USING GRAPHIC ORGANIZER AND CONTEXT CLUES FOR TEACHING READING OF DESCRIPTIVE TEXT

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the
Degree of Bachelor of Education in English Language Education

By:

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PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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2021

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ADVISOR NOTE

To
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Assalamualaikum Wr. Wb.
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MOTTO

Be Kind, Be Humble, Be the Love

~ Lee Soo Man ~

ABSTRACT

Title	: Using Graphic Organizer and Context Clues for Teaching Reading of Descriptive Text
Name of Student	: Bayu Septi Pratiwi
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This research applied Graphic Organizer and Context Clues to show the readers that using methods helps students understand descriptive text. This study aims to explain the effectiveness of using a Graphic Organizer and Context Clues for teaching reading of descriptive text. The researcher analyzed the effectiveness differences of using Graphic Organizer and Context Clues methods by comparing student learning outcomes after treatment and before treatment. The study employed a quantitative method using a pre-experimental study that focused on *one group pretest-posttest* research design. During the study, students were given treatment, pre-test, and post-test. The research was conducted with the number of respondents 20 female students of class VIII B MTs Nurul Ali Magelang in the academic year of 2020/2021. The researcher conducted treatments twice. The first treatment used Graphic Organizer, and the second treatment used Context Clues. The instruments used in this research were *pretest*, *posttest*, and *questionnaire*. The researcher processed the *posttest* data to determine which methods had higher value. The results of this research are explained as follow: 1) the used "predict & check" and "words star" of Graphic Organizer method is less effective in the class, the value of N-Gain percent showed 53.01%, 2) the used of analyze unfamiliar word by seeing at the words nearby of Context Clues method is more effective, the value of N-Gain percent showed 76.63%, 3) the effectiveness of two methods showed that Context Clues is more effective taught to students, which means that Graphic Organizer is not effectively applied to students. The difference in significance value between Graphic Organizer and Context Clues method is 23.62%.

Keywords: *context clues, descriptive text, graphic organizer, reading comprehension.*

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved campus, UIN Walisongo Semarang
2. Education and Teacher Training Faculty
3. English Education Department
4. MAN 1 Kota Magelang
5. MTs N 3 Magelang
6. SD N 2 Windusari

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As human being, the researcher realizes that she could not complete this thesis without support, cooperation, help, and encouragement from many people. Many people had helped the researcher during writing this thesis and it would be impossible to mention all of them one by one. Therefore, by the honor of this, the researcher wants to say grateful to the honorable:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag., as the Dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadlilah, M.Pd., as the Head of English Department.
3. Dr. Hj. Siti Mariam, M.Pd., as the first advisor who has been guiding me during the arrangement of this thesis.
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Finally, the researcher realizes that this thesis is still far from perfection. The writer needs some suggestions from the readers to make it perfect. The researcher hopes that this thesis would be beneficial for everyone. Aamiin…

Semarang, 20 Juni 2021
Researcher,

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, research questions, research objectives, significance of the study, and limitations of the study.

A. Background of the Study

Reading is a remarkable achievement when one considers the levels and components that must be mastered. Comprehending a text means understanding components in a text such as words, sentences, and noun references.[1] Reading is one of the basic skills in learning English that needed to be accepted by the students, besides writing, speaking, and listening. Reading can be interpreted as the ability to understand published or reproduced symbols.[2] To read, we must be able to sound out the printed words and understand what we read. It means that we have to know the meaning of the text that we read and hear the text's sound.

Reading as one of the skills in English needs prime curiosity and enthusiasm, inventiveness, and imagination. It requires deep mastery of vocabulary and previous experience

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[1] Nuna Mustika Dewi, Warsono, and Abdurrahman Faridi, "Integrating Collaborative Strategic Reading with Learning Logs: an Alternative Method to Develop Reading Comprehension", *EEJ: English Education Journal,* (Vol.08(2), 2018), pg.170

[2] Addise Abame, dkk, "Improving Reading Comprehension through Extensive Reading: The Case of WCU 2nd Year English Majoring Students", *Education International Journal of Research,* (Vol.04(01), 2017), pg.661

with books.[3] A person may read to obtain information, verify existing knowledge reading a text for enjoyment, or to strengthen language knowledge. The purpose of reading is closely related for motivating to read. It also affects the way a book is read.

Reading in English is an increasingly significant activity in higher education and academic research around the world.[4] Thus, users of the second language must perform tasks in English that are identical to those requested from the first language users. Through reading, we can add insight, make us open-minded, and got a lot of new inspiration. According to King, he believes four factors are elaborated in reading comprehension. The four factors are the reader, the text, the strategies, and the goal.[5] These four factors greatly influence students in developing their reading skills. Therefore, students must understand the reading strategy in order to know the content and purpose of the text.

As the command of Allah SWT on the surah Al-Alaq (1-5)

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِىْ خَلَقَ (1) خَلَقَ الْاِنْسَانَ مَنْ عَلَقٍ (2) اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِىْ عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَالَمْ يَعْلَمْ (5)

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[3] Kartika Ayu Septianingrum, Siti Mariam, and Siti Tarwiyah, "A Potrait of Learner's Autonomy Through Metacognitive Strategy on Reading Comprehension", *Vision: Journal for Language and Foreign Language Learning,* (Vol.7(1), 2018), pg.68

[4] Philip Shaw and Alan McMillion, "Reading Comprehension in Advanced L2 Readers", *International Journal of Cambridge University,* (USA: Cambridge, 2018), pg.146

[5] Hosseein Karami "Reading Strategies", *Online Article of Scholar,* (Iran: University of Teheran,2008), pg.2

"(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood, (3) Recite: And your Lord is Most Generous. (4) Who taught by the pan, (5) taught man what he did not know."[6]

In this verse, Allah wants to emphasize that reading is a necessary activity in daily routine. In this context, reading is to read the textbook and reading everything that beneficial for us. As we know, reading knowledge and new information will bring someone to be smart people and makes someone have a broad insight.

According to Rand, reading comprehension is making meaning through interplay and collaboration with written language. [7] The purpose is to understand the text rather than gain meaning from individual words or sentences. Effective readers understand that what they are reading should make sense. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Nowadays, many students complain when told to read a text, especially reading descriptive text. Descriptive text is one

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[6] Mustolehudin, "Kajian Terhadap Teksi Al-Qur'an Al-Alaq ayat 1-5", *Analysis Journal,* (Vol.18(1), 2011), pg.148-149

[7] Narjes Barnou Sabouri, "How Can Students Improve Their Reading Comprehension Skill", *Journal of Studies in Education,* (Vol.6(2), 2016), pg. 230

genre that tells students how to describe a person, place, or thing. Many students had difficulties in understanding the descriptive text on the generic structure and language feature of descriptive text.[8] The researcher asked junior high school students randomly what they thought of reading. From the problems, most students argue that they have difficulty understanding while they read a text. They get bored when reading a long text. When students read the descriptive text, they will found many new vocabularies. Most students felt it difficult to learn without using a dictionary. Students can easily understand the meaning of a word or sentence; the researcher teaches students to analyze the meaning of a word or sentence through Graphic Organizer and Context Clues methods.

The teacher should be creative and make the students interested in the material and motivate the students in learning in the learning process.[9] Many methods can be used by the teacher in the classroom. To improve the student's ability, the teacher should mix and match the classroom's communicative method.

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[8] Sukarta Kartawijaya, "Analysis of the Students' Reading Comprehension in Comprehending Descriptive Text", *Jurnal Curricula,* (Vol.02(03), 2017), pg.81

[9] Maslichah and Siti Tarwiyah, "Enhanching Students' Ability in Writing Descriptive Text through Graphic Organizers", *Vision Journal,* (Vol.6(2), 2017), pg. 117.

The effective strategies should be used to facilitate students in understanding a text.[10] In this study, the researcher applied teaching methods using Graphic Organizer and Context Clues in reading Descriptive Text. Context Clues are clues that given to help the students understand complicated or unfamiliar words.[11] Context Clues help students find vocabulary that they do not know what the meaning when reading descriptive text. To teach in the second method, the researcher implemented the Graphic Organizer method. The use of Graphic Organizers is to support students in remembering and connecting information when reading.[12] Similar to Context Clues, Graphic Organizer is a teaching method to help students understand the meaning of words, antonyms, and synonyms when reading. Those methods are very appropriate in teaching reading.

The benefits of research using Graphic Organizer and Context Clues methods are expected to help students learn to read descriptive text. Graphic Organizer and Context Clues methods have the same role. The method is useful to add students' insight such as adding vocabulary and helping students in understanding

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[10] Siti Mariam, "Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy", *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature,* (Vol.2(1), 2016), pg.71

[11] D. Loyola Innaci and D. Praveen Sam, "Using Context Clues as a Vocabulary Learning Strategy: An Experimental Study", *Journal of English Language and Literature (JOELL),* (Vol.4(3), 2017), pg. 40

[12] Jacqueline Lopez and Johnny Campoverde, "Development of Reading Comprehension With Graphic Organizers for Students with Dyslexia", *Journal of Technology and Science Education,* (Vol.8(2), 2018), pg.108

the meaning of a word or sentence. The researcher hopes the method can help students make it easier to read descriptive text if they encounter difficulties without opening a dictionary.

According to Cesar R. Bazo, Graphic Organizer had a significant impact on adult learners' reading comprehension.[13] Besides that, according to Le Van Tuyen, he said that Context Clues positively affected students' reading comprehension.[14] Both studies showed that Graphic Organizer and Context Clues were effective for teaching reading comprehension. In this study, the researcher wants to know which methods are more effectively taught to students. The researcher applied this methods to show the readers that the used of method help students in understanding descriptive text. The researcher compared two methods in teaching descriptive text. Graphic Organizer and Context Clues are the teaching methods that focus on students' acceptance of a reading by looking at the context of the sentences around it. Both methods are the same used to find out the meaning of the word in a sentence. The researcher chose this topic because the method has never been taught in MTs Nurul Ali Magelang. The teacher uses the conventional method when

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[13] Cesar R. Bazo Quintana, "An Examination of Reading Comprehension Test Scores and the Use of Graphic Organizer for Adult English as a Second Language Learners", *Dissertation of Doctor of Philosophy,* 2019, hlm.2-3

[14] Le Van Tuyen and Vo ThiNgoc Huyen, "Effect of Using Contextual Clues on English Vocabulary Retention and Reading Comprehension", *International Journal of English, Literature and Social Science (IJELS),* (Vol.4(5), 2019), pg.1342

teaches descriptive text in the learning process. Students have not been able to understand reading descriptive text well, so researchers applied the method to see the effectiveness of using the method in teaching reading descriptive text. The researcher expects that students well receive the Graphic Organizer and Context Clues methods, so the students can apply this method when reading descriptive text.

The researcher focuses on teaching reading, learning reading with fun, and not getting bored in learning descriptive text. The researcher implemented a way that teacher not taught in teaching reading comprehension in the classroom. By using Graphic Organizers and Context Clues models can be known which strategies are more effective for students in grade VIII of MTs Nurul Ali Magelang. With these strategies, the researcher hopes that students like reading differently or style and more fun use a new style in reading.

The materials are an important requirement in English teaching and learning activities from all the basic components mentioned above. Improving reading comprehension is important for students, yet it is an interesting and challenging topic to be studied in research. Thus, the writer arranges the thesis entitled *"Using Graphic Organizer and Context Clues for Teaching Reading of Descriptive Text."*

B. Research Questions

Based on the background of the study above, the problem of this study are:

1. How is the effectiveness of using a Graphic Organizer for teaching reading of Descriptive Text?
2. How is the effectiveness of using Context Clues for teaching reading of Descriptive Text?
3. How are the differences of effectiveness between students taught using Graphic Organizer and those taught using Context Clues?

C. Research Objectives

In line with research questions of the study, this study has purposed:

1. To explain the effectiveness of using a Graphic Organizer for teaching reading of Descriptive Text.
2. To explain the effectiveness of using Context Clues for teaching reading of Descriptive Text.
3. To analyze the differences of effectiveness between students who taught using the Graphic Organizer and those taught using Context Clues.

D. Significance of the Study

The result of the study gives some positive contribution to the English learning context and expected to give advantages as follows:

1. Theoretical benefit

   It is expected that the result of the research will give additional knowledge to readers. This research tells the readers, that there is a significant difference in students' reading achievement between the students taught through Graphic Organizer and Context Clues.

2. Pedagogical benefit

   a. For the teachers

      This study can encourage teachers to develop their learning materials by using the Graphic Organizers and Context Clues model in reading. Using both of the strategies can be part of the evaluation and reference for the learning process in the classroom. The teacher also can make students active, feel happy, and not boring during the learning process.

   b. For the students

      The research can encourage their motivation and interest in learning English as a foreign language and easily make the students improve their reading ability. Besides that, the use of Graphic Organizer or Context Clues can make students more understanding in reading a text. The students can choose which one method that makes them easily their reading comprehension.

c. For the researcher

The study can develop the researcher's ability in developing English materials and the writer gets many experiences in the future as an English teacher. The result can be used to improve the researcher's skill and knowledge in English teaching. By doing the research, hopefully, it will be useful in the future.

d. The other researcher

By doing the research, the researcher gets new experiences and new knowledge about this research. The researcher expects that this research can be a reference to other researchers to do the next research in the future.

E. **Limitation of the Study**

1. The methods are Graphic Organizer and Context Clues learned by the eighth-grade students of MTs Nurul Ali Magelang.
2. The research was conducted in the second semester of the academic year 2020/2021 start from 19th until 25th April, 2021.
3. The material of this research is Descriptive Text. The text is "Borobudur Temple"
4. Graphic Organizer and Context Clues are responded to by students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous researches and literature review about reading comprehension, descriptive text, Graphic Organizer, and Context Clues.

A. Previous Research

This research is not the new one. Therefore the researcher used some previous research as supporting research. They are as follows:

Journal of English Language Teaching entitled *"Context Clues Mastery in Students' Reading Comprehension of Descriptive Text at 8 Grade Students of 10 Junior High School Depok".* This study aims to identify context clues' effectiveness and identification in the new word with the easiest way for reading comprehension of descriptive text. The researcher conducted this study using experimental research. The population of this research is students of the third semester of the English Education program at the 8th grade of SMPN 10 Depok in the academic year 2012-2013. The sample of this research took randomly by cluster random sampling, consisting of three parallel classes and homogenous class A, B, and C. Multiple choice tests were used to quantify students" reading comprehension to gain the pre/post-test. To identify the effectiveness of context clues, data were analyzed by using the T-test. As a result of the study, the implementation of Context Clues for students had higher

reading comprehension accomplishment than those who were taught using the conventional technique that is using a dictionary. The students easy to identify the examples of clues in understand the context clues.[15] The similarity of the research is the researcher uses Context Clues as a medium of learning in the classroom. I used the quantitative method and focused on a quasi-experimental study the same as this research. The differences are I use Graphic Organizer and Context Clues in teaching reading. I compare both of the methods to know the differences between the two methods.

