question were reliable.

The complete compilation could be seen on the appendix

c. Difficulty Test

The difficulty level generally was shown by the percentage of students who gave the right answer. The difficulty level analysis is used to determine the level of test difficulty, whether the test has the criteria easy, medium, or difficult. Criteria of difficulty level are classified as follows:

- Test with P 1.00 to 0.30 is difficult
- Test with P 0.30 to 70 is medium
- Test with P 0.70 to 1.00 is easy

Based on the calculation of the difficulty index of the items obtained:

Table 4.2
The Result Analysis of Difficulty Level

No	Criteria	Number of test item	Total
1	Difficult		
2	Medium	1.4.7.9.10.11.13.14.18.20	10
3	Easy	2.3.5.6. 8.12.15.16.17.19	10

(seen on appendix 8)

d. Discriminating Power

To discriminate the capability of the students who was answering the test. Different power analysis is done to determine differences in the ability of learners who have high ability and low ability. Criteria of discriminating power are using the following classification.

$D = 0.00 - 0.20 =$ poor

$D = 0.20 - 0.40 =$ enough

$D = 0.40 - 0.70 =$ good

$D = 0.70 - 1.00 =$ excellent

$D =$ negative, very poor, everything is not good, so all the items that negative D values are discarded. The result is described in this table below.

Table 4.3
Discriminating Power of Each Item.

No	Criteria	Number of test item	Total
1	Poor	2.3.11.15	4
2	Enough	1.5.8.9.14.16.17.18.19.20	10
3	Good	6.7.10.12	4
4	Excellent	4.13	2

(seen on appendix 9)

2. Data Analysis of Pre-test Score of the Experimental Class and Control Class

Before the treatments were given, the researcher gave students a pre-test consisting of 10 multiple choice items. This analysis is purposed to determine the existence of the initial conditions of the population. It can be concluded that the two sample classes namely the experimental class and control class start from the same starting point.

The data used in the initial stage of the analysis was the value of the pre-test students of class X TKR1 and X PS1 SMK Ma'arif NU 1 Mijen Semarang in the academic of year 2019/2020. The pre-test score analysis of the experimental and control class, there are Normality analysis, homogeneity analysis, and the average similarity. As follows:

1) Normality Experimental and Control Class of Pre-test Score

Table 4.4

The List of Experimental and Control Class of Pre-test

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	10	1	C-1	45
2	E-2	35	2	C-2	60
3	E-3	25	3	C-3	55
4	E-4	45	4	C-4	45
5	E-5	20	5	C-5	45
6	E-6	20	6	C-6	40
7	E-7	45	7	C-7	65
8	E-8	30	8	C-8	55
9	E-9	40	9	C-9	60
10	E-10	20	10	C-10	45
11	E-11	35	11	C-11	70
12	E-12	30	12	C-12	40

13	E-13	20	13	C-13	55
14	E-14	35	14	C-14	50
15	E-15	15	15	C-15	55
16	E-16	35	16	C-16	65
17	E-17	15			
18	E-18	30			
19	E-19	45			
20	E-20	15			
Sum		565	Sum		850
N		20	N		16
Average		28.25	Average		53.13
Variant (S^2)		121.776	Variant (S^2)		86.250
Standar Deviation (S)		11.04	Standart deviation (S)		9.29

a. The Normality of Experimental Class of Pre-test

The normality test was used to find out whether the learning outcomes of the experimental and control class after being treatment were normally or not normally distributed. For this test, each score was be measured. It concludes the score of pre-test and post-test from the control and the score of pre-test and post-test from the experimental class. All items of pre-test and post-test were be measured by the formula as below:

Hypothesis

Ho: the distribution list was normal

Ha: the distribution list was not normal

The formula was used:

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)$$

The computation of normality test:

Maximum score = 45

Minimum score = 10

Number of Class(k) = $1+3.3\log 20 = 5.290 = 5$

Range(R) = $45-10 = 35$

Length of class = $35/5 = 7,0 = 7$

Table 4.5
Frequency Observation of Experimental Class Pre-test

Class	Bk	Zi	P(Zi)	Wide area	Qi	Ei	$\frac{(O_i - E_i)}{E_i}$
10-17	9.5	-1,699	0,455	0,120	4	2,41	1,055
18-25	17.5	-0,974	0,335	0,237	4	4,73	0,113
26-33	25.5	-0,249	0,098	0,084	4	1,69	3,160
34-41	33.5	0,476	0,183	0,202	4	4,04	0,000
42-49	41.5	1,201	0,385	0,088	4	1,76	2,863
	49.5	1,926	0,473				
					20		$X^2 = 7,191$

With $\alpha = 5\%$ and $dk = 6-1 = 5$. From the Chi-square distribution table, it was obtained $X^2_{table} = 9,49$. Because $X^2_{count} = 7,191$ was lower than $X^2_{table} = 9,49$ ($7,191 < 9,49$). So, the distribution list was normal.

b. The Normality of Control Class of Pre-test

Hypothesis

Ho: the distribution list was normal

Ha: the distribution list was not normal

The formula was used:

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)$$

The computation of normality test:

Maximum score = 70
 Minimum score = 40
 Number of Class(k) = $1+3.3\log 16 = 4,97 = 5$
 Range(R) = $70-40 = 30$
 Length of class = $30/5 = 6,0 = 6$

Table 4.6
Frequency Observation of Control Class Pre-test

Class	Bk	Zi	P(Zi)	Wide area	O _i	E _i	$\frac{(O_i - E_i)}{E_i}$
40-46	39,5	-1,467	0,429	0,167	6	2,67	4,169
47-53	46,5	-0,713	0,262	0,278	1	4,45	2,677
54-60	53,5	0,040	-0,016	0,303	6	4,48	0,278
61-67	60,5	0,794	0,286	0,153	2	2,44	0,081
68-74	67,5	1,548	0,439	0,050	1	0,80	0,049
	74,5	2,302	0,489				
					16		$X^2 = 7,253$

With $\alpha = 5\%$ and $dk = 5-1 = 4$. From the Chi-square distribution table, it was obtained $X^2_{table} = 9,49$. Because $X^2_{count} = 7,253$ was lower than $X^2_{table} = 9,49$ ($7,253 < 9,49$). So, the distribution list was normal.

2) Homogeneity of Experimental and Control Class of Pre-test

The homogeneity test was carried out to obtain the assumption that the two study populations were the same or homogenous population. To find out homogeneity, it could be used to test the similarity of two variances. In this research, the homogeneity of experimental and control class was obtained score (f_{count}) with (f_{table}). The results of the homogeneity test between the control class and experimental class are presented. In this research, the result of data measured by F formula.

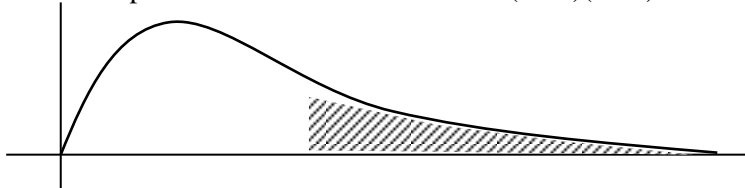
The formula: $F = \frac{vb}{vk}$

Table 4.7

Homogeneity test of Experimental and Control Class

Class	Control class	Experimental class
Count	850	565
N	16	20
\bar{X}	53,13	28,25
Variants (S^2)	86,250	121,780
Standard Deviasi (S)	9,29	11,04

H_0 is accepted if $F_{count} < F_{table} \frac{1}{2} a (nb-1)(nk-1)$



$F \frac{1}{2} a (nb-1):(nk-1)$

$$F = \frac{121,780}{86,250} = 1,412$$

Based on the result of the table above it was be obtained that f_{count} was lower than the f_{table} . Because the calculation result of $f_{count} = 1,412$ is lower than $f_{table} = 2,340$ ($1,412 < 2,340$) by 5% degree of significance, so H_0 is accepted, It can be concluded that the data is homogeneous, or the data of pre-test from the experimental and control class groups have the same variance.

3) The Everage Similarity

The mean similarity test is used to find out whether the experimental and control class have an average that is the same.

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

μ_1 : average data of experimental group

μ_2 : average data of the control group

In this research, using a t-test. The formula was as follows:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S^2 = \sqrt{\frac{(n_1-1)S_1^2 + (n_2)S_2^2}{n_1+n_2-2}}$$

Table 4.8
The Everage Similarity Test of Experimental and Control
Class Pre-test

Class	Experiment	Control
Count	565	850
N	20	16
\bar{X}	28,25	53,13
Variants (S^2)	121,780	86,25
Standard Deviasi (S)	11,04	9,29

$$S = \frac{(20-1) 121,78 + (16-1) 86,25}{20+16-2} = \sqrt{188,1826} = 13,72$$

$$T = \frac{28,25}{13,72} - \frac{53,13}{\sqrt{\frac{1}{20} + \frac{1}{16}}} = \frac{-24,9}{4,601146} = -5,4063$$

With $\alpha = 5\%$ and $dk = 20+16-2 = 34$. It obtained $t_{table} = 1,69$. Because t_{table} was lower than t_{count} ($-5,4063 < 1,69$). It could be concluded that H_0 was rejected and there was no difference in average score learning

achievement pre-test of the experimental and control class.

See more calculations in appendix 16.

3. The Data Analysis of Post-test Score of the Experimental Class and Control Class

a. Normality Experimental and Control Class of Post-test

Table 4.9
List of Experimental and Control Class of Post-test

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	45	1	C-1	55
2	E-2	60	2	C-2	60
3	E-3	80	3	C-3	55
4	E-4	50	4	C-4	55
5	E-5	70	5	C-5	50
6	E-6	60	6	C-6	65
7	E-7	65	7	C-7	60
8	E-8	50	8	C-8	50
9	E-9	60	9	C-9	50
10	E-10	75	10	C-10	65
11	E-11	65	11	C-11	40
12	E-12	80	12	C-12	50
13	E-13	65	13	C-13	60
14	E-14	50	14	C-14	50
15	E-15	80	15	C-15	50
16	E-16	75	16	C-16	70
17	E-17	80			
18	E-18	70			
19	E-19	55			
20	E-20	65			
$\sum =$ N		1300	$\sum =$ N		885
		20			16
		65,00			55,31
S^2		126,316	S^2		58,229
		11,24			S

1) The Normality of the Experimental Class of Post-test

The normality test was used to find out whether the learning outcomes of the experimental and control class after being treatment were normally or not normally distributed. For this test, each score was be measured. It concludes the score of pre-test and post-test from the control and the score of pre-test and post-test from the experimental class. All items of pre-test and post-test were be measured by the formula as below:

Hypothesis:

Ho: the distribution list was normal

Ha: the distribution list was not normal

The formula was used:

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)$$

The computation of normality test:

Maximum score = 80

Minimum score = 45

Number of Class(k) = $1 + 3.3 \log 20 = 5,29 = 5$

Range(R) = $80 - 45 = 35$

Length of class = $35 / 5 = 7,0 = 7$

Table 4.11
The Frequency Observation of Control Class Post-test

Class	Bk	Zi	P(Zi)	Wide area	O _i	E _i	$\frac{(O_i - E_i)}{E_i}$
45-51	44,5	-1,824	0,466	0,081	4	1,615	3,520
52-58	51,5	-1,201	0,385	0,167	4	3,333	0,133
59-65	58,5	-0,578	0,218	0,201	4	4,015	0,000
66-73	65,5	0,044	0,018	0,230	4	4,599	0,078
74-79	72,5	0,667	0,248	0,154	4	3,076	0,278
	79,5	1,290	0,402		20		$X^2 = 4,010$

With $\alpha = 5\%$ and $dk = 5 - 1 = 4$. From the Chi-square distribution table, it was obtained $X^2 table = 9,49$. Because $X^2 count = 4,010$ was lower than $X^2 table = 9,49$ ($4,010 < 9,49$). So, the distribution list was normal.