Journal of Research in Middle English Education (RMLE) entitled *"The Efficacy of Context Clue Strategy Instruction on Middle Grades Students' Vocabulary"*. This study compares the effectiveness of used context clue strategy instruction to wide reading practices and its effect on students" vocabulary mastery at the students" frustration level. The participants of this research there were 44 students from a middle grades school. The sample of this study was taken randomly assigned to the experimental class and control class. The researcher used a quantitative method and focus on quasiexperimental study. The experimental class was implemented used context clues to conclude the meaning from

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[15] Sarilila Utama, "Context Clues Mastery in Students' Reading Comprehension of Descriptive Text at 8 Grade Students of 10 Junior High School Depok", *Journal of English Language Teaching,* (Vol.3(2), 2019), pg.156-161

context using a direct method instruction. Total of the items of contextual vocabulary test is 30 multiple-choice items. It was used to evaluate the students' achievement in understanding of the word meanings in context. The results showed that the experimental class had higher vocabulary knowledge levels than the control class. The findings of this research showed that the used context clues have a good effect on how students" difficulties with comprehension increase their accomplishment in learning from context and build their vocabularies. [16] The similarity of the study above and this study is the variable of the research is about Context Clues. In this research, the researcher uses Context Clues to find out the effectiveness of context clues strategy instruction to wide reading practice. Another similarity is the method of collecting the data is to use a quasi-experimental study. I did not use Context Clues only in my research, but I compare Context Clues and Graphic Organizer in teaching reading comprehension. In my research, I focused on reading descriptive text. To compare the data I used a quantitative method and focused on a quasi-experimental study to find which Graphic Organizers or Context Clues are suitable in the learning process.

A Dissertation is written by Cesar R. Bazo Quintana entitled *"An Examination of Reading Comprehension Test Scores and the Use of Graphic Organizer for Adult English as a Second*

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[16] Ilhan Ilter, "The Efficacy of Context Clue Strategy Instruction on Middle Grades Students' Vocabulary Development", *RMLE Online*, (Vol.42(1), 2019), pg.1-5

Language Learners". The aim of this mixed-methods study was to determine the correlation between graphic organizers and levels of reading comprehension for adult ELLs. This study assessed the impacts of using graphic organizers that represent the discourse structures of a text on the reading comprehension of adult ELLs test score. Data was conducted using quantitative and qualitative mixed-methods, including the section of reading comprehension of the English as a Second Language Assessment Battery (ESLAB), and gave interviews for respondents. The participants of this study were adult English as the Second Language (ESL) students from the Intensive English Program (IEP) of a Southeastern University. The quantitative data gained from the reading comprehension test value were analyzed by using the IBM SPSS Statistics 24 software utilizing different statistical descriptive and T-test analyses. The qualitative data accumulated from the interviews were translated and analyzed using a phenomenological approach with the aid of Atlas. Atlas software included a coding technique used to generate categories and to obtain emergent themes. The results of this study present significant data about the impact graphic organizers can have on the reading comprehension of adult ELLs test scores. The findings of this study explain that the use of graphic organizers had significantly improves in discourse text structures of reading comprehension adult ELLs test scores. These research findings are appropriate with the research findings of Carrell (1985) who

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found that the guidance and the use of graphic organizers facilitated reading comprehension in ESL contexts. The present study also confirms Martinez (2002) and Li, Wang, Cao, and Li (2014) found that highlighted the relationship between drawing attention of students to discourse structures in texts and facilitating increase students" reading comprehension.[17] The similarity of the study above and this study is the media of the research, the use of Graphic Organizer. The previous research and my research used different methods to gain data. This research uses quantitative research and focuses on a quasi-experimental study, but the research used quantitative and qualitative mixed-method.

International Journal of English, Literature and Social Science (IJELS) entitled *"Effect of Using Contextual Clues on English Vocabulary Retention and Reading Comprehension"* by Le Van Tuyen and Vo ThiNgoc Huyen. The study is about the use of Context Clues in teaching vocabulary and reading comprehension. The research was conducted at Bac Lieu University, Vietnam. This research aims to explore the effects of using contextual clues on English-majored students' vocabulary retention and reading comprehension. This study is experimental research. Quantitative data were collected through pre-test,

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[17] Cesar R. Bazo Quintana, "An Examination of Reading Comprehension Test Scores and the Use of Graphic Organizer for Adult English as a Second Language Learners", *Dissertation of Doctor of Philosophy,* 2019, hlm.2-3

experiment, and post-test. The result showed that contextual clues give positive affect on students' vocabulary retention and reading comprehension.[18] In this study, the researcher also uses contextual clues in teaching reading. The researcher focused on teaching reading descriptive test. Quantitative data collected used pretest, treatment or experiment, and posttest. The differences of previous study, in this research the researcher used pre-experimental focused on one group pretest posttest and used descriptive text to experiment the respondents. The similarity from previous research is the use of contextual clues in teaching reading comprehension.

Sir Syed Journal of Education and Social Research (SJESR) entitled *"Impact of Graphic Organizers on Reading of English Learners at Intermediate Level"* by Laraib Rahat. The study about the impact of using Graphic Organizers on reading comprehension specifically focused on the teaching English drama. The respondents were intermediate-level English learners. A quasi-experimental design was used in this study. There are 40 participants, the twenty students for experimental group and twenty students for control group. The data conducted using pre-test, treatment, and post-test. The data collected through t-test. the result of this research is the graphic organizers help in increasing

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[18] Le Van Tuyen and Vo ThiNgoc Huyen, "Effect of Using Contextual Clues on English Vocabulary Retention and Reading Comprehension", *International Journal of English, Literature and Social Science (IJELS),* (Vol.4(5), 2019), pg.1342

reading comprehension as well in understanding the text structure with a positive perception of their use.[19] The similarity of this study is the research method that is used quantitative data. The previous research uses a quasi-experimental study, while this study used pre-experimental study. The previous research focused on teaching English drama using graphic organizer, while in this study the researcher focused on teaching descriptive text using graphic organizer.

B. Literature Review

1. Teaching Reading

Reading is the exercise of using a text to produce meaning.[20] Teaching is the process of delivering knowledge to students. The teacher must consider suitable ways in teaching reading to make students easy understanding the materials.

a. Model in Teaching Reading

The model for teaching reading descriptive text is Problem-Based Learning. Problem-Based Learning is an active learning model that allows students to learn and find problem-solving skills.[21] This model develops

[19] Laraib Rahat, "Impact of Graphic Organizers on Reading Comprehension of English Learners at Intermediate Level", *Sir Syed Journal of Education and Science Research,* (Vol.3(3), 2020), pg.128

[20] Andrew P. Johnson, *Teaching Reading and Writing,* (USA: Division of Rowman & Littlefield Publishers, 2008), pg.3

[21] Clare R. Kilbane and Natalie B. Milman, *"Teaching Models",* (USA: Pearson Education, 2014), pg.281

competencies with students and implements learning aimed at developing students' abilities. Problem-Based Learning implementation is suitable for Graphic Organizer and Context Clues methods. The teacher develops the problem and the students get control to solve it. The students develop their ability in reading descriptive text to solve the problems.

b. Methods in Teaching Reading

There are two readings classified:

1) Reading Loudly

Reading aloud means reading a book by producing sounds that the others can hear. The teacher allows the students to participate, make comments, and extend the author's idea. Reading aloud by the teacher can help the students to improve their listening and speaking abilities. Reading aloud can improve students' knowledge, increase students' comprehension skills, and foster students' critical thinking.[22] So, reading aloud by the teacher helps students in their reading ability.

2) Reading Silently

Silent reading means reading a text or book without producing sounds. Silent reading allows

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[22] M.E.S. Elizabeth and Digumantri Bhaskara Rao, *"Methods of Teaching English",* (India: Discovery Publishing House, 2004), pg.286

students to control their self-pace reading. Thus, the students can understand the meaning of the text as well.[23] In this type of reading, language learners read a text or book quietly. He not shakes his lips even. This type of reading is appropriate at the advanced levels of language learning. Silent reading is not of any use if it is carried on at the lower language stages.

Silent reading is both an end and a means of reading. It is a means to achieve the following objectives:

- Intellectual, the students are quickly able to get all the facts and information in the subject matter.
- Literary, the students get entertainment and information.
- Linguistic, it aims at the development of pupils; vocabulary.[24]

Reading is part of English skills as an interactive learning process between the reader and text. In the process, the readers interact dynamically with the text that the readers try to get

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[23] Hector Garcia-Rodicio, M Angeles Melero, and Belen Izquierdo, "Aloud Reading and Silent Reading, Which Form of Reading in the Classroom Result in Better Comprehension?", *Inted,* 2018, 1721-1723.

[24] M.E.S. Elizabeth and Digumantri Bhaskara Rao, *"Methods of Teaching English",* (India: Discovery Publishing House, 2004), pg.287

the meaning and what the various types of knowledge are being used, linguistics and system knowledge, and schematic from the beginning until the end of the processing.

2. Reading Comprehension

Reading is the exercise of using text to make meaning of the text. The two keys in reading activity are creation and find the meaning. If there is no creating of the meaning, there is no text reading that occurs. Reading is a part of English that focuses on developing skills. We get better at reading by practicing read a text every day. If we do not practice more, we will not get better. Reading is the activity of linking an idea to another sentence and putting ideas together to create a suitable hole in the base part of reading.[25]

Reading can help students to increase their vocabulary mastering. Through reading, they will find familiar words and unfamiliar words. The readers can increase their vocabulary collection by finding the meaning of unknown words in the dictionary. Besides that, reading can improve students' critical thinking and add new knowledge that they do not before. There are many types of text, such as descriptive text, narrative text, news items, etc. Reading text can help students

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[25] Andrew P. Johnson, *Teaching Reading and Writing,* (USA: Library of Congress Cataloguing, 2008), pg.3-5

increase their vocabulary mastery and understand the meaning of text.

Many researchers argue that reading is the most important source of first language (L1) vocabulary acquisition. According to Elley, the vocabulary gain shown in the L1 reading study was rather small, L1 learners gained vocabulary faster during their school years because they received a large amount of written input. During reading, learners may gain knowledge of written form, part of speech, and vocabulary. The learners also gain some knowledge of the word meaning from the context of the text. Knowledge is found of words that may accumulate as they fulfill the words in variety of contexts.[26]

O'Neill, Lavoie, and Bennett reading comprehension is arguably one of the most critical language skills for English adults as a foreign language learners (EFL). Crystal argued that regardless of whether learners have direct interaction with native English speakers, the ability in reading English is necessary to access the most current knowledge and information including business, science, and technology. Among the frameworks of skills required for reading comprehension, vocabulary has been identified as one of the most important factors. According to Hu & Nation, EFL

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[26] Yanxue Feng and Stuart Webb, *"Learning Vocabulary Through Reading, Listening, and Viewing"*, (Cambridge: Cambridge University Press, 2019), pg. 3-4

learners needed to know about 98% of the words in a text before a sufficient comprehension of academic texts can be achieved.[27]

The education of a child is imperfect unless his adaptation to the ability to read, analyze, interpret, and to understand the contents of the reading material properly.[28] Reading is a process of seeking at written or printed words and translating them into an appropriate sound. Reading consists of three elements, the words (written or printed), the sound, and the sense while read a text. Reading is the ability which enables the pupils sooner or later, to read to extract from the printed page, the thoughts, facts, and information that it has to give him. By reading, the message we write will be conveyed to the reader.[29]

There are two types of reading, they are:

a. Extensive reading

Based on the assumption, extensive reading refers to explain "skimming and scanning activities" and others context it to the quantity of theory. Hafiz and Tudor said that the pedagogical of extensive reading is based on the

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[27] Yih Lin Belinda Jiang and Li-Jen Kuo, *"The Development of Vocabulary and Morphological Awareness: A Longitudinal Study with College EFL Students",* (Cambridge: Cambridge University Press, 2019), pg.1-2

[28] M.E.S. Elizabeth and Digumantri Bhaskara Rao, *"Methods of Teaching English",* (India: Discovery Publishing House, 2004), pg.277

[29] M.E.S. Elizabeth and Digumantri Bhaskara Rao, *"Methods of Teaching English",* (India: Discovery Publishing House, 2004), pg.278

assumption that exposing learners to large quantities of a worthwhile and interesting second language.

c. Intensive reading

Intensive means that creative in reading, students usually read the page of the text to look the meaning and to know the meaning of the text. Hedge argues that intensive reading more than extensive reading, because the learners can get contribution practice in operating these strategies on a range of materials independently.[30]

3. Descriptive Reading Text

a. Definition of Descriptive Text

Descriptive text is a kind of texts that describe a thing, person, or place specifically.[31] Based on Gerot & Wignel, descriptive text is a kind of text used by the author or speaker to describe thing, person, animal, place, and event in particular to the readers or hearers. There are several processes in describing a particular things, through explaining the characteristics of things clearly, starting from naming the things, classifying, and accompanied by their behavior, functions, property, and others. So that the readers or hearers can assume what the author is writing

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[30] Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners, *Journal of Language and Learning,* (Vol.5(1), 2006), pg.64-66

[31] Entika Fani Prastikawati, and Siti Musarokah, *Writing 3,* (Semarang: IKIP PGRI Semarang, 2010), pg.40

about the text as if they could directly see it through their own eyes.

The descriptive text also has several structures or stages. The descriptive text has element structures. Those are general statement or identification and description. Identification explained identifying and introducing specific sections such as a person, a thing, a place, an animal, and other sections. The description is structured to explain that participant from its characteristics, appearances, identity, qualities, and habits.

Regarding its linguistics features, the researcher states that descriptive text uses some characteristic of linguistics as summarized below:

1) Focus on specific participants as the primary character;

2) Use present tense as main tenses;

3) Use linking verbs or relational process frequently (is, are, has, have, belongs to) to describe and classify the qualities or function of the participant;

4) Use action verbs or material and behavioral process in distributing additional description (action and behavior of the participants in the text);

5) Use mental verb or mental process when describe the feeling;

6) Use adjectives and adverbs to add information to participant (nouns) and action (verb) to give description of the topic in detail;

7) Use adverbial phrases to gain more information about manner, place, or time.[32]

b. The Generic Structure of Descriptive Text

1) Identification

This is used to identify a phenomenon to be described.

2) Description

This is to describe qualities, parts, and characteristics.

c. The Language Features of Descriptive Text

1) The text focus on specific participant.

2) Identifying processes and use of attributive.

3) Use nickname frequently and classifier in nominal groups.

4) The text uses simple present.[33]

d. The characteristics of a good text:

1) Select a representative sample and constantly remembering the specifications. Do not repeatedly choose a same text.

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[32] Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspective", *IJELTAL: Indonesian Journal of English Language Teaching and Applied Linguistics",* (Vol.2(1), 2017), pg.67-68

[33] Entika Fani Prastikawati, and Siti Musarokah, *Writing 3,* (Semarang: IKIP PGRI Semarang, 2010), pg.40

2) Select texts of appropriate length.

3) In order to gain the content validity and acceptable reliability, put as many passages as possible in a test will be give fresh good number of candidates. Considerations of practicality will automatically enforce barrier on this, especially testing for scanning or skimming.

4) Looking for passages that contain enough of discrete pieces information while to test search reading.

5) Find texts which have specified elements for scanning.

6) The text has an identifiable structure to test the ability to quickly establish the structure of a text.

7) Choose text that interest readers but not make them overexcite, for example a text about cancer, is almost certainly going to be disturbing to some readers.

8) Avoid texts made up of information that may be part of writers" general information, because it may be difficult to readers without reading the passage.