2) The Normality of the Control Class of Post-test

Hypothesis:

H₀: the distribution list was normal

H_a: the distribution list was not normal

The formula was used:

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)$$

The computation of normality test:

Maximum score = 70

Minimum score = 40

Number of Class(k) = $1 + 3.3 \log 16 = 4,97 = 5$

Range(R) = $80 - 45 = 30$

Length of class = $30 / 5 = 6,0 = 6$

Table 4.11
The Frequency Observation of Experimental Class Post-test

Class	Bk	Zi	P(Zi)	Wide area	O _i	E _i	$\frac{(O_i - E_i)}{E_i}$
40-46	39,5	-2,072	0,481	0,105	1	1,679	0,275
47-53	46,5	-1,155	0,376	0,282	6	4,513	0,490
54-60	53,5	-0,236	0,094	0,158	6	2,525	0,782
61-67	60,5	0,680	0,252	0,193	2	3,091	0,385
68-74	67,5	1,597	0,445	0,049	1	0,787	0,058
	74,5	2,514	0,494		16		$X^2 = 5,990$

With $\alpha = 5\%$ and $dk = 5 - 1 = 4$. From the Chi-square distribution table, it was obtained $X^2_{table} = 9,4877$. Because $X^2_{count} = 5,990$ was lower than $X^2_{table} = 9,4877$ ($5,990 < 9,4877$). So, the distribution list was normal.

b. Homogeneity Experimental and Control class of Post-test

The homogeneity test was carried out to obtain the assumption that the two study populations were the same or homogenous population. To find out homogeneity, it could be used to test the similarity of two variances. In this research, the homogeneity of experimental and control class was obtained score (f_{count}) with (f_{table}). The results of the homogeneity test between the control class and experimental class are presented. In this research, the result of data measured by F formula. The Calculation

$$\text{The formula: } F = \frac{vb}{vk}$$

Ho is accepted if $F_{count} < F_{(1-a)(nb-1)(nk-1)}$

Table 4.12
Homogeneity Test of Experimental and Control Class of
Post-test

Variation source	Experiment	Control
Count	1300	885
N	20	16
X^-	65,00	55,31
Variants (S^2)	126,32	58,23
Standard Deviasi (S)	11,24	7,63

$$F = \frac{126,32}{58,23} = 2,169$$

Based on the result of the table above it was obtained that F_{count} was higher than F_{table} ($F_{count} > F_{table}$.) the experimental and control class had the same variance with $\alpha = 5\%$ and dk $(20-1=19):(16-1=15)$, it obtained $F_{table} = 0,448$. Because F_{count} was bigger than F_{table} ($2,169 > 0,448$). So, H_0 was accepted and two classes had different variants/homogenous.

c. The Hypothesis test of Post-test

The mean similarity test was used to find out whether the experimental and control class have an average that was not different. At this final stage, the average of the two classes was said to be different if $(f_{count}) > (f_{table})$.

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

μ_1 : average data of experimental group

μ_2 : average data of the control group

In this research, using a t-test. The formula was as follows:

$$t = \frac{x-x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S^2 = \sqrt{\frac{(n_1-1)S_1^2 + (n_2)S_2^2}{n_1+n_2-2}}$$

Table 4.13
The Average Similarity Test of Experimental and Control Class Post-test

Source variants	Experiment	Control
Count	1300	885
N	20	16
X^-	65,00	53,31
Variants (S^2)	126,32	58,23
Standard Deviasi (S)	11,24	7,63

$$S = \frac{(20-1) 126,32 + (16-1) 58,23}{20+16-2} = \sqrt{168,56} = 12,98$$

$$T = \frac{65,00}{12,98} - \frac{55,31}{\sqrt{\frac{1}{20} + \frac{1}{16}}} = \frac{9,69}{4,35} = 2,22$$

With $\alpha = 5\%$ and $dk = 20+16-2 = 34$. It obtained $t_{table} = 1,691$. Because t_{table} was lower than t_{count} ($2,22 < 1,691$). So, H_0 was rejected and It could be concluded there was difference in average score learning achievement post-test experiment and control class. See more calculations in appendix 22.

Based on the analysis data above, the number of students in the experimental class was 20 students. The average value of the pre-test in the experimental class was 28.25. while the average value of the post-test in the experimental class was 65.00. The number of students in the control class was 16 students. The average value of the pre-test in the control class was 53.13. while the average value of the post-test in the control class was 55.31.

C. Interpretation

Depending on the researcher's observation, the researcher had several things to conclude related to the result of this research. Those things were about the materials taught, method used, and the analysis used at the effectiveness of using sensory images strategy to teach reading comprehension of descriptive text. The conclusion is drawn systematically statistic and narrated to be easily understood.

The materials are taught at teaching rading comprehension of descriptive text, namely appropriate with the students' need. The material was arranged based on the syllabus. So, it makes the teacher easy to learn. Moreover, the materials at SMK Ma'arif NU Mijen Semarang was formed or published in a book form or course book which make students easy to bring it. The methods are used at teaching reading comprehension commonly namely sensory images strategy.

The researcher shows, that the result of the test that was given to the students after teaching learning process by using sensory images strategy got higher result, that the result test was taught without using sensory images strategy. The finding indicates that the use of sensory images strategy is proven effective to increase students' ability in reading comprehension of descriptive text. To get the benefit from sensory images strategy, the teacher has to selelct the theme or the topic first. By doing it, the increasing the

students ability in reading comprehension can be reached and can be proven.

Students ability in reading comprehension by using sensory images strategy for experimental class shows the mean score equals to 65.00. the students ability in reading comprehension without using sensory images strategy for control class the mean score equals to 55.31. Based on the counting of “t” test statistic is scored a point by equals to 2.22 while the price of t-table 1.69 ($2.22 > 1.69$), this shows that the hypothesis students reading comprehension can be accepted.

D. Discussion of the Research Finding

1. The score of initial ability (Pre-test)

Based on the result of the pre-test, it can be known that both the experimental class and control class are normal distribution and homogenous. The normality test of experimental with Chi-square is $X^2_{count} = 7,191$ was lower than $X^2_{table} = 9,49$ ($7,191 < 9,49$). While control class is $X^2_{count} = 7,253$ was lower than $X^2_{table} = 9,49$ ($7,253 < 9,49$). The homogeneity test in the pre-test shows that X^2_{count} was lower than X^2_{table} ($1,412 < 2,340$).

2. The score of final ability (Post-test)

The normality test of experimental class with Chi-square is $X^2_{count} = 4,773$ was lower than $X^2_{table} = 9,49$ ($4,773 < 9,49$). While control class is $X^2_{count} = 5,990$ was lower than $X^2_{table} = 9,4877$ ($5,990 < 9,4877$). The

homogeneity test of post test shows that F_{count} was higher than F_{table} ($2,169 > 0,448$). It means that both experimental and control class of post-test is the normal distribution and homogenous.

Based on the result of the t-test calculation it shows that t_{count} was higher than t_{table} ($2,22 > 1,69$). It means that there is a difference in the post-test average between experimental class, which has been taught descriptive text by using Sensory Images Strategy and control class which has taught without using sensory images strategy. So, it can be concluded that using sensory images Strategy as teaching is effective to teach the descriptive text.

E. Limitation of the Research

The researcher realized that this research had not been conducted optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The researcher was still lack of experience and knowledge of teaching-learning. It made the implementation process of this researcher less smooth. But the researcher tried as maximally as possible to do this research.
2. The researcher was limited at SMK Ma'Arif NU 1 Mijen Semarang in the academic year 2019/2020. When the same research is conducted in other schools, it was still possible that it will be gained a different score.

Considering all those limitations, there was a need to do more researching about teaching reading comprehension of descriptive text by using Sensory Images Strategy. Hopefully, there will be better and optimal result.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the important point of the whole discussion in this research. The conclusion and suggestion are presented here.

A. Conclusion

After the research at the tenth grade students of SMK Ma'arif NU 1 Mijen Semarang was conducted, the researcher could conclude that there was different achievement in score of reading test of descriptive text, between students who were taught using Sensory Images Strategy and those without Sensory Images Strategy. The conclusions of this research were drawn in accordance with the result of the data analysis in the previous chapter. The conclusion is:

Students achievement in the teaching reading descriptive text before and after being taught with Sensory Images Strategy at tenth grade students of SMK Ma'arif NU 1 Mijen Semarang in the academic year of 2019/2020 were different. The test hypothesis using t-test formula showed the value of the test was higher than the value of t-table. Based on the result of calculation of t-test was obtained $t_{count} = 2,22$ and $t_{table} = 1,691$. It can be concluded that there was a significant difference in the students' achievement on reading descriptive text, between students who have been taught reading descriptive text by using Sensory Images Strategy and who those have been taught without using Sensory Images Strategy. It means that the teaching reading of descriptive text by using

Sensory Images Strategy as medium was more effective than that without using Sensory Images Strategy. So, the hypothesis was accepted.

The conclusion of the research decided by the result of data that the researcher had mentioned in the previous chapter. Overall, the researcher concluded that the use of Sensory Images Strategy to teach reading comprehension of descriptive text was effective especially for tenth grade of SMK Ma'arif NU 1 Mijen Semarang in the academic year of 2019/2020.

B. Suggestion

Based on the results of the research conducted on the effectiveness of using Sensory Images Strategy to teach reading comprehension of descriptive text provided an effective role in improving reading comprehension and students' achievement. Therefore, the researcher gives suggestions as follows:

The first for teacher, in the teaching and learning process, the teacher must be able to make students active and creative in learning. In order to be able to carry out an interesting environment in the class to help the students' understanding of material easier, among others, by applying the sensory images strategy. The sensory images strategy can help students improve their reading comprehension skills and more active in class.

The second for students, the students should seriously and pay attention to the teacher's explanation during the lesson. The students not only can understand the descriptive text, but also can

be active in the lesson. So, the students can increase the knowledge English language in reading comprehension.

Thus, this thesis was served to the readers. The writer realized that it was still far from perfection. So that, the writer hopes some suggestions and criticism to make it perfect. Hopefully, this research could be useful for the writer and all the readers. Aamiin...

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Appendix 1a

Lesson Plan for Experimental class

Subject : English
Theme : Descriptive Text
Grade : X (tenth)
Semester : 1
Time : 3X45 minutes

A. Core Competence

- KI 1 : Respect and live up to the teachings of the religion espoused.
- KI 2 : Respect and live up the honest behavior, discipline, responsibility, care for (tolerance, community self-help), well-mannered, confident in interacting effectively with the social and natural environment within the reach of the association and its existence.
- KI 3 : Understanding and apply knowledge (factual, conceptual, and procedural) based on the curiosity about knowledge, technology, art, culture, related to the phenomenon and occurrence.
- KI 4 : Cultivate, reason, and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles.

B. Basic Competence

Basic Competence	Indicator
3.7. Analyzing social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historic buildings, according to the context of their use.	3.7.1 Identify the social function and the structure of the descriptive text. 3.7.2 Mentioning the generic structure of simple Descriptive text in describe about person and tourism places.

C. Lesson Objective

By the end of the lesson students will be able to identify the purpose, generic structure and language features of descriptive text.

D. Learning Material

1. Definition

Descriptive Text is a text which presents information about something specifically

2. Purpose

To describe a particular person, thing or place in specific

3. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true.

The arrangement is:

Identification: Introduce a particular person, thing or place.