9) Do not choose culturally laden text, makes assume that it is only reading ability that is being tested

10) Do not use texts that have already read by students.[34]

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[34] Arthur Hughes, *Testing for Language Teachers,* (Cambridge UK: Cambridge University Press, 2003), pg.142-143

4. Graphic Organizers in Teaching Reading

Graphic organizers have many designs and sizes, from poster-sized graphs to folded pieces of paper that put into your pocket. They serve the same general purpose regardless of what they look like. Graphic organizers help us arrange and conceptualize information so that we can understand it easily. These devices of graphic organizers help us linking new ideas before they are ready to learn the material. They allow us to classify and manipulate concepts, which results in higher memory of information and carry to new knowledge

Graphic organizers are powerful tools because of their adaptability and flexibility in all subject fields. Graphic organizers can be entered in almost any reading program. Whether you are using the reading workshop approach, circle of literature, small and center groups, or teaching from a basis for the reader. Graphic Organizers are helpful to the reader before, during, and after reading. Graphic Organizer very effective for visual learners who need to see new information mapped and organized out in ways that make sense to learners. They can be used to teach almost any reading strategy and other skills. Character Map is part of graphic organizer, it have a specific purpose and used in certain way. Others example is Venn Diagram, are more common and can

be used in many ways.[35] A graphic organizer is a diagram that represents a relationship directed by a thinking-skill verb.

In the reading process, the teacher can used graphic organizers in three levels; before, during, and after instruction. Before instruction, graphic organizers are used to understand the students' level in comprehend the content. During instruction, graphic organizers allow students to approach the content cognitively and allow students to choose appropriate maps in leaning because they support thinking. After instruction, graphic organizers help students in summarize technique and help the students to understand their progress in terms of understanding passage of a text. Graphic organizers have successfully assisted in the course of learning process while students can connect prior knowledge was learned and identify relationships the ideas.

There are kind functions of graphic organizers. In reading comprehension, they support learners to:

a. Organize and clarify the information into categories, those are main idea, supporting sentence, topic sentence, facts, opinion, etc.

b. Organize information in a paragraph to make easy in understanding.

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[35] Laura Candler, Graphic Organizer for Reading: *"Teaching Tools Aligned with the Common Core",* (www.lauracandler.com: 2012) pg.5

c. Build the meaning of difficult words and sentence become into lexias.

d. Associating with prior knowledge to understand the context of the text.

e. Identify the errors of conceptual and perceptual that may occur in the course of reading a text.

Graphic organizers are effective ways to encourage reading comprehension. The National Reading Panel said that graphic organizers one of the instructional strategy that is effective of students reading improvement. [36]

Graphic organizers are media of learning characterization of knowledge that showed structures information by arranging important parts of a concept or topic into a pattern using labels. The function is to help present information that has a relationship of concept. [37] In this research, the researcher focuses on "Predict and Check" models of Graphic Organizers[38]:

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[36] Praveen Sam D and Premalatha Rajan, "Using Graphic Organizer to Improve Reading Comprehension Skills for the Middle School ESL Students", *Journal of English Language Teaching,* (Vol.6(2), 2013), pg.156-157

[37] Bauer, J., *"Vocabulary-Building Graphic Organizers and Mini-Lesson",* (USA: Scholastic Teaching Resource, 2006), pg.12-20

[38] Rhonda Graff Silver, *First Graphic Organizers: Reading,* (USA: Scholastic Inc, 2003), pg.15

Predict & Check

Title: _____

Predict	After Reading
(A1) p. _____ _____ _____ _____	(A2) p. _____ _____ _____ _____
(B1) p. _____ _____ _____ _____	(B2) p. _____ _____ _____ _____

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First Graphic Organizers: Reading © Rhonda Graff Silver, Scholastic Teaching Resources

Predict and Check is a model of Graphic Organizer, "Predict" is the step for students to write something after the teacher gives the topic before they read. While "Check" is the step for students after they read the text. Predict and Check can show the ability of students.

Word Star

Choose a word, then fill in the Word Star with information about your word.

Word

Syllables   Sentence   Synonyms

Part of Speech   Antonyms
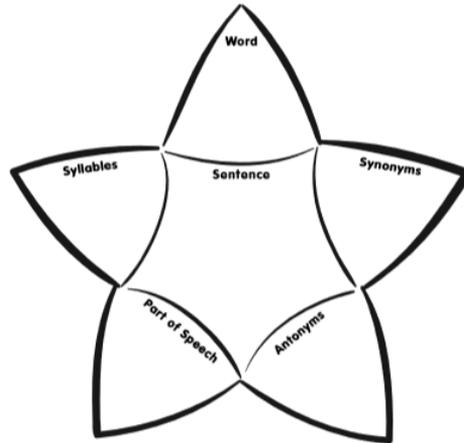
Another model in Graphic Organizer is "Word Star". Word Star is one of the graphic organizer learning models that has 6 stages. In the middle position is "sentence". From "sentence" students should find other parts: *word*, *synonym*, *antonym*, *part of speech*, and *syllable*. The learning model using Word Star is expected to be an interactive medium in reading comprehension.

5. Context Clues in Teaching Reading

Context Clues are a method of find out what an unfamiliar or unknown word means by seeing at the words nearby. Context Clues are instructions found within a sentence, paragraph, or passage that used by reader to understand the meanings of new or unknown words. There are

many possible meanings related to the content of the text, so the reader must be aware.

A reader should rely on context clues when an obvious hint to meaning is provided, or when only a common sense of the meaning is needed for the reader's aim. Context Clues should not be relied upon when a correct meaning is required. Context Clues used to suggest several probable definitions, when nearby words are unknown or unfamiliar, and when the unknown word is a common word that will be needed again.

The use of context clues can be worthwhile and important in different ways. Those readers who use contextual clues look to be able to determine the meaning of unknown30 words better. It can speed up the reader's reading text rate and give information to language learners on predicting unknown vocabulary. Contextual clues as an appropriate technique can help the translators in guessing the meaning of the words. They can teach the learners contextual clues and add some sessions to the reading courses. It can help them guess the meaning of words and help them answer the reading test questions better. Contextual clues have some implications in language learning and teaching, for example as an important source of vocabulary learning. Teaching contextual clues can fulfill the learner's reading comprehension.[39]

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[39] Kolahi SH., Alikhademi Azam., and Kehtari M.,"The Comparative Effect of Types of Contextual Clues on Iranian EFL Learners' Prediction of

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The researcher focuses on synonyms and antonyms. A synonym is a word that has the same meaning of word is in the sentence. Antonym is a word that has the opposite meaning of word is in the sentence.

The benefits of learning by context clues method are:

a. Learning the meaning of the word contained in the sentence in a practical way.

b. Adds vocabulary for readers.

c. Readers know different meanings in one word

C. Conceptual Framework

In every research, a conceptual framework is needed as a guideline in deciding the direction of the research. This is needed to research remains focused on the field of studies. There are several steps used in this research. These steps are pre-test, treatment, and post-test. This can be seen on the chart below to make it easier to see the thinking flow of experimental research.

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the Meaning of Unknown Vocabularies", *American Journal of Educational Research,* (Vol.1(8), 2013), pg.273

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                    ┌─────────────────────────┐
                    │  Reading Comprehension  │
                    └─────────────────────────┘
                                │
                                ▼
                    ┌─────────────────────────┐
                    │  Focused on teaching    │
                    │  reading of Descriptive │
                    │         Text            │
                    └─────────────────────────┘
                                │
                                ▼
┌─────────────────┐   ┌─────────────┐   ┌─────────────────┐
│ Validity test   │   │             │   │ Pretest for     │
│ (9th grade). To │◄──│   Before    │──►│ experimental    │
│ gain the data   │   │  treatment  │   │ class           │
│ valid or invalid│   │             │   │                 │
│ for posttest    │   └─────────────┘   └─────────────────┘
└─────────────────┘          │
                             ▼
┌─────────────────┐   ┌─────────────┐   ┌─────────────────┐
│ Treatment 1     │   │             │   │ Treatment 2     │
│ Graphic         │◄──│  Treatment  │──►│ Context         │
│ Organizer       │   │             │   │ Clues           │
└─────────────────┘   └─────────────┘   └─────────────────┘
         │                                       │
         ▼                                       ▼
┌─────────────────┐                     ┌─────────────────┐
│   Posttest 1    │                     │   Posttest 2    │
└─────────────────┘                     └─────────────────┘
         │                                       │
         └──────────►┌──────────────────┐◄───────┘
                     │ Students' Learning│
                     │ Outcomes from the │
                     │ value of pretest  │
                     │ and posttest      │
                     └──────────────────┘
                                │
                                ▼
                     ┌──────────────────┐
                     │ The methods are  │
                     │ effective or less│
                     │ effective to teach│
                     │ reading          │
                     │ descriptive text │
                     └──────────────────┘
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There are many methods that teachers in the classroom can apply. Graphic Organizer and Context Clues rarely used by teacher in teaching and learning process. According to the above concept, Graphic Organizer and Context Clues methods help students understand the meaning of sentences when reading descriptive text.

The researcher provides treatment to students with these two methods. The students are given a *pretest* questions before they got the treatment and given *posttest* questions after the students got the treatment using Graphic Organizer and Context Clues. The results of the pretest aim to know the extent of the effects the use of methods. The effectiveness of using Graphic Organizer and Context Clues methods can be known by comparing students' learning outcomes after treatment.

CHAPTER III

RESEARCH METHOD

This chapter presents a research design, source of data and setting, a sample of collecting data, variable and indicators, methods of collecting data, methods of analyzing data, and procedures and timeline of the research.

A. Research Design

The researcher employed a quantitative method for conducting this study. Quantitative research data focused on Pre-Experimental Study. The pre-experimental study focuses on one group of pretest-posttest designs by providing post-test, treatment, and pre-test to determine which strategies effectively taught students using a Graphic Organizer or Context Clues.

In this research, the researcher employed quantitative research and focuses on a pre-experimental study. Pre-experimental study is experimental research that, in principle, uses only one group. This means that in this type of research there is no control group.[40] In this research, the researcher employed one class as an Experimental Class. The researcher taught two different methods in a class. The researcher used the data by doing pre-test and post-test for analyzing to get the research results.

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[40] Muri Yususf, *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan,*(Jakarta: Kencana, 2017), pg.78

The design of the experimental study could be described as follows:

$$O1 \quad X \quad O1$$

    01   : pre-test for Experimental Class

    X   : treatment (Graphic Organizer and Context Clues)

    02   : post-test for Experimental Class.[41]

The researcher applied two methods of the students. The first meeting got treatment by teaching Graphic Organizer of descriptive text, and the second meeting got treatment by teaching Context Clues of descriptive text. The design of the research process as follow:

(Sugiyanto, 1995: 21)

S	:	Sample
Pretest	:	The first test of descriptive text
MSOP	:	Matched Subject Ordinal Pairing
E	:	Class of Experimental
Treatment 1	:	Teaching using Graphic Organizer
Treatment 2	:	Teaching Using Context Clues
Posttest 1	:	The last test using Graphic Organizer
Posttest 2	:	The last test using Context Clues

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[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung : Alfabeta, 2016), pg.75

B. Source of Data and Setting

1. The Place

This study was conducted at MTs Nurul Ali Magelang. The researcher conducted the research for a month. The participant of this research is students VIII-B class of MTs Nurul Ali Magelang.

2. Age and Class of the Students

The students in the grade of eight, age of the students are about 13-14 years old. The researcher conducted the research in the eighth grade of MTs Nurul Ali Magelang in the second semester of the academic year 2020/2021.

3. Amount of the Students

This researcher chose students in the 8th grade and the amount of them are 20 students consisting of VIII-B class.

C. Sample of Collecting Data

1. Population

In the census survey, the count of individuals (students) is known as population. The researcher took the 8th grade in the academic year of 2020/2021 as the population of the study. The total of students are 40 in class VIII A and VIII B. A class of VIII A is for male students, and a class of VIII B is for female students. The researcher took one class of 8th B grade with 20 students.

The researcher chose class 8 because it is an intermediary for grade 7 and grade 9. Grade 7 students have just completed primary school education who still be adapting and do not yet have readiness in the material to be taught. Meanwhile, grade 9 students should prepare for the final school exam. Therefore, the researcher conducted research on students of grade 8 MTs Nurul Ali Magelang.

2. **Sample**

A sample is a small proportion of a population selected for observation and treatment. The researcher applied the technique *non-probability sampling*. The researcher took the data in class VIII-B because only the class was allowed by the principle to conduct the research. There 20 students in 8th grade of MTs Nurul Ali Magelang in the second semester in academic year of 2020/2021 to get the data.

According to Sugiyono, in this study there was one group that was not randomly selected. The class was then given a prates to determine the initial state and differences between the two methods of experimental group.[42]

D. **Variable and Indicators**

Variable is a concept which can take on different quantitative values. The researcher divided into two variables, which are the

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[42] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung : Alfabeta, 2016), pg.79

independent variable and the dependent variable. Those variables showed different indicators and effects. Those variables are:

1. **The Independent Variable (X)**

    The variable whose effect is going to be known is known as an experimental variable. The independent variable in this research is "<u>The use of Graphic Organizer</u>" and "<u>The use of Context Clues</u>" to teach reading of descriptive text.

2. **The Dependent Variable (Y)**

    The dependent variable is the variable affected by the result because of the existence of the independent variable. The dependent variable in this study is the students' proficiency in reading skills which is indicated by students' ability in reading. The dependent variable from the research is "<u>Reading Descriptive Text"</u> in teaching reading of descriptive text.

E. Methods of Collecting Data

    The technique of collecting data in this research used quantitative data. The researcher obtained quantitative data from observation, documentation, and test. The test are pre-test and post-test, students' scores from both tests was the main data. Pre-test and post-test was given for experimental class 1 and experimental class 2.

1. **Documentation**

   The documentation method is to look for the data concerning the variable that looks from the note, transcript, book, etc. The documentation method is used to collect the data from the result of the test, from that the researcher got the data of the students' name list from teacher English guidance.

2. **Test**

   A test is a method of measuring a person's knowledge, ability, and performance in a given domain.[43]

   There are two steps of doing the test:

   a. Pre-test

      A pre-test is a test that is held before given the treatment in the classroom. The researcher got the data from the students before doing the treatment. In this research, the researcher gave the test before teach used Graphic Organizer and Context Clues methods in the classroom.

   b. Post-test

      A post-test is a test that is held after given the treatment in the classroom. In this research, the researcher gave a test after doing the treatment. Post-test is given to measure the students' understanding of reading

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[43] Douglas Brown, *Language Assessment Principles and Classroom Practices,* (San Fransisco: Longman, 2004, pg.3

achievement through Graphic Organizer and Context Clues.

The score of students' achievement calculated by using the following formula:

$$Score = \frac{Total\ number\ of\ right\ answer}{Total\ items} \times 100$$

Table 3.1

Grid of *Pre-test* and *Post-test*

No	Indicators	No. Question	Total
1.	Students are able to answer the questions according to the Descriptive Text	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10 items
2.	Students are able to answer the question about synonym according to the Descriptive Text	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10 items
3.	Students are able to answer the question about antonym according to the Descriptive Text	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10 items

F. Methods of Analyzing Data

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

Test the research data analysis requirements:

1. Instrument validity

Instrumental analysis is to find out the quality of the instruments given to participants. In this research, validity is an important quality of any test. It has a condition in which a test can measure what has supposed to be measure. Validity is very important to measure what they want to measure it using the instrument. The validity of an item can be known by doing item analysis. It has counted using *product-moment Pearson*:[44]

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x^2)\} \{N \sum y^2 - (\sum y^2)\}}}$$

Rxy   : the coefficients of correlation between X and Y

N   : the total subject of experimental class

$\sum x$: the sum of score X item

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[44] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT. Rineka Cipta, 2010), P. 211

$\sum y$: the sum of score Y item

$\sum xy$: the total score of X and Y

2. Instrument reliability

Reliability relates to trust issues. A test can be said to have a high level of trust if the test can provide a fixed result. The evaluation instrument must be valid concerns the expectations obtained by valid data, in accordance with reality. If the validity is related to the accuracy of the object does not deviate from reality, it means that the data is correct. To test the reliability of the learning achievement test in this case the KR-20 formula is used as follows:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[\frac{St^2 - \sum pq}{St^2}\right]$$

r11   : overall test reliability

p   : proportion of subject who answered items correctly

q   : proportion of subject who answered items incorrectly (q= 1-p)

$\sum pq$: the number of multiplication p and q

k   : the number of items in the instrument

St^2 : the total of variances.

Before entering the values into the formula, the first step to take is to calculate the total variance first.

$$St^2 = \frac{\sum Xt^2 - \frac{(\sum Xt)^2}{n}}{n}$$

St^2 : total variance value

n   : number of respondents

Xt   : total value of sideways table

Xt^2 : square value of Xt

ΣXt : total number of Xt

ΣXt^2 : total number of Xt^2 [45]

3. **Level of difficulty**

Difficulty level is the opportunity for students to answer correctly to the given question. To calculate the difficulty level of the question item can be used the following formula:

$$A = \frac{\sum x}{S_m \ N}$$

p   : difficulty level of one item of the question

Σx   : total of students answer correct question

Sm   : maximum score

N   : total of students

The following table is criteria for determining questions in the easy, medium, or difficult categories.

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[45] Sugiyono, *Statistika Untuk Penelitian*, (Bandung : Penerbit Alfabeta, 2014), pg. 359-361

Table 3.2

Classify of Difficulty Level

Range	Categories
0.00 – 0.32	Difficult
0.33 – 0.66	Medium
0.67 – 1.00	Easy

4. **Discriminating power of test items**

The calculation of differentiation is done to measure the extent to which a question item is able to distinguish smart students and students who are less clever based on certain criteria. To calculate the differentiating power of each item can use the following formula:

$$DB = \frac{XSA - XSB}{Score\ Maximum\ Item}$$

DB   : discriminating power of test items

XSA   : mean score of "upper group"

XSB   : mean score of "bottom group"

Here the criteria to distinguish the categories of power of items:

Table 3.3

Distinguish of Power of Test Items

Range	Categories
$0.00 \leq DP \leq 0.20$	Not good
$0.21 \leq DP \leq 0.40$	Enough
$0.41 \leq DP \leq 0.70$	Good
$0.71 \leq DP \leq 1.00$	Very good.[46]

5. **Pre request test (Pre-test)**

Before the researcher determines the statistical analysis technique used, the researcher examines the normality and homogeneity test of the data.

a. Normality test

Normality test is used to know the normality of the data analyzed whether both groups have normal distribution. The data normality test was calculated using the SPSS version 16 application with the *Saphiro Wilk* test. Decision making is seen in the significance value in the *Saphiro Wilk* test:

1) If the sig. value < 0.05 then Ho is rejected, it means that the *pretest* and posttest data are not normally distributed.

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[46] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan,* pg. 218

2) If the sig. value > 0.05 then Ho is accepted, it means that the pretest and posttest data are normally distributed.

b. Homogeneity Test

Homogeneity test is used to choose the form of *T-test,* the test is to know the sample homogenous or not. The formula[47]:

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

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 Ho is accepted, it means the data is homogeneous or both of groups have the same variance.

6. **N-Gain Score**

The *N-Gain* test was conducted to determine the effectiveness of the treatment conducted in the study. *N-Gain* is a comparison between the average gain and the maximum average gain. In this research, *N-Gain* test was conducted to determine the effectiveness of treatment conducted by

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[47] Shodiq, *Aplikasi Statistika Dalam Penelitian Kependidikan,*(Semarang: CV Karya Abadi Jaya, 2015), pg.147

Graphic Organizer and Context Clues methods. The *N-Gain* formula is as follows:

$$g = \frac{\left(\%S_f - \%S_i\right)}{(100 - \%S_i)}$$

Description:

g	: Normalized gain
S_f	: Post-test score
S_i	: Pre-test score
100	: Maximum value.

Table 3.4

Normalized Gain Score Criteria

Score (g)	Classification
$g \geq 0.7$	High (effective)
$0.7 > g \geq 0.3$	Middle (less effective)
$g < 0.3$	Low (not effective).[48]

7. ***T-test* for experimental class 1 and experimental class 2**

The *t-test* conducted by the researcher is the two independent variable *t-test*. Two independent variable *t-test* is used to compare or differentiate whether the two variables are the same or different. The results of the *t-test* are useful for determining the significance of the research result in the form

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[48] A Utami, D Rochintaniawati, I R Suwarma.,"Enhancement of STEM Literacy on Knowledge Aspect After Implementing Science, Technology, Engineering, and Mathematics (STEM) Based Instructional Module", *Journal of Physics: Conference Science* , (2020), pg.3

of a comparison of two sample averages. The formula used in the *t-test Polled Vaians* is as follows.

$$t_{count} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - n_2)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_{2-2}}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

r   : correlation value X_1 and X_2

n_1 : total of sample 1

n_2 : total of sample 2

$\bar{x}_1$: 1st sample mean

$\bar{x}_2$: 2nd sample mean

s_1^2 : 1st sample variance

s_2^2 : 2nd sample variance.[49]

8. **Hypothesis Test**

Hypothesis tests are conducted after normality and homogeneity testing with normal and homogeneous distribution. Hypothesis test was conducted using *one sample t-test*. The *t-test* aims to find out if a particular value differs significantly or not from the average of a sample. The hypothesis test was conducted using *Statistical Package for Social Science* (SPSS) 16 software with a significant level 0.05. Hypothetical test decision as follows:

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[49] Sugiyono, *Statistika untuk Penelitian,* (Bandung: Penerbit Alfabeta,2014), pg.138

a. Ha: there are significant differences in students' learning outcomes that had been taught through Graphic Organizer and Context Clues methods.

b. Ho: there are no significant differences in students' learning outcomes that had been taught through Graphic Organizer and Context Clues methods.

G. Procedure

Here are the procedures which the researcher will conduct the research:

1. Selecting the students of 8th grade of MTs Nurul Ali Magelang.

2. Giving pre-test for all samples.

3. Dividing in 2 experiments, experimental 1 and experimental 2.

4. Facilitating reading descriptive text through Graphic Organizer for the experiment 1.

5. Facilitating reading descriptive text through Context Clues and giving the treatment in the experiment 2.

6. Giving a post-test to experiment 1 and experiment 2.

7. Comparing the result achievement of experimental class 1 and experimental class 2.

8. Analyzing the data from the score result achievement of experiment 1 and experiment 2.

The timeline of the study is on April, in the academic year of 2020/2021.

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher presents the result of teaching treatments using Graphic Organizer and Context Clues methods in MTs Nurul Ali Magelang.

A. Try Out Test

1. Validity Test

Before the instrument is used in a study, the instrument is first to a number of respondents who have been determined to test its validity. The researcher used 15 class IX respondents to test the validity of the instrument validity tests before *post-tests* were given to students.

The validity of the question uses to find out how many question items are valid and invalid. Valid question items can be used for the *posttest*, while invalid question items cannot be used in the *posttest*. The question item can be said to be valid if *r count* (Correlation Pearson) > *r table* with the significant value is 0.05. Here is a list of pretest and posttest questions that have been tested for validity:

Table 4.1

Validity Test using *Product Moment Pearson*

No Item	r count (Correlation Pearson)	r table	Validity
1	0.656	0.514	Valid

2	0.656	0.514	Valid
3	0.763	0.514	Valid
4	0.554	0.514	Valid
5	0.819	0.514	Valid
6	0.747	0.514	Valid
7	0.763	0.514	Valid
8	0.582	0.514	Valid
9	0.470	0.514	Invalid
10	0.582	0.514	Valid
11	-0.145	0.514	Invalid
12	0.620	0.514	Valid
13	0.895	0.514	Valid
14	0.424	0.514	Invalid
15	0.640	0.514	Valid
16	0.574	0.514	Valid
17	0.715	0.514	Valid
18	0.535	0.514	Valid
19	0.546	0.514	Valid
20	0.716	0.514	Valid
21	0.582	0.514	Valid
22	0.658	0.514	Valid
23	0.838	0.514	Valid
24	0.231	0.514	Invalid
25	0.838	0.514	Valid
26	0.746	0.514	Valid
27	0.700	0.514	Valid
28	0.895	0.514	Valid
29	0.582	0.514	Valid
30	0.574	0.514	Valid
Total of items valid			26
Total of items invalid			4

From the table data above, it can be concluded that there are fur invalid question items, namely question items number 9, 11, 14, and 24. The four question items was eliminated or not used in the *posttest*.

2. **Reliability Test**

Reliability tests can be interpreted as trustworthy or reliable. Reliability tests are used to determine the consistency of a question to be used in research. Reliability tests are conducted with the help of Microsoft Excel and using KR.20 formula.

The results of the reliability test are as follows:

Table 4.2

Reliability Test using KR.20

KR. 20	N of Items
0.937	30

From the results of the calculation above can be concluded that the question used is reliable. Reliable test can be seen from the alpha value (calculation with the KR.20 formula) > 0.7, which is $0.937 > 0.700$.

3. **Level of difficulty**

The level of difficulty is done to know the difficulty level of each question items. A difficulty test was carried out to find out which question is classified as easy, medium, and

difficult. Difficulty test performed using SPSS version 16 by click *analyze* – click *descriptive statistics* – click *frequencies* – click *statistics* and choose *mean* – click *continue* – click *ok*. The results of the difficulty test are as follows:

Table 4.3

The result of Difficulty Test

Number of Items	Mean (Output SPSS)	Level of Difficulty
1	0.87	Easy
2	0.87	Easy
3	0.80	Easy
4	0.73	Easy
5	0.73	Easy
6	0.67	Easy
7	0.80	Easy
8	0.87	Easy
9	0.27	Difficult
10	0.87	Easy
11	0.47	Medium
12	0.40	Medium
13	0.73	Easy
14	0.60	Medium
15	0.67	Easy
16	0.80	Easy

17	0.60	Medium
18	0.73	Easy
19	0.27	Difficult
20	0.53	Medium
21	0.87	Easy
22	0.80	Easy
23	0.73	Easy
24	0.73	Easy
25	0.73	Easy
26	0.47	Medium
27	0.80	Easy
28	0.73	Easy
29	0.87	Easy
30	0.80	Easy

From the results of the difficulty test can be seen in the table above that there are 2 questions with *difficult* level, 6 questions with *medium* level, and 22 questions with *easy* level of difficulty.

Table 4.4

Percentage of Difficulty Test

Number of Items	Level of Difficulty	Percentage
1, 2, 3, 4, 5, 6, 7, 8, 10, 13, 15, 16,	Easy	73%

18, 21, 22, 23, 24, 25, 27, 28, 29, 30		
11, 12, 14, 17, 20, 26	Medium	20%
9, 19	Difficult	7%

4. **Discriminating power of test items**

The discriminating power of test items is related to the degree of ability of the question item to distinguish well the behavior of respondent in the developed tests. The discriminating power of test items is used to distinguish the abilities of students with high abilities, students with moderate skills, and students with low abilities. The researcher used SPSS version 16 application to count the discriminating power of test items by click *analyze* – click *correlate* – click *bivariate* – click column *Pearson*, *two-tailed*, and *flag significant correlation* – click *ok*.

The result of the discriminating of test items in SPSS then matched with the table of discriminating power ranges that is in table 3.2. Here is the result of the discriminating power of test items:

Table 4.5

Result of Discriminating Power of Test Items

Number of Items	r count (Output SPSS)	Discriminating Power of Test Items
1	0.656	Good
2	0.656	Good
3	0.763	Very Good
4	0.554	Good
5	0.819	Very Good
6	0.747	Very Good
7	0.763	Very Good
8	0.582	Good
9	0.470	Good
10	0.582	Good
11	-0.145	Not Good
12	0.620	Good
13	0.895	Very Good
14	0.424	Good
15	0.640	Good
16	0.574	Good
17	0.715	Very Good
18	0.535	Good
19	0.546	Good

20	0.716	Very Good
21	0.582	Good
22	0.658	Good
23	0.838	Very Good
24	0.231	Enough
25	0.838	Very Good
26	0.746	Very Good
27	0.700	Very Good
28	0.895	Very Good
29	0.582	Good
30	0.574	Good

The result of the different power tests in the table above can be concluded that there are 12 questions with a *very good* category, 16 questions with a *good* category, 1 question with *enough* categories, and 1 question with a *not good* category.

Table 4.6

Percentage of Discriminating Power of Test Items

Number of Items	**Level of Difficulty**	**Percentage**
11	Not Good	3%
1, 2, 4, 8, 9, 10, 12, 14, 15, 16, 18, 19, 21, 22, 29, 30	Good	53%

| 24 | Enough | 3% |
| 3, 5, 6, 7, 13, 17, 20, 23, 25, 26, 27, 28 | Very Good | 40% |

B. Basic Assumption Test

1. Normality Test

Normality tests are conducted to determine whether or not the *pretest* and *posttest* data are normally distributed. The researcher used *Saphiro Wilk* test with a significance of 5%. *Saphiro Wilk* test was used because the total of respondents < 50. Here are the results of the pretest and posttest normality tests:

Table 4.7

Test of Normality

Class	Shapiro Wilk		
	Statistic	df	Sig.
Pretest Experiment 1 and 2	0.929	20	0.148
Posttest Experiment 1	0.939	20	0.229
Posttest Experiment 2	0.927	20	0.136

The table above shows that the pretest results in experiment 1 and experiment 2 were 0.148 > 0.05. The result

on posttest experiment 1 are 0.229 > 0.05. The result on posttest experiment 2 are 0.136 > 0.05. All three results on are greater than 0.05. So it can be concluded that the results of the pretest and posttest are normally distributed.

2. **Homogeneity Test**

    Homogeneity tests conducted to determine if multiple variants in the population were the same or different. If the value is sig. > 0.05 then it can be said that the variants of two or more groups are the same. Homogeneity test is done after obtaining *pretest* and *posttest* data. The way to test homogeneity is by *one way anova* using SPPS application version 16, by click *analyze* – click *compare means* – click *one way anova* – click *options* and choose *homogeneity of variance test* – click *continue* – click *ok*.

Here is the homogeneity test result table:

Table 4.8

Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
3.068	2	57	0.054

    From the table above, it can be seen that the result of *one way anova* homogeneity test has a significance value of 0.054. The pretest and posttest data were homogeneous because the result is more than 0.05.

C. Description of Research Data Result

        Pretest and *posttest* data retrieval was conducted within 1 week from April 19 – 25, 2021. *Pretest* was held once on April 19, 2021. Treatment was carried out 2 times on Tuesday 20th and Thursday 22nd April, 2021. *Posttest* was conducted twice on Wednesday 21st for Graphic Organizer and Saturday April 24th, 2021 for Context Clues. The researcher got 1 week with 2 hours 40 minutes of lessons gave each day. It means the researcher was given time for 2 meetings in 1 day.