Description: Describing physical appearance quality, behaviour and something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

4. The example of descriptive text

Generic structure	Ariana Grande
Identification	Ariana Grande is an American singer and actress. She is very famous with her red hair and ponytail. Ariana is very popular among people since she released her album "Yours Truly", in June 2013 and released on 2 September 2013 in the UK
Description	She was born on June 26 1993, in boca Raton, Florida, united State. Ariana age is 26 years old. This beautiful girl has 165 centimeters tall and weighs 53 kilograms. Ariana Grande is good looking. Her body is slim with tiny mini costume on every performance. She has a half brother, Frankie Grande, working as an actor, dancer and producer.

E. Learning Activity

First meeting

Teacher Activity	Students Activity	Time Allocation
<p>Post- Activity</p> <ul style="list-style-type: none"> ▪ The teacher gives greeting to the students. ▪ The teacher guides the students to pray before learning. ▪ The teacher checks attendance of students. ▪ The teacher gives motivation. ▪ Teacher tells to the students about the review 	<ul style="list-style-type: none"> ▪ The Students give respond to the teacher ▪ The Students start by reciting basmallah together ▪ The Students respond by raise their hand ▪ The students listen ▪ The students focus and take out the book 	10 minutes

<p>of the material.</p> <ul style="list-style-type: none"> ▪ The teacher plays the music to make brainstorming (songs of Celine Dion ‘my heart will go on’) 	<p>to make a note</p> <ul style="list-style-type: none"> ▪ The students listen 	
<p>Main- Activity</p> <p><u>Observation</u></p> <ul style="list-style-type: none"> ▪ The teacher gives a sensory picture ▪ The teacher gives a text related to the picture. <p><u>Questioning</u></p> <ul style="list-style-type: none"> ▪ The teacher gives opportunity to asks about the material <p><u>Experimenting</u></p> <ul style="list-style-type: none"> ▪ The teacher divides the students into groups ▪ The teacher gives a text ▪ The teacher instructs to give underline in the generic structure <p><u>Associating</u></p> <ul style="list-style-type: none"> ▪ The teacher instructs the students to makes pair with the other group, to correct and retell the text. <p><u>Communicating</u></p>	<ul style="list-style-type: none"> ▪ The students observe the picture and guess the picture with listen the music ▪ The students identify generic structure of the text. ▪ The students ask some question based on the example of descriptive text ▪ The students devide into 5 group consist of 6 students ▪ The students get the text ▪ The students underline the generic structure of the descriptive text ▪ The students make pair, and do the teacher instruction. ▪ The students presents 	<p>30 minutes</p>

<ul style="list-style-type: none"> ▪ The teacher instructs to one of the students from each group, to present the result of their work in front of the class, ▪ Instruction for the other students pay attention then gives comment of the performances. 	<p>their work in front of the class</p> <ul style="list-style-type: none"> ▪ The students pay attention 	
<p>Post-Activity</p> <ul style="list-style-type: none"> ▪ The teacher gives conclude about the material correctively. ▪ The teacher gives reflection using question about activities have been done. ▪ The teacher closes the class by reciting Hamdallah together. 	<ul style="list-style-type: none"> ▪ The students pay attention. ▪ The students answer the reflection from the teacher. ▪ The students reciting Hamdallah 	5 minutes

Second meeting

Teacher Activity	Students Activity	Time Allocation
<p>Post- Activity</p> <ul style="list-style-type: none"> ▪ The teacher gives greeting to the students. ▪ The teacher guides the students to pray before learning. ▪ The teacher checks attendance of students. ▪ The teacher gives motivation. ▪ Teacher tells to the students about the review of the material. 	<ul style="list-style-type: none"> ▪ The Students give respond to the teacher ▪ The Students start by reciting basmallah together ▪ The Students respond by raise their hand ▪ The students listen ▪ The students focus and take out the book 	15 minutes

	to make a note	
<p>Main- Activity</p> <p><u>Observation</u></p> <ul style="list-style-type: none"> ▪ The teacher gives a sensory picture ▪ The teacher gives a text related to the picture. <p><u>Questioning</u></p> <ul style="list-style-type: none"> ▪ The teacher gives opportunity to asks about the material <p><u>Experimenting</u></p> <ul style="list-style-type: none"> ▪ The teacher asks the students to work in pairs ▪ The teacher gives a puzzel of descriptive text ▪ The teacher instructs to arrange the puzzel of the text into complete paragraph based on the generic structure. <p><u>Associating</u></p> <ul style="list-style-type: none"> ▪ The teacher instructs the students to change the workseet with the other group, to correct the answer <p><u>Communicating</u></p> <ul style="list-style-type: none"> ▪ The teacher instructs to one of the students from each group, to present the result of their work in front of the class, ▪ Instruction for the other 	<ul style="list-style-type: none"> ▪ The students observe the picture and guess the picture. ▪ The students identify the language feature of the text. ▪ The students asks some question based on the example of descriptive text ▪ The students look for their pair to work together ▪ The students get the text and predict some missing phrases ▪ The students do the teacher instruction ▪ The students change the workseet with another pair ▪ The students pay attention ▪ The students give 	

students pay attention then gives comment of the performances.	cooment	
Post-Activity <ul style="list-style-type: none"> ▪ The teacher gives conclude about the material correctively. ▪ The teacher gives reflection using question about activities have been done. ▪ The teacher closes the class by reciting Hamdallah together. 	<ul style="list-style-type: none"> ▪ The students pay attention. ▪ The students answer the reflection from the teacher. ▪ The students reciting Hamdallah 	

Third meeting

Teacher Activity	Students Activity	Time Allocation
Post- Activity <ul style="list-style-type: none"> ▪ The teacher gives greeting to the students. ▪ The teacher guides the students to pray before learning. ▪ The teacher checks attendance of students. ▪ The teacher gives motivation. ▪ Teacher tells to the students about the review of the material. 	<ul style="list-style-type: none"> ▪ The Students give respond to the teacher ▪ The Students starts by reciting basmallah together ▪ The Students respond by raise their hand ▪ The students listen ▪ The students focus and take out the book to make a note 	15 minutes
Main- Activity <u>Observation</u>		30 minutes

<ul style="list-style-type: none"> ▪ The teacher gives a sensory picture ▪ The teacher gives a text related to the picture. <p><u>Questioning</u></p> <ul style="list-style-type: none"> ▪ The teacher gives opportunity to asks about the material <p><u>Experimenting</u></p> <ul style="list-style-type: none"> ▪ The teacher asks the students to work in individual ▪ The teacher gives descriptive text about the place ▪ The teacher instructs to identify and underline adjective verb from the text <p><u>Associating</u></p> <ul style="list-style-type: none"> ▪ The teacher instructs the students to change the workseet with their sitmatte, to find out the adjective verb <p><u>Communicating</u></p> <ul style="list-style-type: none"> ▪ The teacher instructs to one of the students from each group, to present the result of their work in front of the class, ▪ Instruction for the other students to pay attention 	<ul style="list-style-type: none"> ▪ The students observe the picture and guess the picture. ▪ The students identify the language feature of the text. ▪ The students ask some question based on the example of descriptive text ▪ The students work in individual ▪ The students get the text ▪ The students do the teacher instruction ▪ The students change the workseet with their sitmatte ▪ The students pay attention ▪ The students give comment 	
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then give comment of the performances.		
Post-Activity <ul style="list-style-type: none"> ▪ The teacher gives conclusion about the material correctively. ▪ The teacher gives reflection using question about activities that have been done. ▪ The teacher closes the class by reciting Hamdalah together. 	<ul style="list-style-type: none"> ▪ The students pay attention. ▪ The students answer the reflection from the teacher. ▪ The students recite Hamdalah 	5 minutes

Remidial

Material for Remidial

1. Language Features

Language feature or what is known as a structure or arrangement related to grammar. In the preparation of descriptive text, there are some linguistic elements that we must understand to make it easier for us to make and also make it easier for listeners or readers to understand the information we want to convey.

- a. Focus on specific participant. Specific participant has a certain object, is not common and unique (only one). Example: Bandengan beach, my house, Borobudur temple, uncle Jim.
- b. Uses of attributive and identifying processes
- c. The use of the adjective to clarify the noun,

Example : a beautiful beach, a handsome man, the famous place in jepara, etc.

- d. The use of simple present tense. The sentence pattern used is simple present because it tells the fact of the object described.
- e. Action verb, verbs that show an activity.

Example : run, sleep, sweep, walk, cut atc.

2. Exercise

Describe and write the characteristics of your favorit actor/actris based your own !

Enrichment

Material for Enrichment

- 1. Descriptive text is use relational verbs “ to be” and “has/have”.

Examples : Samuel Rizal is a famous actor.

Hehas very short hair.

These sentences in descriptive text is use the simple present tense. Simple present tense is Noun phrases, There are combination of adjectives and nouns.

- a. Nouns : They are found in the topic of description such a classroom, and the parts of the classroom: doors, windows, tables, pictures, chairs, and walls.
- b. Adjectives : They are used to describe the characteristics of the topic and the parts. They characteristics can be the size, color, or the quality.

Example: the adjectives „big“ and „clean“ describe the classroom. The adjectives „brown“ describes „the doors“ and „the windows“.

2. Excercise

- a. Please, underline the generic structure and write the adjective and verb.

My dog, Brownie

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

Source:<http://yhukas27.blogspot.com/2010/12/soal-bahasa-inggris-dan-jawabannya.html>

- b. Make short paragraphs and describe the pictures below by using your own words based on the guideline given!



F. Teaching Method

Approach : Scientific Approach

Method : Communicative language Teaching

G. Media

- Worksheets
- English Book

H. Assessment

- Skill
 - Every correct answer scored 2
 - Maximum score $20 \times 5 = 100$
 - The student's score the correct answer $\times 5$

Attitudes Assessment

No	Aspect (Rentang 1-4)				Total
	Religious	Communication	Active	Collaboration	
1.					
2.					

Criteria:

Score	Predicting
17-20	A
13-16	B
9-12	C
1-8	D

- 1 : Less
- 2 : Enough
- 3 : Good
- 4 : Excellent

Skills Assessment

No	Aspect			Total
	Social function	Generic structure	Understanding of the text	
1.				
2.				
3.				

Criteria:

Score	Predicting
12-11	A
7-9	B
4-6	C
1-3	D

- 1 : Less
- 2 : Enough
- 3 : Good
- 4 : Excellent

The Researcher

Approved by
The English Teacher

Meliana Umi Rofiah
Nim: 1503046028

Saifudin Wafa S.Pd

Workseet 1

Please analyze this picture and find the beautiful memoris was happen in your experience !!



My beautiful memoris is

Source: <https://www.pexels.com/search/beach/>

Workseet 2

Please give underline for the generic structure and language feature !!

Source: https://en.wikipedia.org/wiki/Laguna_Beach,_California

Laguna beach

Laguna Beach is a small coastal city in Orange County, California. It's known for its many art galleries, coves and beaches. Main Beach features tide pools and a boardwalk leading to the paths and gardens of nearby Heisler Park. Aliso Beach Park is a popular surf spot. The waters off Crystal Cove State Park are designated as an underwater park. Trails meander through coastal canyons in Laguna Coast Wilderness Park.

Laguna Beach California is situated midway between Los Angeles and San Diego in southern Orange County, Laguna Beach is a popular weekend vacation in Southern California. Offering seven miles of coastline with sandy beaches and palm trees, Laguna Beach is the perfect beach vacation. There are 30 beaches and coves that visitors can explore either on foot or by kayak. The activities include sailing, bird watching, beach volleyball, surfing, and even scuba diving.

Laguna Beach is also a perfect place to enjoy warm weather with an average high of 69 degrees in January and 77 degrees in July. Popular activities can be done here include romantic picnics, hiking, cycling, tennis, golf, and even botanical garden tours. With the perfect weather, Laguna Beach in California offers the perfect location for beach vacation. Kids enjoy playing in the sand at one of the several beaches, while parents enjoy sun bathing. Laguna Beach is also home to an active artist community with almost 100 galleries that showcase art pieces by local and international artists. There are many festivals here in the summer, some of which are known around the world. For those who enjoy shopping, Laguna Beach offers a wide selection of unique shops that sell hand crafted jewelry, antiques, and other things that tourists won't find anywhere else

.Workseet 3

Arrange the jumble paragraph !!

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.


In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Source: <https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>


Workseet 4

Please identify and write the adjective and verb !!

Monas National Monument



The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.



Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts

Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

Adjective:

.....
.....

Verb:

.....
.....

Source: <https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

Appendix 1b

Lesson Plan Control Class

Subject : English
Theme : Descriptive Text
Grade : X (tenth)
Semester : 1
Time : 2X45 minutes

A. Core Competence

- KI 1 : Respect and live up to the teachings of the religion espoused.
- KI 2 : Respect and live up the honest behavior, discipline, responsibility, care for (tolerance, community self-help), well-mannered, confident in interacting effectively with the social and natural environment within the reach of the association and its existence.
- KI 3 : Understanding and apply knowledge (factual, conceptual, and procedural) based on the curiosity about knowledge, technology, art, culture, related to the phenomenon and occurrence.
- KI 4 : Cultivate, reason, and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles.

B. Basic Competence

Basic Competence	Indicator
3.7. Analyzing social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historic buildings, according to the context of their use.	3.7.1 Identify and mention the social function and the structure of the descriptive text. 3.7.2 Reading the text structure is related to the phrasing descriptive text.

C. Lesson Objective

By the end of the lesson students will be able to identify the purpose, generic structure and language features of descriptive text.

D. Learning Material

1. Definition

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

2. Purpose

To describe a particular person, thing or place in specific

3. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true.

The arrangement is:

Identification: Introduce a particular person, thing or place.

Description: Describing physical appearance quality, behaviour and something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

4. Language Features

Specific participant : has a certain object, is not common and unique (only one). Example: Bandengan beach, my house, Borobudur temple, uncle Jim

- a. The use of the adjective (an adjective) to clarify the noun, for example : a beautiful beach, a handsome man, the famous place in jepara, etc.
- b. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- c. Action verb: verbs that show an activity.
Example : run, sleep, sweep, walk, cut atc.)

5. The example of descriptive text

Generic structure	Ariana Grande
Identification	Ariana Grande is an American singer and actress. She is very famous with her red hair and ponytail. Ariana is very popular among people since she released her album "Yours Truly", in June 2013 and released on 2 September 2013 in the UK
Description	She was born on June 26 1993, in boca Raton, Florida, united State. Ariana age is 26 years old. This beautiful girl has 165 centimeters tall and weighs 53 kilograms. Ariana Grande is good looking. Her body is slim with tiny mini costume on every performance.

	She has a half brother, Frankie Grande, working as an actor, dancer and producer.
--	---

E. Learning Activity

First meeting

Phase	Activities	Time allocation
Pre-Activity	<ul style="list-style-type: none"> ▪ The teacher gives greeting to the students. ▪ The teacher guides the students to pray before learning. ▪ The teacher checks attendance of students. ▪ The teacher gives a text before learning. ▪ The teacher explains the text for material learning. 	5 minutes
Main activity	<p>Observing</p> <ul style="list-style-type: none"> ▪ Students observe the picture of the beach ▪ Students identify generic structure of the text <p>Questioning</p> <ul style="list-style-type: none"> ▪ With the help of teacher the Students ask the generic structure used in descriptive text. <p>Experimenting</p> <ul style="list-style-type: none"> ▪ Students work in pairs ▪ The students get a text. ▪ The students discuss the text. <p>Associating</p> <ul style="list-style-type: none"> ▪ Students are divided into 5 groups, and analyse the 	

	<p>generic structures and language features.</p> <ul style="list-style-type: none"> ▪ Students labels each paragraph appropriately, such as identification and description. <p>Communicating</p> <ul style="list-style-type: none"> ▪ Students present their result discussion in front of the class ▪ For the other groups give comment and respond 	
Post-activity	<ul style="list-style-type: none"> ▪ Teacher gives reflection - Teacher ask the material that have learned. - Teacher ask the material that have not understood. - Teacher ask the material that have understood. ▪ Teacher gives feedback and conclusion. ▪ The teacher closes the class by recite hamdallah. 	

Second meeting

Phase	Activities	Time allocation
Pre-Activity	<ul style="list-style-type: none"> ▪ The teacher gives greet to the students. ▪ The teacher guides the students to pray before learning. ▪ The teacher checks attendance of students. ▪ The teacher gives a text before learning. ▪ The teacher explains the 	5 minutes

	text for material learning.	
Main activity	<p>Observing</p> <ul style="list-style-type: none"> ▪ Students observe the picture of the beach ▪ Students identify generic structure of the text <p>Questioning</p> <ul style="list-style-type: none"> ▪ With the help of teacher the Students ask the generic structure used in descriptive text. <p>Experimenting</p> <ul style="list-style-type: none"> ▪ The students work in pairs. ▪ The students get a jumble text. ▪ The students arrange the words into paragraphs <p>Associating</p> <ul style="list-style-type: none"> ▪ Students divided into 5 groups, and analyse the generic structures and language features. ▪ Students labels each paragraph appropriately, such as identification and description. <p>Communicating</p> <ul style="list-style-type: none"> ▪ Students present their result discussion in front of the class ▪ For the other groups give comment and respond 	
Post-activity	<ul style="list-style-type: none"> ▪ Teacher gives reflection - Teacher asks the material that have learned. - Teacher asks the material that have not understood. 	

	<ul style="list-style-type: none"> - Teacher asks the material that have understood. ▪ Teacher gives feedback and conclusion. ▪ The teacher closes the class by recite hamdallah. 	
--	--	--

Enrichment

Material : descriptive text of B.J Habibie Biographi

Activity :

a. Greeting :

- Greeting the students
- Check student's attendance
- Guides the student's to pray
- Tell the students learning aim

b. Main activity :

- Students identify generic structures
- Students ask the generic structure and tense used in descriptive text
- Students complete the fill in the blank of the text
- Students make a moral value from the B.J Habibie biographi by their own words
- The students share their result in front of the class

c. Closing :

- The teacher gives feedback and conclusion
- Teacher closes the class

Remidial

Material : text description of place (sampookong)

Activity :

a. Greeting :

- Greeting students
- Check students attendance
- Guides the students to pray
- Tell the students learning aim

b. Main activity :

- Students identify generic structure
- Students ask the generic structure and tense used in descriptive text
- Students identify the language feature
- students change the verb

F. Teaching Method

Approach : Scientific Approach

Method : Communicative language Teaching

G. Media

- Worksheets
- English Book

H. Assessment

- Attitudes Assessment

No	Aspect (Rentang 1-4)				Total
	Religious	Communication	Active	Collaboration	
1.					
2.					

Criteria:

Score	Predicting
17-20	A
13-16	B
9-12	C
1-8	D

- 1 : Less
- 2 : Enough
- 3 : Good
- 4 : Excellent

▪ Skill

Reading Skill

- Every correct answer scored 1
- Maximum score $20 \times 5 = 100$
- The student's score the correct answer $\times 100$

The Researcher

Approved by
The English Teacher

Meliana Umi Rofiah

Saifudin Wafa S.Pd

Nim: 1503046028

Appendix 2

The Schedule of the Research

No	Date	Activities
1	On Monday, 21 October 2019	Asking permission to head master and english teacher for research
2	On Friday, 25 October 2019	Try-out test for the try-out class (XI TKR1)
3	On Friday, 1 November 2019	Pre-test for Experimental(X TKR1) and control(X PS1) class
4	On Thursday, 7 November 2019	Treatment 1 for Experimental class
5	On Friday, 8 November 2019	Conventional teaching 1 for control class
6	On Thursday, 14 november 2019	Treatment II for Experimental Class
7	On Friday, 15 November 2019	Conventional teaching II for control class
8	On Thursday, 21 November 2019	Treatment III for Experimental Class
9	On Friday, 22 November 2019	Conventional teaching III for control class
10	On Monday, 25 november 2019	Post-test for Experimental Class and Control class

Appendix 3

STUDENT'S NAME LIST OF TRY-OUT TEST (XI TKR1)

NO	NAME	CODE
1	Ahmad Saifudin Riyanto	T-1
2	Al Chavit	T-2
3	Andrian Rizki Armansyah	T-3
4	Dinur Slamet Mahargita	T-4
5	Exeel Setiawan	T-5
6	Ferry Lukman	T-6
7	Muchammad Arifana Fahrizal	T-7
8	Muhamad Saiful Mujab	T-8
9	Muhammad Irfak Badrudin	T-9
10	Rendi Arifano Setya	T-10
11	Reza Nisfia Kuswara	T-11
12	Rizki Danu Shaputra	T-12
13	Satrio Arumbinang	T-13
14	Slamet Okta Rifai	T-14
15	Tegar Ardana N	T-15
16	Torik Danuarta	T-16
17	Ainnun Nurul Afifah	T-17
18	Kiki Valentina	T-18
19	Isna Suci S.	T-19
20	Lina Hayati	T-20

Appendix 4

Name	:
Class	:
Lecture	:

TRY OUT TEST

Choose A, B, C, or D for the correct answer !!

The following text is for question number 1-3

Atmosphere of Venus

Data from the Pioneer spacecraft of NASA apparently prove the theory that the high surface temperature of Venus is due to an atmospheric greenhouse effect caused mainly by a blanket of carbon dioxide. Such a greenhouse effect is created when energy in the form of sunlight easily passes through a planet's atmosphere, warms its surface, and is converted to heat radiation that is then held in by the atmosphere from top to bottom. Venus has a relatively thin atmosphere like the Earth's, but Venus' atmosphere consists of more than ninety percent carbon dioxide, compared to less than four percent in that of the Earth. Because of its higher percentage of carbon dioxide, Venus' atmosphere traps much more heat radiation than does the Earth's. Thus, the Venus studies are believed to be important to the understanding of possible adverse effects on the Earth's agriculture that could result from the long-term use of fossil fuels, which add carbon dioxide to the atmosphere.

Source:<https://www.pustakabahasainggris.com/30-contoh-latihan-soal-reading-comprehension-lengkap-dengan-jawaban/>

1. According to the passage, data from the Venus study can be used to
 - a. measure the amount of carbon dioxide in the atmosphere accurately.
 - b. increase the emission of carbon dioxide into the atmosphere.
 - c. test the efficiency of the spacecraft sent to Venus by NASA.
 - d. predict future agricultural problems on Earth.
2. We understand from the passage that the atmosphere of Venus
 - a. is thinner than the atmosphere of the Earth.
 - b. contains much more carbon dioxide than that of the Earth.
 - c. traps less heat radiation compared to the atmosphere of the Earth.
 - d. blocks out dangerous rays from the sun.
3. One can infer from the passage that
 - a. there is no difference between the atmospheres of Venus and the Earth.
 - b. the atmosphere of the Earth consists of mainly carbon dioxide.
 - c. the more carbon dioxide in the atmosphere, the warmer the world will tend to get.
 - d. lack of atmosphere causes a very high surface temperature on Venus.