1. Graphic Organizer Method

        The result of *pretest* and *posttest* Descriptive Text material by using Graphic Organizer as follows:

Table 4.9

Pretest and *Posttest* using Graphic Organizer Method

No	Name	Pre-Test	Post-Test GO
1	CF	47	85
2	EE	50	81
3	F	57	77
4	HN	43	73
5	LNS	43	81
6	MAR	40	81
7	MA	47	62
8	NNF	37	85
9	NW	47	65
10	NEL	37	58
11	PMF	47	73
12	P	50	81

13	SBMA	37	65
14	SR	40	65
15	YHN	40	73
16	DGFS	43	69
17	ASA	40	77
18	LAQ	43	69
19	DC	50	85
20	GA	43	69
N=20	Total	881	1474
	Mean	44.05	73.70

The results of descriptive statistical analysis of pretest learning using Graphic Organizer method of students of grade VIII B Mts Nurul Ali Magelang, obtained a minimum value= 37; maximum value= 57; mean= 44.05; median= 43; mode= 43; and standard deviation= 5.276. Descriptive statistical analysis of posttest are minimum value= 58; maximum value= 85; mean= 73.70; median= 73; mode= 81; and standard deviation= 8.260. Here is a table of result from descriptive statistics of *pretest* and *posttest* using Graphic Organizer method:

Table 4.10

Descriptive Statistical using Graphic Organizer Method

Statistic	Pretest	Posttest
N	20	20
Mean	44.05	73.70
Median	43	73

Mode	43	81
Std. Deviation	5.276	8.260
Minimum	37	58
Maximum	57	81
Sum	881	1474

2. **Context Clues Method**

The result of *pretest* and *posttest* Descriptive Text material by using Context Clues as follows:

Table 4.11

Pretest and *Posttest* using Context Clues Method

No	Name	Pre-Test	Post-Test CC
1	CF	47	88
2	EE	50	92
3	F	57	85
4	HN	43	88
5	LNS	43	81
6	MAR	40	92
7	MA	47	77
8	NNF	37	92
9	NW	47	81
10	NEL	37	73
11	PMF	47	96
12	P	50	88
13	SBMA	37	81
14	SR	40	92
15	YHN	40	81
16	DGFS	43	88

17	ASA	40	92
18	LAQ	43	88
19	DC	50	96
20	GA	43	88
N=20	Total	881	1739
	Mean	44.05	86.95

The results of descriptive statistical analysis of *pretest* learning using Context Clues method of students of grade VIII B MTs Nurul Ali Magelang, obtained a minimum value= 37; maximum value= 57; mean= 44.05; median= 43; mode= 43; and standard deviation= 5.276. Descriptive statistical analysis of *posttest* are minimum value= 73; maximum value= 96; mean= 86.95; median= 88; mode= 88; and standard deviation= 6.228. Here is a table of result from descriptive statistics of *pretest* and *posttest* using Context Clues method:

Table 4.12

Descriptive Statistical using Context Clues Method

Statistic	*Pretest*	*Posttest*
N	20	20
Mean	44.05	86.95
Median	43	88
Mode	43	88
Std. Deviation	5.276	6.228
Minimum	37	73

Maximum	57	96
Sum	881	1739

D. Discussions

1. The effectiveness of using a Graphic Organizer for teaching reading of Descriptive Text.

Based on the results of the research that has been obtained, analysis is done to determine the significance of students' learning outcomes. Graphic Organizer treatment is given for 1x with hour duration of 2x meetings. This study aims to explain the difference in students' learning outcomes with Graphic Organizer method and before using Graphic Organizer method in grade VIII B MTs Nurul Ali Magelang. The sequence of activities are: (1) held pretest with the aim that the results before learning using the Graphic Organizer method is known, (2) giving treatment to students, namely teaching using the Graphic Organizer method, (3) giving posttest to students to know whether or not there is an improvement in students' learning outcomes in Descriptive Text materials. Pretest and posttest results are calculated using SPSS 16 by *N-Gain* test.

Here are the results of the study using the Graphic Organizer method:

Table 4.13

Result of N-Gain Percent

Treatment	*Normality* Value	*N-Gain* Percent
Graphic Organizer	0.524	53.01%

Before conducting the *N-Gain* test, the first step to be done is to look for the normality of the N-Gain test data. The result of the normality test was 0.524 with a percentage of 53.01%. The results showed that the results of learning using the Graphic Organizer method are *less effective* to teach. The decision is taken from the criteria in table 3.3.

2. **The effectiveness of using Context Clues for teaching reading of Descriptive Text.**

The second method is Context Clues media. Context Clues treatment is given for 1x with hour duration of 2x meetings. This study aims to find out the results of students' learning outcomes after using the media and before using Context Clues media in grade VIII B MTs Nurul Ali Magelang. The sequence of activities are: (1) held pretest with the aim that the results before learning using Context Clues method is known, (2) giving treatment to students that is teaching using Context Clues method, (3) giving posttest to students to know whether or not there is improvement of students' learning outcomes in Descriptive Text material.

Analysis of pretest and posttest results is done using SPSS 16 application with *N-Gain* test.

Here are the results of the study using context clues method:

Table 4.14

Result of N-Gain Percent

Treatment	*Normality* Value	*N-Gain* Percent
Context Clues	0.244	76.63%

Before conducting the N-Gain test, the first step to be done is to look for the normality of the N-test data. The result of the normality test was 0.244 with a percentage of 76.63%. The results showed that the results of learning used Context Clues method is effective to be taught.

3. **The differences in effectiveness between students who are taught using the Graphic Organizer and those taught using Context Clues.**

After knowing the *N-Gain percent* value of the student's learning outcomes using the Graphic Organizer and Context Clues methods, it can be searched for *independent t-test* scores. The *t-test* was conducted using an SPSS 16 application with a significance of 0.05 with the following criteria:

1) If the sig. (2-tailed) value > 0.05 then no significant change in teaching reading descriptive through Graphic

Organizer and Context Clues, meaning Ha was rejected and Ho accepted.

2) If the sig. (2-tailed) value < 0.05 there was a significant change in teaching reading descriptive text through Graphic Organizer and Context Clues, meaning Ha was accepted and Ho rejected.

Here is the result of the independent t-test Polled Variance test:

Table 4.15

Result of Independent Sample Test

Students Learning	sig.	sig. (2-tailed)
Outcomes	0.109	0.000
Equal Variances		
Assumed		

From the results of the table calculation above can be concluded that sig. (2-tailed) is 0.000 which means 0.000 < 0.05. Sig. (2-tailed) value indicates that Ha was accepted and Ho rejected, meaning that the student's learning outcomes using the Graphic Organizer and Context Clues methods had significant differences.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions and suggestions of this research are explained in this chapter.

A. Conclusion

Based on the result of finding and analysis, it can be concluded in that the result of students' learning outcomes using Graphic Organizer showed less significant to teach reading descriptive text. The percentage of applying using Graphic Organizer method is 53.01%. The result of students' learning outcomes using Context Clues methods has a significant level. The percentage of applying using Context Clues method is 76.63%. The application of learning methods has a significant influence on students' learning outcomes on Descriptive Text materials. Student' learning outcomes using Context Clues method are more effective to be taught to of VIII-B grade students in MTs Nurul Ali Magelang. The difference in significance value between Graphic Organizer and Context Clues method is 23.62%. The results were supported by questionnaires provided by the researcher. The results of the questionnaire students' ability to read Descriptive Text is good, and also showed that students' interest rate of learning using Context Clues method is higher than learning by using Graphic Organizer.

The researcher concluded that Context Clues method acceptable to students and can be well understood.

B. Suggestion

From the conclusion, there are some suggestions that are proposed by the researcher:

1. Graphic Organizer and Context Clues method can be used as a reference for teachers. According to the result of the research, Context Clues method is suitable to be applied by teachers when teach the material in the classroom, the method can facilitate students in learning Descriptive Text.

2. In the modern era, teachers must be more creative in delivering lesson materials. By using fun, enjoyable, and interesting methods make it easier for students to receive materials that have been delivered by teachers. For example by applying the learning method using Graphic Organizer and Context Clues.

3. This study needs to be developed again because in this study researchers only focus on two learning methods. Researchers hope other researchers develop other learning methods when learning descriptive text.

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

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Appendix 1

Lesson Planning

Lesson Planning before Treatment

Unit of Education   : MTs Nurul Ali Magelang

Subject   : English

Class/Semester   : VII/2

Main Subject   : Describing Place

Time Allocation   : 2x 40 minutes (1 meeting)

A. Core Competence

1. Appreciating and believing the religious techniques he/she embraces

2. Appreciating and believing honest attitude, discipline, responsibility, care, politeness, confident, in interacting effectively in the surrounding natural and social environment.

3. Understanding of knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-catching events.

4. Exploring, Associating, and Communicating in a concrete realm (using, analyzing, synthesizing, modifying and creating) and abstract realm (writing, reading, computing, drawing and composing) as that have been learned in school and other sources in the same view point/theory.

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B. Basic Competence

Basic Competence	Indicators
3.5 Applying the social function, text structure, and linguistic elements of the text of oral and written transactional interaction which involves action of giving and asking information about people, animals, and things according to its context.	**3.5.1** Understanding of the text "Prambanan Temple" **3.5.2** Mentioning the vocabulary contained in the descriptive text of "Prambanan Temple" **3.5.2** Distinguishing vocabulary (noun and adjectives) in the text of "Prambanan Temple"
4.5 Arranging short and simple oral and written interpersonal interaction text that involves action of giving and asking information about people, animals, and things by considering social functions, text structure and elements correct and appropriate language context.	**4.5.1** Analyzing the meaning of vocabulary in descriptive text of "Prambanan Temple" **4.5.2** Identifying general structure of descriptive text "Prambanan Temple"

C. Learning Aims

By the end of the lesson, students are able to:

1. Identifying the generic structure and language elements of the descriptive text "Prambanan Temple".

2. Students are able to find the new vocabulary and find the meaning in the dictionary.

3. Students are able to classify the vocabulary (noun or adjective) that they find in the text.

D. Learning Material

1. Generic Structure

   a. Identification: identifies phenomenon to be described

   b. Description: describes parts, qualities, characteristics of "Prambanan Temple"

2. Language Feature of Descriptive Text

   a. Focus on specific participant, for example: Borobudur Temple, Manganti Beach.

   b. Use of attributive and identifying processes.

   c. Use of simple present.

   d. The use of adjective (an adjective) to clarify the noun, for example: a beautiful beach, the famous place in Magelang, etc.

   e. The use of action verb, for example: run, sleep, walk, etc.

3. Social function

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

The teacher gives example of descriptive text entitled "Prambanan Temple"

Prambanan Temple

For anyone who likes history, Prambanan temple is the historical tourism place that must be visited. The location is in Yogyakarta, around 10 minutes from Adisucipto Airport. Spending Rp. 40.000,- we can explore around it all the day we want to enjoy the beauty, take some pictures and learn something historical about it.

Prambanan temple is the biggest Hindu temple site in Asia. The building was completed in the mid-9th century during the regime of Sanjaya Dynasty. The history explains that Rakai Pikatan is the one who initiated the building of that giant temple. The original name of Prambanan temple is Shivagrha because the temple was built to dedicate to the God of Shiva.

Equal with Borobudur temple, the Prambanan temple at every main building recognizes the three world hierarchy which spanned from the lower world to the

holiest place. At the first level of the building symbolizes the lowest realm of the world. It is called Bhurloka or the world in which human being are still bound by their desire, lust, sins, and unholy way of life or stupidity. The middle level is Bhuvarloka, that is the world of enlighten where human learn to see the truth or living in the holy way. The top level is Svarloka or the highest and the holiest world. This is the place for people who already get the perfection of life.

E. Learning Method

1. Approach   : Scientific Approach
2. Method   : Cooperative learning (Pair, Solo)
3. Model   : Genre-Based Learning

F. Tools and Learning Media

Tools   : Board marker, whiteboard, paper text

G. Learning Resources

1. Description text about Prambanan Temple in English, accessed from http://britishcourse.com/contoh-descriptive-text-tentang-prambanan-temple.php
2. IKIP PGRI Semarang.2010.Handouts and Assignment *"Writing 3"* page 40.

H. Learning Activities

No	Activities	Learning Steps	Time Allocation
1	Pre-Activities	a. The teacher greets the students in the class b. Teacher asks the leader to pray together before starting the class c. Teacher checks the attendance of students d. Teacher ensures the students ready to learn e. Teacher asks something related to the previous material to students for reviewing f. Teacher gives an information about the material and asks the students about descriptive text g. The teacher explains learning goals to students	10 minutes
2.	Main Activities	**1. Knowledge building of the field** a. Teacher asks to students about descriptive text by giving the example b. Teacher observes the students'	60 minutes

		understanding about the text by asking them question, for example "What is the text about?" than the students answer the questions	
		c. Teacher gives the opportunity to students to asking about the material	
		2. Text modeling	
		a. Teacher asks students to read the text about "Prambanan Temple" that given before	
		b. Students identify the generic structure of the text by giving underline	
		c. Students are able to find the vocabulary that they do not know before by giving underline	
		3. Joint construction of the text	
		a. The teacher guides students to classify the part of speech from the vocabulary that chosen by students before	
		4. Independent construction of the	

		text	
		a. Teacher gives paper test (pre-test) which contains questions about antonym and synonyms and questions about students' understanding after reading descriptive text	
3.	Post-Activities	a. Teacher gives a chance to students for asking question b. Teacher and students together conclude the material about asking and giving permission c. Teacher tells to students about the topic that will be learn next meeting or gives assignment d. Teacher closes the meeting by recite hamdallah together	10 minutes

I. Assessment

Technique of assessment　　: Written Test

Lattice of Instrument　　　: Multiple choice test

Specification　　　　　　:

Basic Competence (3.5)	Indicators	Level of Cognitive	Instrument
Applying the social function, text structure, and linguistic elements of the text of oral and written transactional interaction which involves action of giving and asking information about people, animals, and things according to its context.	**3.5.1** Understanding of the text "Prambanan Temple" **3.5.2** Mentioning the vocabulary contained in the descriptive text of "Prambanan Temple" **3.5.2** Distinguishing vocabulary (noun and adjectives) in the text of "Prambanan Temple"	**C4: Analysis** Group Activities **Analisis** Individual Activities (Attachment 1)	Students are able to find vocabulary by giving an underline, then analyze the word class of the vocabulary (nouns or adjectives) Students are able to fill correctly the questions that given by the teacher (pre-test)

Attachment 1

Pre-Test (Appendix 2)

- **Scoring Rubric**

  Assessment technique   : *Scoring system*

  Instrument form   : *Paper test*

  Specification   :

  a. If the students can answer all of the questions would get 1

  b. Total minimum score is $0 \ x \ 30 = 0$

  c. Total maximal score is $1 \ x \ 30 = 30$

Lesson Planning of Graphic Organizer Treatment

Unit of Education : MTs Nurul Ali Magelang

Subject   : English

Class/Semester   : VII/2

Main Subject   : Describing Place

Time Allocation   : 4x 40 minutes (2 meeting)

A. Core Competence

1. Appreciating and believing the religious techniques he/she embraces

2. Appreciating and believing honest attitude, discipline, responsibility, care, politeness, confident, in interacting effectively in the surrounding natural and social environment.

3. Understanding of knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-catching events.

4. Exploring, Associating, and Communicating in a concrete realm (using, analyzing, synthesizing, modifying and creating) and abstract realm (writing, reading, computing, drawing and composing) as that have been learned in school and other sources in the same view point/theory.