Questions 4-13 refer to the following passage.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Source:<https://englishahkam.blogspot.com/2012/07/contoh-descriptive-text-beserta-soal-jawaban.html>

4. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
5. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
6. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is not interested in sports.
 - d. He plays football and tennis.
7. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
8. From the text, we may conclude that....
 - a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
9. What is the text mostly about?
 - a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. peters' elder brother

10. “Peter is interested in sports very much, and at school he plays football and tennis.” The underlined phrase can be replaced by ...
- Dislike sport
 - Really likes sport
 - Hates sport very much
 - Finds sport not really entertaining

Choose A, B, C, D, or E for the correct answer !!

The following text is for question number 11-16

Suramadu Bridge

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that

nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

Source: <https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

11. Suramadu's bridge also known as....
 - a. Longest bridge
 - b. sura and madu
 - c. Surabaya-Madura bridge
 - d. toll bridge
 - e. overpass
12. Suramadu's bridge connects the island....
 - a. Java and Sumatra
 - b. Java and Bali
 - c. Sumatra and Kalimantan
 - d. Java and Madura
 - e. Correct all
13. Length of the Suramadu's bridge is....
 - a. 5.400 meters
 - b. 192 meters
 - c. 494 meters
 - d. 526 meters
 - e. nothing is true
14. The following statement is true, except
 - a. Suramadu's bridge is also known Surabaya-Madura bridge
 - b. the long of Suramadu's bridge is 5400 meters
 - c. suramadu's bridge connects the islands of Java and Madura
 - d. bridge was opened on March 31, 2009
 - e. car charged at 30000 rupiahs
15. When the bridge was built?
 - a. March 31, 2009
 - b. August 20, 2003
 - c. July 2004
 - d. June 10, 2009

- e. November 2005
16. Suramadu's bridge have ... tracks in one way.
- a. 2
 - b. 3
 - c. 4
 - d. 5
 - e. 6

The following text is for question number 27-30

The Titanic

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

Source: Addison Wasley Longman, Complete Course for the TOEFL Test (Preparation for the computer and paper test)

17. Where did the tragedy happen?
- a. in the sea
 - b. in the high way
 - c. in the harbor
 - d. In the air
 - e. in the mountain
18. "It had good facilities". The underlined word refers to
- a. the world
 - b. the ship
 - c. the time
 - d. that biggest
 - e. the sea

19. Which line tells us that most of people died?
- a. line 3 & 4
 - b. line 1 & 2
 - c. line 6 & 7
 - d. line 5
 - e. line 10
20. Where did the Titanic sink exactly?
- a. Southeast continent
 - b. in the sea
 - c. Atlantic ocean
 - d. North Atlantic Ocean
 - e. in the south of America

The following text is for question number 21-25

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

Source: <https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

21. What is the function of paragraph 1?
- a. as an identification
 - b. as an orientation
 - c. as a thesis
 - d. as a classification

- e. as an abstract
22. The text above is in form of.....
- a. hortatory exposition
 - b. narrative
 - c. description
 - d. report
 - e. exsplonation
23. What is the communicative purpose of the text?
- a. to present two points of views about natural bridge national park
 - b. to explain the bridge national park
 - c. to describe the bridge national park
 - d. to retell the bridge national park
 - e. to persuade readers to treat preserve the bridge nationl park
24. Where is the natural bridge national park located?
- a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
 - e. 110 kilometers from Nerang
25. What the visitors will see in the night?
- a. a common glow worm
 - b. the unique feature of the glow worms
 - c. a great dark cave
 - d. the unique rocks
 - e. the fantastic bridge

The following tetx is for question number 26-30

Cardamom is not as widely used as a spiced in the united states as it is in other parts of the world. This fruit of the ginger plant provides an oil that basically has been used solely as a stimulant in American and English medicines. Other cultures have recognized the multipurpose benefits of this aromatic fruit. In asian it is used to

season sauces such as curry, in middle eastern countries it is steeped to prepare a flavorful golden-colored tea, in parts of Northern Europe it is used as a spice in various types of pastry.

Source: Addison Wesley Longman, Complete Course for the TOEFL Test (Preparation for the computer and paper test)

26. The word “solely” in line 2 could best be replaced by
- Initially
 - Only
 - Reportedly
 - Healthfully
 - Some
27. the word “multipurpose” in line 3 is closest in meaning to
- Health
 - Singular
 - Recognized
 - Varied
 - Plural
28. which of the following is closest in meaning to the word “season” in line 4 ?
- Divide
 - Forecast
 - Spice
 - Put a time limit
 - Other
29. “curry” in line 4 is
- The fruit of the ginger plant
 - A spicy type of sauce
 - A culture in the area of the middle East
 - A type of golden-colored tea
 - A type of health fruits

30. the word “steeped” in line 5 is closest in meaning to ...
- a. Soaked
 - b. Dried
 - c. Stored
 - d. Grown
 - e. Burn

Appendix 4

KEY ANSWER FOR TRY-OUT TEST

1.	D	11.	A	21.	A
2.	B	12.	D	22.	C
3.	C	13.	B	23.	C
4.	B	14.	D	24.	A
5.	C	15.	B	25.	B
6.	C	16.	A	26.	B
7.	A	17.	A	27.	D
8.	C	18.	B	28.	C
9.	A	19.	C	29.	B
10.	B	20.	D	30.	A

Appendix 5

Hasil Try out of Descriptive Text

No	Kode	1	2	3	4	5	6	7	8	9	10	11	12
1	T-1	1	1	1	1	1	1	1	1	1	1	1	1
2	T-2	1	1	1	0	1	1	1	1	1	1	1	1
3	T-3	0	1	1	1	1	1	1	1	1	1	1	1
4	T-4	0	1	1	0	1	1	0	1	1	0	1	0
5	T-5	1	1	1	1	1	1	1	1	1	1	1	1
6	T-6	1	1	1	0	1	1	1	1	1	1	1	1
7	T-7	0	1	1	0	0	0	0	1	1	1	1	0
8	T-8	1	1	1	1	1	1	0	1	1	1	1	1
9	T-9	1	1	1	0	0	1	1	1	1	1	1	1
10	T-10	1	0	1	0	1	0	0	1	0	0	1	0
11	T-11	1	1	1	1	1	1	1	1	1	1	1	1
12	T-12	1	1	1	0	1	0	0	1	1	0	1	1
13	T-13	0	1	1	1	1	1	1	1	1	1	1	1
14	T-14	1	0	1	1	1	1	1	1	1	1	1	1
15	T-15	1	1	1	0	1	0	0	1	1	1	1	1
16	T-16	1	1	1	1	1	1	1	1	1	0	1	1
17	T-17	0	0	0	0	1	1	0	0	0	0	0	0
18	T-18	0	0	0	0	0	0	1	0	1	1	1	1
19	T-19	0	1	1	0	0	1	0	0	0	0	0	1
20	T-20	0	1	1	0	1	1	1	1	1	0	1	0
	Rcount	0.63098	0.518393	0.585592	0.662333	0.446394	0.482196	0.591788	0.657338	0.576683	0.564556	0.489593	0.659556
	Rtabel	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444
	V/IV	V	V	V	V	V	V	V	V	V	V	V	V

Butir Soal

13	14	15	16	17	18	19	20	21	22	23	24	25	26
1	1	1	1	1	1	1	1	1	1	1	1	1	0
1	0	1	1	1	1	1	1	0	1	1	0	1	0
0	1	1	1	1	0	1	1	1	0	1	1	0	0
0	0	1	1	0	0	1	1	0	0	1	0	0	1
1	1	1	1	1	0	1	1	1	1	1	0	0	0
1	1	1	1	1	1	1	1	0	0	1	0	1	0
0	0	1	1	1	0	0	0	0	0	0	1	0	0
1	1	1	1	0	1	1	1	0	0	1	0	0	0
0	1	1	1	1	1	1	1	0	1	1	0	0	0
0	0	1	1	0	0	1	1	0	0	1	0	1	0
1	1	1	1	1	1	1	1	1	0	1	0	1	0
0	1	1	1	1	1	1	1	0	0	1	0	0	0
1	1	1	1	1	1	1	1	1	0	0	0	1	0
1	1	1	1	1	1	1	1	0	0	1	0	1	0
0	1	1	1	1	1	1	1	1	1	0	0	0	0
1	1	1	1	1	1	1	0	0	0	1	0	0	0
1	1	0	0	1	1	0	0	0	0	0	0	1	1
0	0	1	0	0	0	0	0	1	0	1	0	1	0
0	1	0	0	0	0	1	1	0	0	1	0	1	1
0	0	1	0	1	1	0	0	0	1	0	0	0	1
0.566392	0.542569	0.489593	0.68639	0.526536	0.463922	0.68639	0.570876	0.361276	0.358221	0.349177	0.176097	-0.0288	-0.56639
0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444
V	V	V	V	V	V	V	V	IV	IV	IV	IV	IV	IV

27	28	29	30	Total Skor
1	1	1	1	29
0	1	1	1	24
1	1	1	1	24
0	1	1	1	16
0	1	1	1	25
1	1	1	1	25
1	1	1	1	14
0	1	1	1	22
1	1	1	1	23
0	1	1	1	14
1	1	0	1	26
1	1	1	0	19
0	0	1	1	23
0	1	0	1	23
0	1	1	1	21
1	1	1	1	23
1	0	1	1	11
0	0	1	1	11
1	1	1	1	14
1	1	0	1	16
0.045347	0.415373	-0.12233	0.050654	
0.444	0.444	0.444	0.444	
IV	IV	IV	IV	

Appendix 6

No	Kode	Butir Soal																				Total Skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	T-1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
2	T-2	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	18
3	T-3	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	17
4	T-4	0	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	0	1	1	11
5	T-5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19
6	T-6	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
7	T-7	0	1	1	0	0	0	0	1	1	1	1	0	0	0	1	1	1	0	0	0	9
8	T-8	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	18
9	T-9	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	17
10	T-10	1	0	1	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	1	1	9
11	T-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
12	T-12	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	15
13	T-13	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
14	T-14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
15	T-15	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	16
16	T-16	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	18
17	T-17	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	6
18	T-18	0	0	0	0	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	6
19	T-19	0	1	1	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	1	1	7
20	T-20	0	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0	1	1	0	0	11
jumlah		12	16	18	8	16	15	12	17	17	13	18	15	16	14	18	16	15	13	18	15	294
n		20																				
n-1		19																				
p		0,6	0,8	0,9	0,4	0,8	0,75	0,6	0,85	0,85	0,65	0,9	0,75	0,5	0,7	0,9	0,8	0,75	0,65	0,8	0,75	6,647059
q		0,4	0,2	0,1	0,6	0,2	0,25	0,4	0,15	0,15	0,35	0,1	0,25	0,5	0,3	0,1	0,2	0,25	0,35	0,2	0,25	-7,64706
variasi total		25,16842105																				
p.q		0,24	0,16	0,09	0,24	0,16	0,1875	0,24	0,1275	0,1275	0,2275	0,09	0,1875	0,25	0,21	0,09	0,16	0,1875	0,2275	0,16	0,1875	-66,1246
Σ p.q		3,55																				
KR-20		0,904158137																				
HASIL KEPUTUSAN		Reliable																				
KETERANGAN		jika r11> 0,444 maka instrumen dikatakan reliable																				