B. Basic Competence

Basic Competence	Indicators
3.5 Applying the social function, text structure, and linguistic elements of the text of oral and written transactional interaction which involves action of giving and asking information about people, animals, and things according to its context.	**3.5.1** Understanding of the text "Prambanan Temple" **3.5.2** Mentioning the vocabulary contained in the descriptive text of "Prambanan Temple" **3.5.2** Distinguishing vocabulary (noun and adjectives) in the text of "Prambanan Temple"
4.5 Arranging short and simple oral and written interpersonal interaction text that involves action of giving and asking information about people, animals, and things by considering social functions, text structure and elements correct and appropriate language context.	**4.5.1** Analyzing the meaning of vocabulary in descriptive text of "Prambanan Temple" **4.5.2** Identifying general structure of descriptive text "Prambanan Temple"

C. Learning Aims

By the end of the lesson, students are able to:

1. Students are able to mention antonyms and synonyms of vocabulary that exist in the text after learning through Graphic Organizer method.

2. Students are able to understand the content of text easily after learning through media Graphic Organizer

3. Students are able to understand and apply media Graphic Organizer in learning to read descriptive text to help them learning easily.

D. Learning Material

1. Generic Structure

   a. Identification: identifies phenomenon to be described

   b. Description: describes parts, qualities, characteristics of "Prambanan Temple"

2. Language Feature of Descriptive Text

   a. Focus on specific participant, for example: Borobudur Temple, Manganti Beach.

   b. Use of attributive and identifying processes.

   c. Use of simple present.

   d. The use of adjective (an adjective) to clarify the noun, for example: a beautiful beach, the famous place in Magelang, etc.

e. The use of action verb, for example: run, sleep, walk, etc.

3. Social function

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

The teacher gives example of descriptive text entitled "Prambanan Temple"

Prambanan Temple

For anyone who likes history, Prambanan temple is the historical tourism place that must be visited. The location is in Yogyakarta, around 10 minutes from Adisucipto Airport. Spending Rp. 40.000,- we can explore around it all the day we want to enjoy the beauty, take some pictures and learn something historical about it.

Prambanan temple is the biggest Hindu temple site in Asia. The building was completed in the mid-9th century during the regime of Sanjaya Dynasty. The history explains that Rakai Pikatan is the one who initiated the building of that giant temple. The original name of Prambanan temple is Shivagrha because the temple was built to dedicate to the God of Shiva.

Equal with Borobudur temple, the Prambanan temple at every main building recognizes the three world

hierarchy which spanned from the lower world to the holiest place. At the first level of the building symbolizes the lowest realm of the world. It is called Bhurloka or the world in which human being are still bound by their desire, lust, sins, and unholy way of life or stupidity. The middle level is Bhuvarloka, that is the world of enlighten where human learn to see the truth or living in the holy way. The top level is Svarloka or the highest and the holiest world. This is the place for people who already get the perfection of life.

E. Learning Method

1. Approach   : Scientific Approach
2. Method   : Cooperative learning (Pair, Solo)
3. Model   : Genre-Based Learning

F. Tools and Learning Media

Tools   : Board marker, whiteboard, paper text

G. Learning Resources

1. Description text about Prambanan Temple in English, accessed from http://britishcourse.com/contoh-descriptive-text-tentang-prambanan-temple.php
2. IKIP PGRI Semarang.2010.Handouts and Assignment *"Writing 3"* page 40.

H. Learning Activities

No	Activities	Learning Steps	Time Allocation
1	Pre-Activities	a. The teacher greets the students in the class b. Teacher asks the leader to pray together before starting the class c. Teacher checks the attendance of students d. Teacher ensures the students ready to learn e. Teacher asks something related to the previous material to students for reviewing f. Teacher gives an information about the material and asks the students about descriptive text g. The teacher explains learning goals to students	15 minutes
2.	Main Activities	**1. Knowledge building of the field** a. The teacher asks the student	130 minutes

		about learning using the Graphic Organizer method	
		b. The teacher tells the material about the descriptive text to be taught using graphic organizer media and asks the student to ask about descriptive text as well as about the learning media that is Graphic Organizer	
		2. Text modeling	
		a. The teacher explains how to learn using Graphic Organizer by including the example	
		b. Students are asked to write down what they know about Prambanan Temple through the media "Predict and Check"	

Predict & Check

Title: _____

Predict	After Reading
(A1) p. _____	(A2) p. _____
(B1) p. _____	(B2) p. _____

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First Grades Organizers: Reading © Rhonda Graff Silver, Scholastic Teaching Resources

c. The teacher asks students to write down what their thinking about "Prambanan Temple" in column "predict" before they read the text.

d. The teacher gives a text and asks students to read the text "Prambanan Temple"

e. The teaches asks students to write down what their thinking in column "after reading" after their read text "Prambanan Tempel"

f. Students are able to find new vocabulary that they do not know and give underline in

the text "Prambanan Temple"

3. **Joint construction of the text**
   a. The teacher divides students into several group discussion
   b. Students are able to find vocabulary (noun or adjective) and find the antonym and synonym of the word using media "word star"

Word Star

Choose a word, then fill in the Word Star with information about your word.

Word

Syllables

Sentence

Synonyms

Part of Speech

Antonyms
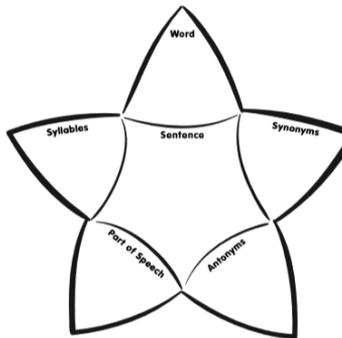
4. **Independent construction of the text**
   a. The teacher asks students to make simple text about "Parangtritis Beach" using

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		media "Predict and Check" as the exercise of them.	
3.	Post-Activities	a. Teacher gives a chance to students for asking question b. Teacher and students together conclude the material about asking and giving permission c. Teacher tells to students about the topic that will be learn next meeting or gives assignment d. Teacher closes the meeting by recite hamdallah together	15 minutes

I. Assessment

Technique of assessment   : Written Test

Lattice of Instrument   : Multiple choice tests

Specification   :

Basic Competence (3.5)	Indicators	Level of Cognitive	Instrument
Applying the social function, text structure, and linguistic elements of the text of oral and written transactional interaction which involves action of giving and asking information about people, animals, and things according to its context.	**3.5.1** Understanding of the text "Prambanan Temple" **3.5.2** Mentioning the vocabulary contained in the descriptive text of "Prambanan Temple" **3.5.2** Distinguishing vocabulary (noun and adjectives) in the text of "Prambanan Temple"	**C4: Analysis** Group Activities	Students are able to find vocabulary by giving an underline, then analyze the word class of the vocabulary (nouns or adjectives)

Lesson Planning of Context Clues Treatment

Unit of Education   : MTs Nurul Ali Magelang

Subject   : English

Class/Semester   : VII/2

Main Subject   : Describing Place

Time Allocation   : 4x 40 minutes (2 meeting)

A. Core Competence

1. Appreciating and believing the religious techniques he/she embraces

2. Appreciating and believing honest attitude, discipline, responsibility, care, politeness, confident, in interacting effectively in the surrounding natural and social environment.

3. Understanding of knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-catching events.

4. Exploring, Associating, and Communicating in a concrete realm (using, analyzing, synthesizing, modifying and creating) and abstract realm (writing, reading, computing, drawing and composing) as that have been learned in school and other sources in the same view point/theory.

B. Basic Competence

Basic Competence	Indicators
3.5 Applying the social function, text structure, and linguistic elements of the text of oral and written transactional interaction which involves action of giving and asking information about people, animals, and things according to its context.	**3.5.1** Understanding of the text "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach" **3.5.2** Mentioning the vocabulary contained in the descriptive text of "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach" **3.5.2** Distinguishing vocabulary (noun and adjectives) in the text of "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach"
4.5 Arranging short and simple oral and written interpersonal interaction text that involves action of giving and asking information about people, animals, and things by considering social functions, text structure and elements correct and appropriate language context.	**4.5.1** Analyzing the meaning of vocabulary in descriptive text of "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach" **4.5.2** Identifying general structure of descriptive text "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach"

C. Learning Aims

By the end of the lesson, students are able to:

1. Students are able to mention antonyms and synonyms of the vocabulary contained in the next after learning through Context Clues method.

2. Students are able to understand the content of the text easily after learning through context clues method.

3. Students are able to understand and apply Context Clues method in learning to read descriptive text.

D. Learning Material

1. Generic Structure
   a. Identification: identifies phenomenon to be described
   b. Description: describes parts, qualities, characteristics of "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach"

2. Language Feature of Descriptive Text
   a. Focus on specific participant, for example: Borobudur Temple, Manganti Beach.
   b. Use of attributive and identifying processes.
   c. Use of simple present.
   d. The use of adjective (an adjective) to clarify the noun, for example: a beautiful beach, the famous place in Magelang, etc.

e. The use of action verb, for example: run, sleep, walk, etc.

3. Social function

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

4. Context Clues

   a. Synonyms are words that mean the same or almost the same meaning. There are many words in English mean similar things, few are true synonyms. Register, connotation and collocation also have same meaning.

   b. A**ntonym** is a word which means the opposite to another word. The meaning of a word is different. Antonym has the opposite word.

The teacher gives example of descriptive text entitled "Prambanan Temple"

Kuta Beach

Kuta is a very beautiful beach. The location of Kuta Beach is in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular **both** in Indonesia and international. In Kuta beach, there are a variety of <u>facilities</u> including accommodation, restaurant, bar, as well as a very **famous** surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a

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variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very <u>crowded</u> every day.

The activity in Kuta beach is not only takes place during the day, but also in the **night**. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the **highest**. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

Beras Basah Beach

Beras basah beach is located in Beras Basah Island, Bontang, East Kalimantan, Indonesia. The location of this place is about 220 kilometers from the center of Balikpapan. Beras basah beach offers beautiful natural scenery along with

white sand that is gentle enough on foot.

Its clear blue sea water seems teasing anyone who visits to swim into it. And it is true that in this place, visitors can enjoy swimming or snorkeling in the underwater beauty. <u>Various</u> types of fish, coral reefs, and seaweed can be found by the visitor in this place. This area is also very suitable for you who like photography. The sunrise and **sunset** view in this place are interesting enough to be captured.

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. 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.

Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo Island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors **mix**ed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine <u>organisms</u>. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found *here*. Having so much marine life, this place is a proper spot for snorkeling and diving for sea **sports** lovers.

E. Learning Method

1. Approach   : Scientific Approach
2. Method   : Cooperative learning (Pair, Solo)
3. Model   : Genre-Based Learning

F. Tools and Learning Media

Tools   : Board marker, whiteboard, paper text

G. Learning Resources

1. Material   of   Antonym   and   Synonym
   https://www.teachingenglish.org.uk/search/site/antonym
   and https://www.teachingenglish.org.uk/article/synonym
2. IKIP PGRI Semarang.2010.Handouts and Assignment *"Writing 3"* page 40.

H. Learning Activities

No	Activities	Learning Steps	Time Allocation
1	Pre-Activities	a. The teacher greets the students in the class b. Teacher asks the leader to pray together before starting the class c. Teacher checks the attendance of students d. Teacher ensures the students	15 minutes

		ready to learn	
		e. Teacher asks something related to the previous material to students for reviewing	
		f. Teacher gives an information about the material and asks the students about descriptive text	
		g. The teacher explains learning goals to students	
2.	Main Activities	**1. Knowledge building of the field** a. The teacher asks students about learning using Context Clues (ever or not) b. The teacher tells the material about descriptive text to be taught using the Context Clues method and asks the students to ask about the material. c. The teacher tells students about context clues. **2. Text modeling** a. The teacher explains how to learn by Context Clues method by including the example	130 minutes

| | | b. The teacher gives a text and asks students to read "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach"

c. Students are asked to write what they know about "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach" through context clues

d. The teacher asks students to write vocabulary in the paper that given by teacher

3. Joint construction of the text

   a. The teacher divides students into several group

   b. The teacher asks students to find antonyms and synonyms using context method

4. Independent construction of the text

   a. The teacher gives a paper (*post-test*) in the end of lesson

   b. The teacher asks students to | |

		try make a simple descriptive text using context clues method	
3.	Post-Activities	a. Teacher gives a chance to students for asking question b. Teacher and students together conclude the material about asking and giving permission c. Teacher tells to students about the topic that will be learn next meeting or gives assignment d. Teacher closes the meeting by recite hamdallah together	15 minutes

I. Assessment

Technique of assessment   : Written Test

Lattice of Instrument   : Multiple choice tests

Specification   :

Basic Competence (3.5)	Indicators	Level of Cognitive	Instrument
Applying the social function, text structure, and linguistic elements of the text of oral and written transactional interaction which involves action of giving and asking information about people, animals, and things according to its context.	**3.5.1** Understanding of the text "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach" **3.5.2** Mentioning the vocabulary contained in the descriptive text of "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach" **3.5.2** Distinguishing vocabulary (noun and adjectives) in the text of "Kuta Beach", "Beras Basah Beach", "Lembah Pelangi Waterfall", "Pink Beach"	**C4: Analysis** Group Activities	Students are able to find vocabulary by giving an underline, then analyze the word class of the vocabulary (nouns or adjectives)

Lesson Planning After Treatment

Unit of Education   : MTs Nurul Ali Magelang

Subject   : English

Class/Semester   : VII/2

Main Subject   : Describing Place

Time Allocation   : 2x 40 minutes (1 meeting)

A. Core Competence

1. Appreciating and believing the religious techniques he/she embraces

2. Appreciating and believing honest attitude, discipline, responsibility, care, politeness, confident, in interacting effectively in the surrounding natural and social environment.

3. Understanding of knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-catching events.

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B. Basic Competence

Basic Competence	Indicators
3.5 Applying the social function, text structure, and linguistic elements of the text of oral and written transactional interaction which involves action of giving and asking information about people, animals, and things according to its context.	**3.5.1** Understanding the content of the descriptive text **3.5.2** Mentioning the vocabulary contained in the descriptive text **3.5.2** Distinguishing vocabulary (part of speech) in the descriptive text
4.5 Arranging short and simple oral and written interpersonal interaction text that involves action of giving and asking information about people, animals, and things by considering social functions, text structure and elements correct and appropriate language context.	**4.5.1** Analyzing the meaning of vocabulary (class of word)in descriptive text **4.5.2** Identifying general structure of descriptive text

C. Learning Aims

By the end of the lesson, students are able to:

1. Students are able to mention vocabulary (part of speech), structure of the text, and language elements in the text that given by the teacher

2. Students are able to make a simple text about describe a place, people, or thing according to the methods that have been given by the teacher

3. Students are able to mention antonyms and synonyms from the descriptive text

4. Students are able to learn Graphic Organizer and Context Clues methods

5. Students are able to understand and apply Graphic Organizer and Context Clues in reading a text

D. Learning Material

1. Generic Structure

   c. Identification: identifies phenomenon to be described

   d. Description: describes parts, qualities, characteristics of "Prambanan Temple"

2. Language Feature of Descriptive Text

   a. Focus on specific participant, for example: Borobudur Temple, Manganti Beach.

   b. Use of attributive and identifying processes.

   c. Use of simple present.

d. The use of adjective (an adjective) to clarify the noun, for example: a beautiful beach, the famous place in Magelang, etc.

e. The use of action verb, for example: run, sleep, walk, etc.