Appendix 7

Hasil Try out of Descriptive Text

No	Kode	Butir Soal																		Total Skor		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20
1	T-1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
2	T-2	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	18
3	T-3	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	17
4	T-4	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	0	0	1	1	1	11
5	T-5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19
6	T-6	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
7	T-7	0	1	1	0	0	0	0	1	1	1	0	0	0	1	1	1	1	0	0	0	9
8	T-8	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	18
9	T-9	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	17
10	T-10	1	0	1	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	9
11	T-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
12	T-12	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	15
13	T-13	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
14	T-14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
15	T-15	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	16
16	T-16	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	18
17	T-17	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	6
18	T-18	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	0	0	0	0	0	6
19	T-19	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	1	7
20	T-20	0	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0	1	1	0	0	11
jumlah		12	16	18	8	16	15	12	17	17	13	18	15	10	14	18	16	15	13	16	15	294
tingkat kesukaran		0,6	0,8	0,9	0,4	0,8	0,75	0,6	0,85	0,85	0,65	0,9	0,75	0,5	0,7	0,9	0,8	0,75	0,65	0,8	0,75	
status butir soal		sedang	mudah	mudah	sedang	mudah	mudah	sedang	mudah	sedang	sedang	mudah	sedang	sedang	mudah	mudah	mudah	sedang	mudah	sedang		

Indeks kesukaran soal:
 0-0,29 (sulit)
 0,3-0,7 (sedang)
 0,71-1,0 (mudah)

mudah 10
 sedang 10

Appendix 8

No	Kode	Butir Soal																				Total Skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	T-1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
2	T-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
3	T-5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19
4	T-6	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
5	T-13	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
6	T-14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
7	T-2	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	18
8	T-8	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	18
9	T-16	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	18
10	T-3	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	17
Ia		8	9	10	8	10	10	9	10	10	9	10	10	9	9	10	10	9	8	10	9	
Pa		0,8	0,9	1	0,8	1	1	0,9	1	1	0,9	1	1	0,9	0,9	1	1	0,9	0,8	1	0,9	

No	Kode	Butir Soal																				Total Skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
11	T-9	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	17
12	T-25	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	16
13	T-12	1	1	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	15
14	T-4	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	0	0	1	1	1	11
15	T-20	0	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	1	0	0	11
16	T-7	0	1	1	0	0	0	0	1	1	1	1	0	0	0	1	1	1	0	0	0	9
17	T-10	1	0	1	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	9
18	T-29	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	1	7
19	T-17	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	1	1	0	0	6
20	T-18	0	0	0	0	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	6

Ib	4	7	8	0	8	5	3	7	7	6	8	5	1	5	8	6	6	5	6	6	6
Pb	0,4	0,7	0,8	0	0,6	0,5	0,3	0,7	0,7	0,4	0,8	0,5	0,1	0,5	0,8	0,6	0,6	0,5	0,6	0,6	
D= Pa-Pb	0,4	0,2	0,2	0,8	0,4	0,5	0,6	0,3	0,1	0,5	0,2	0,5	0,8	0,4	0,2	0,4	0,3	0,3	0,4	0,3	
	enough	poor	poor	excellent	enough	good	good	enough	enough	good	poor	good	excellent	enough	poor	enough	enough	enough	enough	enough	

- Criteria
- 0,00-0,20 = poor enough 30
 - 0,20-0,40 = enough poor 4
 - 0,40-0,70 = good good 4
 - 0,70-1,00 = excellent excellent 2

Appendix 9

SCORE OF TRY-OUT TEST (XI TKR1)

NO	NAME	CODE	SCORE
1	Ahmad Saifudin Riyanto	T-1	64
2	Al Chavit	T-2	62
3	Andrian Rizki Armansyah	T-3	62
4	Dinur Slamet Mahargita	T-4	58
5	Exeel Setiawan	T-5	66
6	Ferry Lukman	T-6	72
7	Muchammad Arifana F.	T-7	70
8	Muhamad Saiful Mujab	T-8	68
9	Muhammad Irfak Badrudin	T-9	60
10	Rendi Arifano Setya	T-10	68
11	Reza Nisfia Kuswara	T-11	66
12	Rizki Danu Shaputra	T-12	70
13	Satrio Arumbinang	T-13	70
14	Slamet Okta Rifai	T-14	68
15	Tegar Ardana N	T-15	56
16	Torik Danuarta	T-16	66
17	Ainnun Nurul Afifah	T-17	72
18	Kiki Valentina	T-18	68
19	Isna Suci S.	T-19	58
20	Lina Hayati	T-20	62

Appendix 10

Pre- Test

School : SMK MA'ARIF NU 1 Mijen Semarang
Subject : English
Class/semester : X/I
Material : Descriptive Text

Name :

Class :

Choose A, B, C, or D for the correct answer !!

The following text is for question number 1-3

Atmosphere of Venus

Data from the Pioneer spacecraft of NASA apparently prove the theory that the high surface temperature of Venus is due to an atmospheric greenhouse effect caused mainly by a blanket of carbon dioxide. Such a greenhouse effect is created when energy in the form of sunlight easily passes through a planet's atmosphere, warms its surface, and is converted to heat radiation that is then held in by the atmosphere from top to bottom. Venus has a relatively thin atmosphere like the Earth's, but Venus' atmosphere consists of more than ninety percent carbon dioxide, compared to less than four percent in that of the Earth. Because of its higher percentage of carbon dioxide, Venus' atmosphere traps much more heat radiation than does the Earth's. Thus, the Venus studies are believed to be important to the understanding of possible adverse effects on the Earth's agriculture that could result from the long-term use of fossil fuels, which add carbon dioxide to the atmosphere.

Source: <https://www.pustakabahasainggris.com/30-contoh-latihan-soal-reading-comprehension-lengkap-dengan-jawaban/>

1. According to the passage, data from the Venus study can be used to
 - a. measure the amount of carbon dioxide in the atmosphere accurately.
 - b. increase the emission of carbon dioxide into the atmosphere.
 - c. test the efficiency of the spacecraft sent to Venus by NASA.
 - d. predict future agricultural problems on Earth.
2. We understand from the passage that the atmosphere of Venus
 - a. is thinner than the atmosphere of the Earth.
 - b. contains much more carbon dioxide than that of the Earth.
 - c. traps less heat radiation compared to the atmosphere of the Earth.
 - d. blocks out dangerous rays from the sun.
3. One can infer from the passage that
 - a. there is no difference between the atmospheres of Venus and the Earth.
 - b. the atmosphere of the Earth consists of mainly carbon dioxide.
 - c. the more carbon dioxide in the atmosphere, the warmer the world will tend to get.
 - d. lack of atmosphere causes a very high surface temperature on Venus.

Questions 4-13 refer to the following passage.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Source:<https://englishahkam.blogspot.com/2012/07/contohdescriptive-text-beserta-soal-jawaban.html>

4. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
5. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
6. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is not interested in sports.
 - d. He plays football and tennis.
7. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
8. From the text, we may conclude that....
 - a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
9. What is the text mostly about?
 - a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. peters' elder brother

10. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

....

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

Appendix 11

Student's Name List of Experimental Class (X TKR1)

No	Name	Code
1	Achmad Fandil	E-10
2	Adi Firmansyah	E-35
3	Adya Dega Riftik Renandi	E-25
4	Alan Jacky Pradana	E-45
5	Arvi Ardana Pradipa	E-20
6	Bagas Prastiyo	E-20
7	David Kevin kev	E-45
8	Dwi Falentino	E-30
9	Fatkorin	E-40
10	Ferry Anggoro	E-20
11	Hendrawan Yogi Pangestu	E-35
12	Imam Romadhon Ardiyansyah S.	E-30
13	M. Risnanda	E-20
14	Mochammad Rommadhon	E-35
15	Muhammad Tegar Revaldo	E-15
16	Nur Hidayatullah	E-35
17	Pandu Aji Winata	E-15
18	Ramadito Ajiputra Pamungkas	E-30
19	Rizky Dea Ardani	E-45
20	Tri Prasetyo	E-15

Appendix 12

Student's Name List of Control Class (X PS1)

No	Name	Code
1	Anisha Putri Angreini	C-45
2	Chalista Pradita Maharani	C-60
3	Fitri Zaena Nur Kharisma	C-55
4	Jelita Ayu C.	C-45
5	Lailatul Uyun	C-45
6	Mudya Mayrizka Wulandari	C-40
7	Muhammad Fajar Rizqillah	C-65
8	Renita Sintha Bella	C-55
9	Revi Nanda Pratama	C-60
10	Sella Suci Anggraeni	C-45
11	Syamata Hilya Nadira	C-70
12	Umi Sholikatun	C-40
13	Ummul Khasanah	C-55
14	Winda Auliya Priatiningsih	C-50
15	Yesika Cahya Ningtias	C-55
16	Dian Kumala Sinta	C-65

Appendix 13

UJI NORMALITAS TAHAP AWAL X TKR1

Hipotesis

Ho: Data terdistribusi normal

Ha: Data terdistribusi tidak normal

Pengujian hipotesis

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)$$

Kriteria yang di gunakan

Ho accepted if $X_{count}^2 < X_{table}^2$

Pengujian hipotesis

Maximum score = 45

Minimum score = 10

Number of Class(k) = $1 + 3.3 \log 20 = 5.290 = 5$

Range(R) = $45 - 10 = 35$

Length of class = $35/5 = 7,0 = 7$

Tabel mencari rata-rata dan standar deviasi			
No	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	10	10	100
2	35	35	1.225
3	25	25	625
4	45	45	2.025
5	20	20	400
6	20	20	400
7	45	45	2.025
8	30	30	900
9	40	40	1.600
10	20	20	400
11	35	35	1.225
12	30	30	900
13	20	20	400
14	35	35	1.225
15	15	15	225
16	35	35	1.225
17	15	15	225
18	30	30	900
19	45	45	2.025
20	15	15	225
Jumlah	565		18.275

	$\sum X$			
	N		Standar Deviasi (S)	
Rata-rata =		$s^2 =$	$\sum (X_i - \bar{X})^2$	
	$\frac{565}{20}$		$n - 1$	
	$= 28,25$		$= \frac{2313,75}{(20-1)}$	
		$s^2 =$	121,776	
		$s =$	11,04	

Daftar nilai frekuensi observasi kelas X TKRI									
Kelas			Bk	Zi	P(Zi)	Luas	Oi	Ei	$\chi^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)^2$
			9,5	-1,699	0,455				
10	-	17				0,120	4	2,41	1,055
			17,5	-0,974	0,335				
18	-	25				0,237	4	4,73	0,113
			25,5	-0,249	0,098				
26	-	33				0,084	4	1,69	3,160
			33,5	0,476	0,183				
34	-	41				0,202	4	4,04	0,000
			41,5	1,201	0,385				
42	-	49				0,088	4	1,76	2,863
			49,5	1,926	0,473				
Jumlah							20	$\chi^2 = 7,191$	
Untuk $\alpha = 5\%$, dengan $dk = 5 - 1 = 4$ diperoleh χ^2 tabel =						9,49			
Karena χ^2 hitung < χ^2 tabel, maka data tersebut berdistribusi normal									

Appendix 14

UJI NORMALITAS TAHAP AWAL X PS1

Hipotesis

Ho: Data terdistribusi normal

Ha: Data terdistribusi tidak normal

Pengujian hipotesis

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)^2$$

Kriteria yang di gunakan

Ho accepted if $X_{count}^2 < X_{table}^2$

Pengujian hipotesis

Maximum score = 70

Minimum score = 40

Number of Class(k) = $1 + 3.3 \log 16 = 4,97 = 5$

Range(R) = $70 - 40 = 30$

Length of class = $30/5 = 6,0 = 6$

Tabel mencari rata-rata dan standar deviasi

No	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	45	45	2.025
2	60	60	3.600
3	55	55	3.025
4	45	45	2.025
5	45	45	2.025
6	40	40	1.600
7	65	65	4.225
8	55	55	3.025
9	60	60	3.600
10	45	45	2.025
11	70	70	4.900
12	40	40	1.600
13	55	55	3.025
14	50	50	2.500
15	55	55	3.025
16	65	65	4.225
Jumlah	850		46.450
variant	86		

rata-rata =	$\frac{\sum X}{N}$	Standar Deviasi (S)	
=	$\frac{850}{16}$	$s^2 = \frac{\sum (X_i - \bar{X})^2}{n - 1}$	
=	53,13	=	$\frac{1293,75}{(16-1)}$
		$s^2 =$	86,250
		$s =$	9,29

Daftar nilai frekuensi observasi kelas X PS1

Kelas			Bk	Zi	P(Zi)	Luas	Oi	Ei	$\chi^2 = \sum_{i=1}^{sk} \left(\frac{O_i - E_i}{E_i} \right)^2$
			39,5	-1,467	0,429				
40	-	46				0,167	6	2,67	4,169
			46,5	-0,713	0,262				
47	-	53				0,278	1	4,45	2,677
			53,5	0,040	-0,016				
54	-	60				0,303	6	4,84	0,278
			60,5	0,794	0,286				
61	-	67				0,153	2	2,44	0,081
			67,5	1,548	0,439				
68	-	74				0,050	1	0,80	0,049
			74,5	2,302	0,489				
Jumlah							16	$\chi^2 = 7,253$	

Untuk $\alpha = 5\%$, dengan $dk = 5 - 1 = 4$ diperoleh χ^2 tabel =

9,49

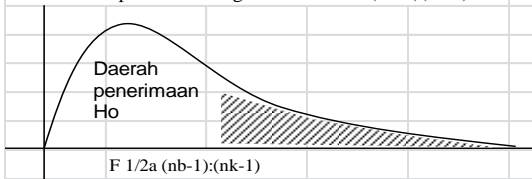
Karena χ^2 hitung < χ^2 tabel, maka data tersebut berdistribusi normal

Appendix 15

UJI HOMOGENITAS TAHAP AWAL

Sumber Data		
Kelas	PS 1 (kontu	R1 (experiment)
Jumlah	850	565
n	16	20
\bar{x}	53,13	28,25
Varians (S^2)	86,250	121,780
Standart deviasi (S)	9,29	11,04

Ho diterima apabila $F_{hitung} < F_{tabel} \frac{1}{2} \alpha (nb-1)(nk-1)$



$$F_{hitung} = \frac{\text{varians terbesar}}{\text{varians terkecil}} = \frac{121,780}{86,250} = 1,412$$

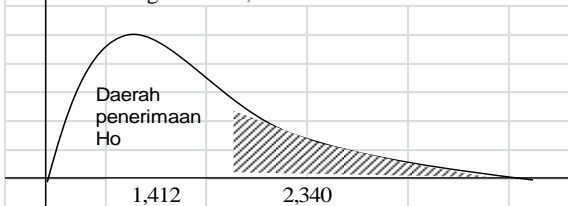
untuk $\alpha = 5\%$ dengan

dk pembilang = $nb - 1 = 20 - 1 = 19$

dk penyebut = $nk - 1 = 16 - 1 = 15$

$F(0.05)(19;15) = 2,340$

Karena $F_{hitung} < F_{tabel}$, maka kedua kelas memiliki varian yang sama.



Appendix 16

KESAMAAN RATA-RATA

UJI PERSAMAAN DUA RATA-RATA			
NILAI PRETEST ANTARA KELAS EKSPERIMEN DAN KELAS KONTROL			
Sumber data			
Kelas	Eksperimen		Kontrol
Jumlah	565		850
n	20		16
\bar{x}	28,25		53,13
Varians (s^2)	121,78		86,25
Standart deviasi (s)	11,04		9,29

Perhitungan

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(20-1) \cdot 121,78 + (16-1) \cdot 86,25}{20+16-2}$$

$$= 188,1826$$

$$S = 13,72$$

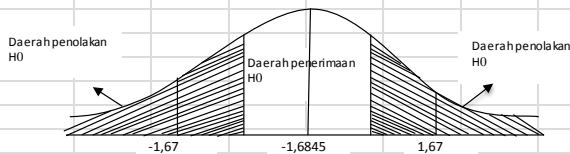
$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{28,25 - 53,13}{13,72 \sqrt{\frac{1}{20} + \frac{1}{16}}}$$

$$= \frac{-24,9}{4,601146}$$

$$t_{hitung} = -5,4063$$

Dengan taraf signifikan $\alpha = 5\%$ dk = $n_1+n_2-2 = 20 + 16 - 2 = 34$ diperoleh t tabel 1,69



Karena $t_{hitung} < t_{tabel}$, maka t_{hitung} berada pada daerah penerimaan H_0 . Oleh karena itu dapat disimpulkan bahwa tidak ada perbedaan rata-rata antara kelas eksperimen dan kelas kontrol.

Appendix 17

Score of Experimental and Control Class of Pre-test

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	10	1	C-1	45
2	E-2	35	2	C-2	60
3	E-3	25	3	C-3	55
4	E-4	45	4	C-4	45
5	E-5	20	5	C-5	45
6	E-6	20	6	C-6	40
7	E-7	45	7	C-7	65
8	E-8	30	8	C-8	55
9	E-9	40	9	C-9	60
10	E-10	20	10	C-10	45
11	E-11	35	11	C-11	70
12	E-12	30	12	C-12	40
13	E-13	20	13	C-13	55
14	E-14	35	14	C-14	50
15	E-15	15	15	C-15	55
16	E-16	35	16	C-16	65
17	E-17	15			
18	E-18	30			
19	E-19	45			
20	E-20	15			

School : SMK MA'ARIF NU 1 Mijen Semarang
Subject : English
Class/semester : X/I
Material : Descriptive Text

Name :

Class :

Choose A, B, C, D, or E for the correct answer !!

The following text is for question number 1-6

Suramadu Bridge

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on

the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

1. Suramadu's bridge also known as....
 - a. Longest bridge
 - b. sura and madu
 - c. Surabaya-Madura bridge
 - d. toll bridge
 - e. overpass
2. Suramadu's bridge connects the island....
 - a. Java and Sumatra
 - b. Java and Bali
 - c. Sumatra and Kalimantan
 - d. Java and Madura
 - e. Correct all
3. Length of the Suramadu's bridge is....
 - a. 5.400 meters
 - b. 192 meters
 - c. 494 meters
 - d. 526 meters
 - e. nothing is true
4. The following statement is true, except
 - a. Suramadu's bridge is also known Surabaya-Madura bridge
 - b. the long of Suramadu's bridge is 5400 meters
 - c. suramadu's bridge connects the islands of Java and Madura
 - d. bridge was opened on March 31, 2009
 - e. car charged at 30000 rupiahs

5. When the bridge was built?
- March 31, 2009
 - August 20, 2003
 - July 2004
 - June 10, 2009
 - November 2005
6. Suramadu's bridge have ... tracks in one way.
- 2
 - 3
 - 4
 - 5
 - 6

The following text is for question number 7-10

The Titanic

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

7. Where did the tragedy happen?
- in the sea
 - in the high way
 - in the harbor
 - In the air
 - in the mountain

8. "It had good facilities". The underlined word refers to
- a. the world
 - b. the ship
 - c. the time
 - d. that biggest
 - e. the sea
9. Which line tells us that most of people died?
- a. line 3 & 4
 - b. line 1 & 2
 - c. line 6 & 7
 - d. line 5
 - e. line 10
10. Where did the Titanic sink exactly?
- a. Southeast continent
 - b. in the sea
 - c. Atlantic ocean
 - d. North Atlantic Ocean
 - e. in the south of America

Appendix 19

Normality of Experimental Class Post-test

Hipotesis

Ho: Data terdistribusi normal

Ha: Data terdistribusi tidak normal

Pengujian hipotesis

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)^2$$

Kriteria yang di gunakan

Ho accepted if $X_{count}^2 < X_{table}^2$

Pengujian hipotesis

Maximum score = 80

Minimum score = 45

Number of Class(k) = $1 + 3.3 \log 20 = 5,29 = 5$

Range(R) = $80 - 45 = 35$

Length of class = $35/5 = 7,0 = 7$

Tabel mencari rata-rata dan standar deviasi

No	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	45	45,00	2025,00
2	60	60,00	3600,00
3	80	80,00	6400,00
4	50	50,00	2500,00
5	70	70,00	4900,00
6	60	60,00	3600,00
7	65	65,00	4225,00
8	50	50,00	2500,00
9	60	60,00	3600,00
10	75	75,00	5625,00
11	65	65,00	4225,00
12	80	80,00	6400,00
13	65	65,00	4225,00
14	50	50,00	2500,00
15	80	80,00	6400,00
16	75	75,00	5625,00
17	80	80,00	6400,00
18	70	70,00	4900,00
19	55	55,00	3025,00
20	65	65,00	4225,00
Jumlah	1300		86900,00
variant	126,3158		

rata-rata =	$\frac{\sum X}{N}$	Standar Deviasi (S)	$\frac{\sum (X_i - \bar{X})^2}{n - 1}$
=	$\frac{1300}{20}$	$S^2 =$	$\frac{2400,00}{(20-1)}$
=	65,00	$S^2 =$	126,316
		$S =$	11,24

Daftar nilai frekuensi observasi kelas XI TAV 2									
Kelas			Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\chi^2 = \sum_{i=1}^{n \times k} \left(\frac{O_i - E_i}{E_i} \right)^2$
			44,5	-1,824	0,466				
45	-	51				0,081	4	1,615	3,520
			51,5	-1,201	0,385				
52	-	58				0,167	4	3,333	0,133
			58,5	-0,578	0,218				
59	-	65				0,201	4	4,015	0,000
			65,5	0,044	0,018				
66	-	73				0,258	4	5,150	0,257
			73,5	0,756	0,275				
74	-	79				0,126	4	2,525	0,862
			79,5	1,290	0,402				
Jumlah							20	$\chi^2 = 4,773$	
Untuk $\alpha = 5\%$, dengan $dk = 5 - 1 = 4$ diperoleh χ^2 tabel =						9,49			
Karena χ^2 hitung < χ^2 tabel, maka data tersebut berdistribusi normal									

Appendix 20

Normality of Control Class Post-test

Hipotesis

Ho: Data terdistribusi normal

Ha: Data terdistribusi tidak normal

Pengujian hipotesis

$$X^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)$$

Kriteria yang di gunakan

Ho accepted if $X_{count}^2 < X_{table}^2$

Pengujian hipotesis

Maximum score = 70

Minimum score = 40

Number of Class(k) = $1 + 3.3 \log 16 = 4,97 = 5$

Range(R) = $80 - 45 = 30$

Length of class = $30/5 = 6,0 = 6$

Tabel mencari rata-rata dan standar deviasi			
No	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	55	55,00	3025,00
2	60	60,00	3600,00
3	55	55,00	3025,00
4	55	55,00	3025,00
5	50	50,00	2500,00
6	65	65,00	4225,00
7	60	60,00	3600,00
8	50	50,00	2500,00
9	50	50,00	2500,00
10	65	65,00	4225,00
11	40	40,00	1600,00
12	50	50,00	2500,00
13	60	60,00	3600,00
14	50	50,00	2500,00
15	50	50,00	2500,00
16	70	70,00	4900,00
Jumlah	885		49825,00
varians	58,22917		

Rata-rata =	$\frac{\sum X}{N}$	Standar Deviasi (S)	
=	$\frac{885}{16}$	$s^2 = \frac{\sum (X_i - \bar{X})^2}{n - 1}$	
=	55,31	=	$\frac{873,44}{(16-1)}$
		$s^2 =$	58,229
		$s =$	7,63