3. Social function

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

The teacher gives example of descriptive text entitled "Prambanan Temple"

Prambanan Temple

For anyone who likes history, Prambanan temple is the historical tourism place that must be visited. The location is in Yogyakarta, around 10 minutes from Adisucipto Airport. Spending Rp. 40.000,- we can explore around it all the day we want to enjoy the beauty, take some pictures and learn something historical about it.

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temple was built to dedicate to the God of Shiva.

Equal with Borobudur temple, the Prambanan temple at every main building recognizes the three world hierarchy which spanned from the lower world to the holiest place. At the first level of the building symbolizes the lowest realm of the world. It is called Bhurloka or the world in which human being are still bound by their desire, lust, sins, and unholy way of life or stupidity. The middle level is Bhuvarloka, that is the world of enlighten where human learn to see the truth or living in the holy way. The top level is Svarloka or the highest and the holiest world. This is the place for people who already get the perfection of life.

E. Learning Method

1. Approach   : Scientific Approach
2. Method   : Cooperative learning (Pair, Solo)
3. Model   : Genre-Based Learning

F. Tools and Learning Media

1. Tools   : Board marker, whiteboard, paper text
2. Media   : Laptop

G. Learning Resouces

1. Description text about Prambanan Temple in English, accessed from http://britishcourse.com/contoh-descriptive-text-tentang-prambanan-temple.php

2. IKIP PGRI Semarang.2010.Handouts and Assignment *"Writing 3"* page 40.

H. Learning Activities

No	Activities	Learning Aims	Time Allocation
1	Pre-Activities	a. The teacher greets the students in the class b. Teacher asks the leader to pray together before starting the class c. Teacher checks the attendance of students d. Teacher ensures the students ready to learn e. Teacher asks something related to the previous material to students for reviewing f. Teacher gives an information about the material and asks the students about descriptive text g. The teacher explains learning goals	10 minutes

		to students	
2.	Main Activities	**1. Knowledge building of the field** a. The teacher asks students about learning descriptive text through *Graphic Organizer* and *Context Clues* methods b. The teacher gives opportunities for students to ask if they do not know about the material **2. Text modeling** a. The teacher asks students to mention the vocabulary that they learn last meeting **3. Joint construction of the text** a. Students identify generic structure of the descriptive text b. Students mention antonyms and synonyms c. Students are able to understand the meaning of the words in the descriptive text **4. Independent construction of the text** a. The teacher gives a paper (post-test) for students	60 minutes

3.	Post-Activities	a. Teacher gives a chance to students for asking question	10 minutes
		b. Teacher and students together conclude the material about asking and giving permission	
		c. Teacher tells to students about the topic that will be learn next meeting or gives assignment	
		d. Teacher closes the meeting by recite hamdallah together	

I. Assessment

Technique of assessment : Written Test

Lattice of Instrument : Multiple choice tests

Specification :

Basic Competence (3.5)	Indicators	Level of Cognitive	Instrument
Applying the social function, text structure, and linguistic elements of the text of oral and written transactional interaction which involves action of giving and asking information about people, animals, and things according to its context.	**3.5.1** Understanding the content of the descriptive text **3.5.2** Mentioning the vocabulary contained in the descriptive text **3.5.2** Distinguishing vocabulary (part of speech) in the descriptive text	**C4: Analysis Individual Activities (Post-Test)**	Students are able to fill correctly the questions that given by the teacher (pretest and questionnaire)

- **Scoring Rubric**

Assessment Technique : *Scoring system*

Instrument Form : *Observation sheet*

Specification :

a. If the students can answer all of the questions would get 1

b. Total maximum score is $\frac{Correcr\ Answer}{26} x\ 100 = 100$

c. Students fill the questionnaire

Appendix 2

Instrument

Pre-test and Post-test

Read the text carefully below!

Borobudur Temple

Borobudur temple is a temple that became a pride of Indonesian people because it is ever been included in the 7 wonders of the world. It also becomes the largest Buddhist temple in the world. The place of Borobudur Temple is Village, Magelang, Central Java, Indonesia. It was first discovered by Sir Thomas Stanford Raffles in 1814. At that time, it was found crushed and buried in the ground.

Originally, it has 10 levels which have an overall height of about 42 meters. However, after the reparation, the height of Borobudur become approximately 34.5 meters with an overall building area of about 15.129 m2. The front side of Borobudur temple is facing eastwards, although each side of the temple has a similar form. There are 3 main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (tangible realm), and Arupadhatu (formless realm).

There are so many reliefs on Borobudur's wall which total is about 1.460 panels. These reliefs tell about ancient stories written In the Sanskrit language and read by Mapradakisana way. Mapradakisana is a way to read in accordance with the clockwise

120

direction. The way to read the story is starting from the east side of the gate at every level of the temple. There are so many stories written on Borobudur's wall. The first story on this relief is Karmawibhangga which is written on the foot of this temple. It tells about karma. Karma is the law of cause and effect obtained by humans. This relief depicts human actions both reprehensible and commendable along with what will they have. The next relief is Laitawistara. These reliefs lined the stairs on the south side of the temple. The numbers of this relief are 120 figures which illustrate the story of the Buddha from birth to become a Buddhist. And then last are Jataka and Awadana relief. This relief tells the story about Buddha before he was born.

Besides decorated with reliefs, Borobudur also has so many sculptures that become a symbol of the Buddha embodiment. The statues are sitting cross-legged in the lotus position and show a certain hand gesture. These are located at the Rupadhatu level. There are 432 sculptures there which are lined sequentially in every niche of this level. In the first row, there are 104 niches, in the second row there are 104 niches, in the third row 88 niches, in the fourth row 72 niches, and the fifth row 64 niches. Besides sculpture, the Borobudur temple also has Stupa. There are 72 Stupas at the level of Aruphadatu. These stupas are spread in the court at this stage. In the first court, there are 32 stupas, in the second court 24 stupas, and 16 stupas on the third court.

Since the discovery of the Borobudur temple, there are so many Buddhist statues theft. Originally, the amount of Buddha statues is 504 statues. More than 300 statues have been damaged. Most of the statues of Buddha are headless because often being stolen to be used in a museum collection.[50]

From the text above, answer the questions below!

Choose the best answer of A, B, C, or D

1. What is the title of the text?
    a. Mendhut Temple
    b. Prambanan Temple
    c. Borobudur Temple
    d. Gedung Songo Temple

2. Where is the place of Borobudur Temple?
    a. Magelang
    b. Malang
    c. Magetan
    d. Majalengka

3. How many realms are there at the Borobudur Temple?
    a. 1
    b. 2
    c. 3

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[50]Aria Nugraha, ""Descriptive Text About Borobudur", accessed from https://www.caramudahbelajarbahasainggris.net/contoh-descriptive-text-borobudur-temple-bahasa-inggirs-dan-artinya/, on April, 10th 2020 at 10.00 a.m.

d. 4

4. What is the text mostly about?
   a. Borobudur's levels
   b. Borobudur's description
   c. Borobudur's reliefs
   d. Borobudur's statues

5. What is the meaning of the Mapradakisana language?
   a. Is a way to read in accordance with the anticlockwise direction.
   b. Is a way to read in accordance with the wind direction.
   c. Is a way to read in accordance with the compass direction.
   d. Is a way to read in accordance with the clockwise direction.

6. What is the name of relief that tells about *karma*?
   a. Mapradakisana
   b. Karmawibhangga
   c. Laitawistara
   d. Jataka and Awadana

7. How did that karma happen?
   a. Because of human actions both reprehensible and commendable

b. Because of human actions both reprehensible and creditable

c. Because of human actions both good and commendable

d. Because of human actions both ignore and commendable

8. How many total reliefs are found in Borobudur temple?
   a. 1.458 panels
   b. 1.459 panels
   c. 1.460 panels
   d. 1.461 panels

9. The relief that illustrate the story of the Buddha from birth to become a Buddhist is?
   a. Karmawibhangga
   b. Mapradakisana
   c. Laitawistara
   d. Awadana

10. "There are 72 stupas in Borobudur". What is the name of stupas level?
    a. Rupadhatu
    b. Aruphadatu
    c. Jataka
    d. Awadana

11. The synonym of *"statue"* in a sentence a sentence "The **statue**s are sitting cross-legged in the lotus position and show a certain hand gesture" (paragraph 4)?

    a. Relief

    b. Sanskirt

    c. Stupa

    d. Sculpture

12. The synonym of *"find"* in a sentence "At that time, it was **found** (v1: find) crushed and buried in the ground" (paragraph 1)?

    a. Found

    b. Discover

    c. Finding

    d. Direction

13. The synonym of *"wonder"* in a sentence "Borobudur temple is a temple that became a pride of Indonesian people because it is ever been included in the 7 **wonder**s of the world" (paragraph 1)?

    a. Marvelous

    b. Poor

    c. Standard

    d. Substandard

14. The synonym of *"place"* in a sentence "The **place** of Borobudur Temple is Village, Magelang, Central Java, Indonesia" (paragraph 1)?

a. Palace

b. Position

c. Explore

d. Recover

15. The synonym of *"ground"* in a sentence "At that time, it was found crushed and buried in the **ground**" (paragraph 1)?

a. Stone

b. Earth

c. Coral

d. Sand

16. The synonym of *"reparation"* in a sentence "However, after the **reparation**, the height of Borobudur become approximately 34.5 meters with an overall **building** area of about 15.129 m2" (paragraph 2)?

a. Spoil

b. Amend

c. Broken

d. Cracked

17. The synonym of *"building"* in a sentence "However, after the reparation, the height of Borobudur become approximately 34.5 meters with an overall **building** area of about 15.129 m2" (paragraph 2)?

a. Construction

b. Bridge

c. Airport

d. Port

18. The synonym of *"relief"* in a sentence "There are so many **relief**s on Borobudur's wall which total is about 1.460 panels" (paragraph 3)?

a. Piece

b. Bonding

c. Sculpture

d. Connection

19. The synonym of *"direction"* in a sentence "Mapradakisana is a way to read in accordance with the clockwise **direction**" (paragraph 3)?

a. Street

b. Bridge

c. Fly-over

d. Way

20. The synonym of *"level"* in a sentence "The way to read the story is starting from the east side of the gate at every **level** of the temple" (paragraph 3)?

a. Degree

b. Achieve

c. Reach

d. Gain

21. The antonym of *"east"* in a sentence "The way to read the story is starting from the **east** side of the gate at every level of the temple" (paragraph 3)?

   a. North

   b. South

   c. West

   d. Southeast

22. The antonym of *"south"* in a sentence "These reliefs lined the stairs on the **south** side of the temple" (paragraph 3)?

   a. North

   b. East

   c. West

   d. Southeast

23. The antonym of *"after"* in a sentence "However, **after** the reparation, ……" (paragraph 2)?

   a. Beside

   b. Before

   c. After that

   d. Since

24. The antonym of *"height"* in a sentence "However, after the reparation, the **height** of Borobudur become approximately 34.5 ……." (paragraph 2)?

   a. Highness

   b. Top

   c. Low

d. Tall

25. The antonym of *"large"* in a sentence "It also become the **large**st Buddist temple in the world" (paragraph 1)?

    a. Narrow

    b. Wide

    c. Broad

    d. Roomy

26. The antonym of *"next"* in a sentence "The **next** relief is Laitawistara" (paragraph 3)?

    a. Previous

    b. In front of

    c. Ahead

    d. Earlier

27. The antonym of *"many"* in a sentence "Since the discovery of the Borobudur temple, there are so **many** Buddhist statues theft" (paragraph 5)?

    a. Multiple

    b. Little

    c. Several

    d. Lots of

28. The antonym of *"similar"* in a sentence "The front side of Borobudur temple is facing eastwards, although each side of the temple has a **similar** form" (paragraph 2)?

    a. Identical

    b. Common

c. Like

d. Different

29. The antonym of *"last"* in a sentence "And then **last** are Jataka and Awadana relief" (paragraph 3)?

a. Final

b. First

c. Ending

d. Past

30. The antonym of *"cause"* in a sentence "Karma is the law of **cause** and effect obtained by humans" (paragraph 3)?

a. Lead

b. Force

c. Effect

d. Reason

Appendix 3

The Result of Graphic Organizer Test
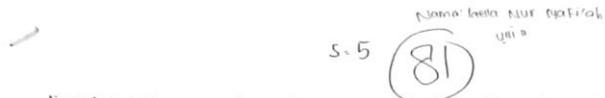
Nama: beta NUR batiah
uti *

S = 5

(81)

From the text above, answer the questions below!

Choose the best answer of A, B, C, or D

1. What is the title of the text?
   a. Mendhut Temple
   b. Prambanan Temple
   c. Borobudur Temple ✓
   d. Gedung Songo Temple

2. Where is the place of Borobudur Temple?
   a. Magelang ✓
   b. Malang
   c. Mageran
   d. Majalengka

3. How many realms are there at the Borobudur Temple?
   a. 1
   b. 2
   c. 3 ✓
   d. 4

4. What is the text mostly about?
   a. Borobudur's levels
   b. Borobudur's description ✓
   c. Borobudur's reliefs
   d. Borobudur's statues

5. What is the meaning of the Mapradakisana language?
   a. Is a way to read in accordance with the anticlockwise direction.
   b. Is a way to read in accordance with the wind direction.
   c. Is a way to read in accordance with the compass direction
   d. Is a way to read in accordance with the clockwise direction ✓

6. What is the name of relief that tells about *karma*?
   a. Mapradakisana
   b. Karmawibhangga ✓
   c. Laitawistara
   d. Jataka and Awadana

7. How did that karma happen?
   a. Because of human actions both reprehensible and commendable ✓
   b. Because of human actions both reprehensible and creditable
   c. Because of human actions both good and commendable
   d. Because of human actions both ignore and commendable

8. How many total reliefs are found in Borobudur temple?
   a. 1.458 panels
   b. 1.459 panels
   c. 1.460 panels ✓
   d. 1.461 panels

9. "There are 72 stupas in Borobudur". What is the name of stupas level?
   a. Rupadhatu
   b. Aruphadatu ✓
   c. Jataka
   d. Awadana

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10. The synonym of *"find"* is?
   a. Found
   b. Discover
   ✗. Finding
   d. Direction
11. The synonym of *"wonder"* is?
   a. Marvelous
   b. Poor
   c. Standard
   ✗. Substandard
12. The synonym of *"ground"* is?
   a. Stone
   b. Earth
   c. Coral
   d. Sand
13. The synonym of *"reparation"* is?
   a. Spoil
   b. Amend
   ✗. Broken
   d. Cracked
14. The synonym of *"building"* is?
   ✗. Construction
   b. Bridge
   c. Airport
   d. Port
15. The synonym of *"relief"* is?
   a. Piece
   ✗. Bonding
   c. Sculpture
   d. Connection

16. The synonym of *"direction"* is?
   a. Street
   b. Bridge
   c. Fly-over
   ✗. Way
17. The synonym of *"level"* is?
   a. Degree
   ✗. Achieve
   c. Reach
   d. Gain
18. The antonym of *"east"* is?
   a. North
   b. South
   ✗. West
   d. Southeast
19. The antonym of *"south"* is?
   ✗. North
   ✗. East
   c. West
   d. Southeast
20. The antonym of *"after"* is?
   a. Beside
   ✗. Before
   c. After that
   d. Since
21. The antonym of *"large"* is?
   ✗. Narrow
   b. Wide
   c. Broad
   d. Roomy

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22. The antonym of *"next"* is?
   a. Previous
   b. In front of
   c. Ahead
   d. Earlier
23. The antonym of *"many"* is?
   a. Multiple
   b. Little
   c. Several
   d. Lots of
24. The antonym of *"similar"* is?
   a. Identical
   b. Common
   c. Like
   d. Different
25. The antonym of *"last"* is?
   a. Final
   b. First
   c. Ending
   d. Past
26. The antonym of *"cause"* is?
   a. Lead
   b. Force
   c. Effect
   d. Reason

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Appendix 4

The Result of Context Clues Test

Nama: Madina Aniza
Kelas 8 VIIIB (8*)

S:2 92

From the text above, answer the questions below!