Daftar nilai frekuensi observasi kelas XI TAV 1									
Kelas			Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\chi^2 = \sum_{i=1}^{nk} \left(\frac{O_i - E_i}{E_i} \right)^2$
			39,5	-2,072	0,481				
40	-	46				0,105	1	1,679	0,275
			46,5	-1,155	0,376				
47	-	53				0,282	6	4,513	0,490
			53,5	-0,238	0,094				
54	-	60				0,158	6	2,525	4,782
			60,5	0,680	0,252				
61	-	67				0,193	2	3,091	0,385
			67,5	1,597	0,445				
68	-	74				0,049	1	0,787	0,058
			74,5	2,514	0,494				
Jumlah							16	X ² = 5,990	
Untuk a = 5%, dengan dk = 5 - 1 = 4 diperoleh X ² tabel =						9,4877			
Karena X ² hitung < X ² tabel, maka data tersebut berdistribusi normal									

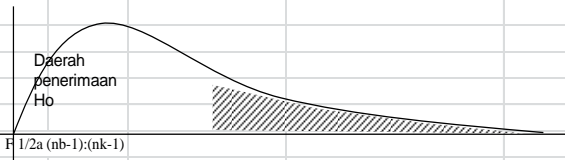
Appendix 21

Homogeneity of Experimental and Control Class Post-test

UJI HOMOGENITAS NILAI AKHIR

Sumber Data		
Sumber variasi	X PS 1(kontrol)	X TKR 1 (experiment)
Jumlah	885	1300
n	16	20
\bar{x}	55,31	65,00
Varians (S^2)	58,23	126,32
Standart deviasi (S)	7,63	11,24

Ho diterima apabila $F_{hitung} < F_{tabel 1/2 a (nb-1):(nk-1)}$



$$\begin{aligned}
 F_{hitung} &= \frac{\text{varians terbesar}}{\text{varians terkecil}} \\
 &= \frac{126,320}{58,230} \\
 &= 2,169
 \end{aligned}$$

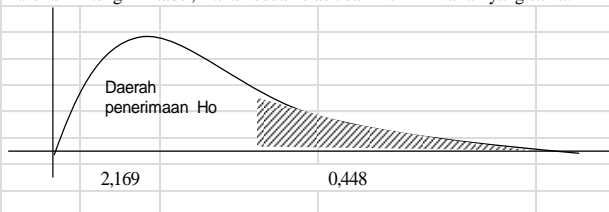
untuk $\alpha = 5\%$ dengan

dk pembilang = $nb - 1 = 20 - 1 = 19$

dk penyebut = $nk - 1 = 16 - 1 = 15$

$F(0,05)(19:15) = 0,448$

Karena $F_{hitung} > F_{tabel}$, maka kedua kelas tidak memiliki varian yang sama.



Appendix 22

The Average Similarity Test of Experimental and Control Class Post-test

UJI PERBEDAAN DUA RATA-RATA			
NILAI POSTTEST ANTARA KELAS EKSPERIMEN DAN KELAS KONTROL			
Sumber data			
Sumber variasi	Eksperimen		Kontrol
Jumlah	1300		885
n	20		16
X	65,00		55,31
Varians (s^2)	126,32		58,23
Standart deviasi (s)	11,24		7,63
Perhitungan			
S^2	$= \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$		
	$= \frac{(20-1) 126,32 + (16-1) 58,23}{20 + 16 - 2}$		
	$= 168,56$		
S	$= 12,98$		
t_{hitung}	$= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$		
	$= \frac{65,00 - 55,31}{12,98 \sqrt{\frac{1}{20} + \frac{1}{16}}}$		
	$= \frac{9,69}{4,35}$		
	$= 2,22$		
<p>Dengan taraf signifikan $\alpha = 5\%$ dk = $n_1 + n_2 - 2 = 20 + 16 - 2 = 34$ diperoleh t tabel 1,691</p>			
<p>Karena t hitung lebih besar dari t tabel maka t hitung berada pada daerah penerimaan H_a. Oleh karena itu dapat disimpulkan bahwa ada perbedaan rata-rata antara kelas eksperimen dan kelas kontrol.</p>			

Appendix 23

Score of Experimental and Control Class of Post-test

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	45	1	C-1	55
2	E-2	60	2	C-2	60
3	E-3	80	3	C-3	55
4	E-4	50	4	C-4	55
5	E-5	70	5	C-5	50
6	E-6	60	6	C-6	65
7	E-7	65	7	C-7	60
8	E-8	50	8	C-8	50
9	E-9	60	9	C-9	50
10	E-10	75	10	C-10	65
11	E-11	65	11	C-11	40
12	E-12	80	12	C-12	50
13	E-13	65	13	C-13	60
14	E-14	50	14	C-14	50
15	E-15	80	15	C-15	50
16	E-16	75	16	C-16	70
17	E-17	80			
18	E-18	70			
19	E-19	55			
20	E-20	65			

Appendix 24

DOCUMENTATION

Try Out Class

The students of XI TKR1 do the tryout test



Try out test for class XI



The students of experimental class do the Pre-test



The students of experimental class get Treatment of using sensory images



The students do workset in a group



The students of experimental class do the Post test to make assesment



The students of control class do Pre-test



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor: B -6112/Un.10.3/D.1/TL.00./10/2019

12 November 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : **Meliana Umi Rofiah**

NIM : **1503046028**

Yth.

Kepala SMK MA'ARIF NU 1 MIJEN SEMARANG
di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Meliana Umi Rofiah

NIM : 1503046028

Alamat : Ds. Keben Rt.07 Rw.3 Kec. Tambakromo Kab. Pati

Judul skripsi : THE EFFECTIVENESS OF USING SENSORY IMAGES STRATEGY TO
TEACH READING COMPREHENSION OF DESCRIPTIVE TEXT

Pembimbing :

1. Dr. H. Ikhrom, M.Ag sebagai pembimbing I

2. Sayyidatul Fadlilah M. Pd sebagai pembimbing II

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama satu bulan, mulai tanggal 25 Oktober 2019 sampai dengan tanggal 25 November 2019. Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



.....n Dekan,

.....n Dekan Bidang Akademik

Mahfud Jumaedi M. Ag

Terbusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**LEMBAGA PENDIDIKAN MA'ARIF NU
SEKOLAH MENENGAH KEJURUAN
SMK MA'ARIF NU 1 SEMARANG**

Alamat : Komplek Masjid Karmuri Nuruzalim Wanulopo Mijen Semarang
☎ (024) 7667 3437

SURAT KETERANGAN

No: 144/SMKNU1/I/2020

Yang bertanda tangan di bawah ini, Kepala SMK MA'ARIF NU 1 SEMARANG menerangkan dengan sesungguhnya bahwa yang bertanda tangan di bawah ini:

- Nama : A. Mustafit Lutfi, S.Pd.I
- Jabatan : Kepala Sekolah
- Nama Madrasah : SMK MA'ARIF NU 1 SEMARANG

Menerangkan dengan sebenarnya bahwa:

- Nama : Meliana Umi Rofiah
- NIM : 1503046028
- Program Studi : S-1/Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan penelitian di SMK Ma'arif NU 1 Semarang mulai tanggal 25 Oktober – 25 November 2019, yang berjudul :

"THE EFFECTIVENESS OF USING SENSORY IMAGES STRATEGY TO TEACH READING COMPREHENSION OF DESCRIPTIVE TEXT"

Demikian keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Semarang, 20 Januari 2020

Kepala SMK MA'ARIF NU 1

SEMARANG



A. Mustafit Lutfi, S.Pd.I



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. Dr. H. Harko Eko Dji Ngudan Sengkoh Aj Semarang, 50915 Telp. 024-7602780 Fax. 024-7619177 email: iaakademistatistika.com

Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Ekperimen	Kontrol
Mean	65	55.3125
Variance	126.3157895	58.22916667
Observations	20	16
Pooled Variance	96.27757353	
Hypothesized Mean Difference	0	
df	34	
t Stat	2.943559956	
P(T<=t) one-tail	0.002905898	
t Critical one-tail	1.690924755	
P(T<=t) two-tail	0.005811796	
t Critical two-tail	2.032244509	

Keterangan:

Sig. = 0.005 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Ekperimen dan Kelas Kontrol

Semarang, 16 Januari 2020

Kepala Laboratorium



Deden Mhawani, S.Si.,M.Kom



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. Dr. H. Soekarno Km.01 Ngaliwa Tambak Aj Semarang, 50115 Telp. 024-7608765 fax. 024-7619177 email : sekretaris@aismu.com

PENELITI : Meilana Umi Rofiah
NIM : 1503046028
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF USING SENSORY IMAGES STRATEGY TO
TEACH READING COMPREHENSION OF DESCRIPTIVE TEXT

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

HASIL DAN ANALISIS DATA

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Ekperimen	Kontrol
Mean	28.25	53.125
Variance	121.7763158	86.25
Observations	20	16
df	19	15
F	1.411899314	
P(F<=f) one-tail	0.251357893	
F Critical one-tail	2.339819282	

Keterangan:

Sig. = 0.251 > 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. Dr. H. Soekarno Km. 01 Ngaliyan Semarang, 50133 Telp. 024-7688780 Fax. 024-7619177 email : iaakademistatistika.com

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	<i>Eksperimen</i>	<i>Kontrol</i>
Mean	65	55.3125
Variance	126.3157895	58.22916667
Observations	20	16
df	19	15
F	2.169287261	
P(F<=f) one-tail	0.06651652	
F Critical one-tail	2.339619282	

Keterangan:

Sig. = 0.066 > 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki variansi yang sama (Homogen).

Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	<i>Kontrol</i>	<i>Eksperimen</i>
Mean	53.125	28.25
Variance	86.25	121.7763158
Observations	16	20
Pooled Variance	106.1029412	
Hypothesized Mean Difference	0	
df	34	
t Stat	7.199844501	
P(T<=t) one-tail	1.24883E-08	
t Critical one-tail	1.690924255	
P(T<=t) two-tail	2.49766E-08	
t Critical two-tail	2.032244509	

Keterangan:

Sig. = 0.000 < 0.05, maka H_0 ditolak artinya bahwa terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Hamka KM. 02 Kampus II Ngaliyan Telp/Fax: (024) 761485 Semarang 50185
Email : gdl@walisongo.ac.id

Certificate

Nomor : B-6625/Us.L0.0/P3/PP.00.9/11/2019

This is to certify that

MELIANA UMI ROFIAH

Date of Birth: December 02, 1996

Student Reg. Number: 1503046028

the TOEFL Preparation Test

Conducted by

Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang

On November 13th, 2019

and achieved the following scores:

Listening Comprehension	: 48
Structure and Written Expression	: 45
Reading Comprehension	: 42
TOTAL SCORE	: 450



Certificate Number: 120193494

* TOEFL is registered trademark by Educational Testing Service.
This program or test is not approved or endorsed by ETS.

CURRICULUM VITAE

A. Personal Identity

1. Name : Meliana Umi Rofiah
 2. Place and Date of birth : Pati, 2 December 1996
 3. Original Address : Ds. Keben Rt 03 Rw 07 Kec. Tambakromo
Kab. Pati
 4. Dormitory Address : Jln. Raya Ngaliyan Gang. Nusa Indah 1
No.15 Ngaliyan
- Mobile Number : 081-297-035-066
Email : Mellyanaummi@gmail.com

B. Education

Formal Education

1. SD
2. MTs. Miftahul Ulum Tambakromo
3. MA Roudlatul Ulum Guyangan Trangkil Pati
4. Students of Education and Teacher Training Faculty of
Walisongo State Islamic University 2015

Semarang, 20 January 2020

The Researcher

Meliana Umi Rofiah

1503046028