Choose the best answer of A, B, C, or D

1. What is the title of the text?
   a. Mendhut Temple
   b. Prambanan Temple
   ✗ Borobudur Temple
   d. Gedung Songo Temple

2. Where is the place of Borobudur Temple?
   ✗ Magelang
   b. Malang
   c. Magetan
   d. Majalengka

3. How many realms are there at the Borobudur Temple?
   a. 1
   b. 2
   ✗ 3
   d. 4

4. What is the text mostly about?
   a. Borobudur's levels
   ✗ Borobudur's description
   ✗ Borobudur's reliefs
   d. Borobudur's statues

5. What is the meaning of the Mapradakisana language?
   a. Is a way to read in accordance with the anticlockwise direction.
   b. Is a way to read in accordance with the wind direction.

c. Is a way to read in accordance with the compass direction.
   ✗ Is a way to read in accordance with the clockwise direction.

6. What is the name of relief that tells about *karma*?
   a. Mapradakisana
   ✗ Karmawibhangga
   c. Laitawistara
   d. Jataka and Awadana

7. How did that karma happen?
   ✗ Because of human actions both reprehensible and commendable
   b. Because of human actions both reprehensible and creditable
   c. Because of human actions both good and commendable
   d. Because of human actions both ignore and commendable

8. How many total reliefs are found in Borobudur temple?
   a. 1.458 panels
   b. 1.459 panels
   ✗ 1.460 panels
   d. 1.461 panels

9. "There are 72 stupas in Borobudur". What is the name of stupas level?
   a. Rupadhatu
   ✗ Aruphadatu
   c. Jataka
   d. Awadana

134

10. The synonym of *"find"* is?
    a. Found
    b. Discover
    c. Finding
    d. Direction

11. The synonym of *"wonder"* is?
    a. Marvelous
    b. Poor
    c. Standard
    d. Substandard

12. The synonym of *"ground"* is?
    a. Stone
    b. Earth
    c. Coral
    d. Sand

13. The synonym of *"reparation"* is?
    a. Spoil
    b. Amend
    c. Broken
    d. Cracked

14. The synonym of *"building"* is?
    a. Construction
    b. Bridge
    c. Airport
    d. Port

15. The synonym of *"relief"* is?
    a. Piece
    b. Bonding
    c. Sculpture
    d. Connection

16. The synonym of *"direction"* is?
    a. Street
    b. Bridge
    c. Fly-over
    d. Way

17. The synonym of *"level"* is?
    a. Degree
    b. Achieve
    c. Reach
    d. Gain

18. The antonym of *"east"* is?
    a. North
    b. South
    c. West
    d. Southeast

19. The antonym of *"south"* is?
    a. North
    b. East
    c. West
    d. Southeast

20. The antonym of *"after"* is?
    a. Beside
    b. Before
    c. After that
    d. Since

21. The antonym of *"large"* is?
    a. Narrow
    b. Wide
    c. Broad
    d. Roomy

22. The antonym of *"next"* is?

    a. Previous

    b. In front of

    c. Ahead

    d. Earlier

23. The antonym of *"many"* is?

    a. Multiple

    b. Little

    c. Several

    d. Lots of

24. The antonym of *"similar"* is?

    a. Identical

    b. Common

    c. Like

    d. Different

25. The antonym of *"last"* is?

    a. Final

    b. First

    c. Ending

    d. Past

26. The antonym of *"cause"* is?

    a. Lead

    b. Force

    c. Effect

    d. Reason

Test of Validity

No	Nama	Kelas	No Butir														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	STSP	IX	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
2	AAF	IX	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1
3	Y	IX	1	1	1	1	0	1	1	1	0	1	0	0	1	1	0
4	J	IX	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	UNF	IX	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1
6	C	IX	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1
7	ISW	IX	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
8	SNL	IX	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1
9	AR	IX	1	1	1	0	1	0	1	1	0	0	1	0	0	0	0
10	SA	IX	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1
11	AH	IX	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
12	DA	IX	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0
13	RIAA	IX	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1
14	ARL	IX	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0
15	AK	IX	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
	r hitung		0,656	0,656	0,763	0,554	0,819	0,747	0,763	0,582	0,470	0,582	-0,145	0,620	0,895	0,424	0,640
	r tabel		0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514
	V/T		V	V	V	V	V	V	V	V	T	V	T	V	V	T	V

Validity of Post-test and Pre-test Instrument and Discriminating

Power of Test Items

Counting by Microsoft Excel

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jumlah
1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	25
1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	24
0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	14
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	29
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	26
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	26
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	27
0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	10
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	26
1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	7
1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	22
0	0	1	0	0	1	1	1	1	1	0	1	0	0	0	11
1	0	0	0	0	0	1	0	1	0	0	0	0	1	1	8
0,574	0,715	0,535	0,546	0,716	0,582	0,658	0,838	0,231	0,838	0,746	0,700	0,895	0,582	0,574	
0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	
V	V	V	V	V	V	V	V	T	V	V	V	V	V	V	

Test of Reliability

No	Nama	Kelas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Xt	Xt^2
																	No Butir																	
1	STSP	IX	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	25	625
2	AAF	IX	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	24	576
3	Y	IX	1	1	1	1	0	1	1	1	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	1	0	14	196
4	J	IX	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	841
5	UNF	IX	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	26	676
6	C	IX	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	26	676
7	ISW	IX	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	29	841
8	SNL	IX	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	27	729
9	AR	IX	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	10	100
10	SA	IX	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	28	784
11	AH	IX	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	0	0	0	1	0	1	26	676
12	DA	IX	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	7	49
13	RIAA	IX	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	22	484
14	ARL	IX	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	0	0	0	11	121
15	AK	IX	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	0	1	0	0	0	1	0	1	0	0	0	0	1	1	8	64
		Np	13	13	12	11	11	10	12	13	4	13	7	6	11	9	10	12	9	11	4	8	13	12	11	11	11	7	12	11	13	12	312	7438
		p	0,87	0,87	0,80	0,73	0,73	0,67	0,80	0,87	0,27	0,87	0,47	0,40	0,73	0,60	0,67	0,80	0,60	0,73	0,27	0,53	0,87	0,80	0,73	0,73	0,73	0,47	0,80	0,73	0,87	0,80		
		q	0,13	0,13	0,20	0,27	0,27	0,33	0,20	0,13	0,73	0,13	0,53	0,60	0,27	0,40	0,33	0,20	0,40	0,27	0,73	0,47	0,13	0,20	0,27	0,27	0,27	0,53	0,20	0,27	0,13	0,20		
		p.q	0,12	0,12	0,16	0,20	0,20	0,22	0,16	0,12	0,20	0,12	0,25	0,24	0,20	0,24	0,22	0,16	0,24	0,20	0,20	0,25	0,12	0,16	0,20	0,20	0,20	0,25	0,16	0,20	0,12	0,16	∑pq	5,52

The table above shows the calculation of reliability tests. Reliability test using KR-20 formula as follows:

$$KR\text{-}20 \Rightarrow (r_{11}) \quad \left[\frac{k}{k-1}\right]\left[\frac{St^2 - \Sigma pq}{St^2}\right]$$

$$St^2 = \frac{Xt^2 - \left(\frac{Xt^2}{15}\right)}{15}$$

$$= \frac{7.438 - \left(\frac{7.438}{15}\right)}{15}$$

$$= \frac{7.438 - 6.490}{15}$$

$$= \frac{948}{15}$$

$$= 63.2$$

$$r_{11} = \frac{30}{29}\left(\frac{63.2 - 5.52}{63.2}\right)$$

$$= 1.03\left(\frac{57.68}{63.2}\right)$$

$$= 1.03 \times 0.91$$

$$= 0.937$$

Counting by Microsoft Excel

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Appendix 7

Test of Difficulty Level

Statistics

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
N	Valid	15	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0	0
Mean		.87	.87	.80	.73	.73	.67	.80	.87	.27

Statistics

		Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18
N	Valid	15	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0	0
Mean		.87	.47	.40	.73	.60	.67	.80	.60	.73

Statistics

		Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27
N	Valid	15	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0	0
Mean		.27	.53	.87	.80	.73	.73	.73	.47	.80

Statistics

		Item 28	Item 29	Item 30
N	Valid	15	15	15
	Missing	0	0	0
Mean		.73	.87	.80

The SPSS 16 counting of Level of Difficulty

Appendix 8

Test of Normality

Tests of Normality

	Class	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pretest Experiment 1and 2	.179	20	.093	.929	20	.148
	Posttest Experiment 1	.162	20	.181	.939	20	.229
	Posttest Experimental 2	.217	20	.014	.927	20	.136

a. Lilliefors Significance Correction

Descriptives

	Class			Statistic
Student Learning Outcomes	Pretest Experiment 1and 2	Mean		44.05
		95% Confidence Interval for Mean	Lower Bound	41.58
			Upper Bound	46.52
		5% Trimmed Mean		43.72
		Median		43.00
		Variance		27.839
		Std. Deviation		5.276
		Minimum		37
		Maximum		57
		Range		20
		Interquartile Range		7
		Skewness		.630
		Kurtosis		.253
	Posttest Experiment 1	Mean		73.70
		95% Confidence Interval for Mean	Lower Bound	69.83
			Upper Bound	77.57
		5% Trimmed Mean		73.94
		Median		73.00
		Variance		68.221
		Std. Deviation		8.260
		Minimum		58
		Maximum		85
		Range		27
		Interquartile Range		15
		Skewness		-.187
		Kurtosis		-1.077
	Posttest Experimental 2	Mean		86.95
		95% Confidence Interval for Mean	Lower Bound	84.04
			Upper Bound	89.86
		5% Trimmed Mean		87.22
		Median		88.00
		Variance		38.787
		Std. Deviation		6.228
		Minimum		73
		Maximum		96
		Range		23
		Interquartile Range		11
		Skewness		-.585
		Kurtosis		-.208

The SPSS 16 counting of Normality Test

Appendix 9

Test of Homogeneity

Test of Homogeneity of Variances

Student Learning Outcomes

Levene Statistic	df1	df2	Sig.
3.068	2	57	.054

ANOVA

Student Learning Outcomes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19300.633	2	9650.317	214.694	.000
Within Groups	2562.100	57	44.949		
Total	21862.733	59			

The SPSS 16 counting of Homogeneity Test

Test of Descriptive Statistic Data

Statistics

		Pretest Experiment 1	Posttest Experiment 1	Pretest Experiment 2	Posttest Experiment 2
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		44.05	73.70	44.05	86.95
Median		43.00	73.00	43.00	88.00
Mode		43	81	43	88
Std. Deviation		5.276	8.260	5.276	6.228
Minimum		37	58	37	73
Maximum		57	85	57	96
Sum		881	1474	881	1739

The SPSS 16 counting of Descriptive Statistic Data

Appendix 11

Test of N-Gain Graphic Organizer

Case Processing Summary

			Cases					
			Valid		Missing		Total	
	Experiment GO	N	Percent	N	Percent	N	Percent
NGain_Percent	1	20	100.0%	0	.0%	20	100.0%

Descriptives

	Experiment GO			Statistic	Std. Error
NGain_Percent	1	Mean		53.0153	3.08720
		95% Confidence Interval for Mean	Lower Bound	46.5537	
			Upper Bound	59.4769	
		5% Trimmed Mean		53.1007	
		Median		50.8441	
		Variance		190.616	
		Std. Deviation		1.3806E1	
		Minimum		28.30	
		Maximum		76.19	
		Range		47.89	
		Interquartile Range		20.76	
		Skewness		-.026	.512
		Kurtosis		-.975	.992

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Tests of Normality

	Experiment GO	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
NGain_Percent	1	.135	20	.200[*]	.959	20	.524

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Group Statistics

	Experi...	N	Mean	Std. Deviation	Std. Error Mean
NGain_Percent	1	20	53.0153	13.80638	3.08720
	0	0[a]	.	.	.

a. t cannot be computed because at least one of the groups is empty.

The SPSS 16 process counting of N-Gain percent for treatment using Graphic Organizer

Appendix 12

Test of N-Gain Context Clues

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Experiment CC	N	Percent	N	Percent	N	Percent
NGain_Percent	1	20	100.0%	0	.0%	20	100.0%

Descriptives

Experiment CC				Statistic	Std. Error
NGain_Percent	1	Mean		76.6379	2.44017
		95% Confidence Interval for Mean	Lower Bound	71.5305	
			Upper Bound	81.7452	
		5% Trimmed Mean		76.8723	
		Median		78.9474	
		Variance		119.089	
		Std. Deviation		1.0912E1	
		Minimum		56.60	
		Maximum		92.45	
		Range		35.85	
		Interquartile Range		19.58	
		Skewness		-.384	.512
		Kurtosis		-.846	.992

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Tests of Normality

	Experiment CC	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
NGain_Percent	1	.134	20	.200[*]	.940	20	.244

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Group Statistics

	Experi...	N	Mean	Std. Deviation	Std. Error Mean
NGain_Percent	1	20	76.6379	10.91279	2.44017
	0	0[a]	.	.	.

a. t cannot be computed because at least one of the groups is empty.

The SPSS 16 process counting of N-Gain percent for treatment using Context Clues

Letter of Statement

YAYASAN NURUL ALI SECANG
MTs "NURUL ALI SECANG"

Jl. Muhammad Ali no 19 Sempu Ngadirojo Secang Magelang, 56195
Telp: (0293) 714132 - Hp. 085645739370

<u>SURAT MELAKSANAKAN TUGAS</u>
086/PPNA/IV/2021

Yang bertanda tangan di bawah ini :
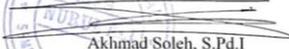
Nama   : Akhmad Soleh, S.Pd.I

Jabatan   : Kepala Madrasah

Menyatakan dengan sesungguhnya bahwa nama di bawah ini :

Nama   : Bayu Septi Pratiwi

NIM   : 1703046060

Alamat   : Mranggen, 01/01 Bandarsedayu, Windusari, Magelang

Judul Skripsi   : Using Graphic Organizer and Context Clues for Teaching Reading 0f Descriptive Text

Menerangkan bahwa nama tersebut telah melaksanakan rizet dan dukungan data dengan tema/judul skripsi selama 1 minggu di MTs Nurul Ali Sempu Ngadirojo Secang Magelang terhitung mulai tanggal 19 April 2021 sampai dengan tanggal 25 April 2021

Demikian surat keterangan ini kami buat dengan sebenar – benarnya.

Secang, 25 April 2021
Kepala Madrasah

Akhmad Soleh, S.Pd.I

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Appendix 14

Pre-Test, Treatment, and Post-Test Documentations

Documentation of *pretest*

Documentation of Treatment 1

Learning used Graphic Organizer method

Documentation of Treatment 2

Learning used Context Clues method

Documentation of *posttest*

Treatment 1 used Graphic Organizer method

Documentation of *posttest*

Treatment 2 used Context Clues method

CURRICULUM VITAE

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4. MAN 1 Kota Magelang

Semarang, 20 Juni 2021

The writer,

Bayu Septi Pratiwi

NIM. 1703046060