PROCEEDINGS

Seminar on: "Method of Writing Scientific Article and Publishing in International Journal"

Conducted by English Study Program of
Teacher Training and Education Faculty of
Nommensen HKBP University
Pematangsiantar
20th April 2017

Editors:
Prof. Dr. Selviana Napitupulu, M.Hum
Dr. Sanggam Siahaan, M.Hum
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David B. Manalu, S.Pd., M.Pd

Halaman Moeka Publishing

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PREFACE

This book reports the proceedings of Local Seminar on *"Method of Writing Scientific Article and Publishing in International Journal"* held by English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen at Menza of FKIP UHN Pematangsiantar on April 20th, 2017. The specific purpose of this seminar is to response the government policy (SK Dirjen Dikti No. 152/E/T/2012 tanggal 27 Januari 2012) stated that S1 graduates should have at least 1 (one) published scientific article.

The content of this proceeding includes the main articles and plenary articles. The main articles were delivered by the keynote speakers (Prof. Dr. Selviana Napitupulu, M.Hum., and Dr. Sanggam Siahaan, M.Hum). The first keynote speaker described theoretical method of writing scientific article. Meanwhile the second keynote speaker showed the feasible steps of publishing article in international publications (both reputable and non reputable). The plenary articles were presented in the plenary session by S1 graduates of English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen Pematangsiantar along with their lecturers.

The editors would like to thank all authors for their contributions to this proceeding. Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the chairman and secretary of English Study Program, Prof. Dr. Selviana Napitupulu, M.Hum., and Bertaria S. Hutauruk, S.Pd.,M.Hum for initiating this scientific program.

We are looking forward to the next seminar that will be held on October 2017 at the same location. We hope that it will be an interesting and enjoying at least as its predecessor.

Pematangsiantar, April 2017

The Editors

CONTENT

Method of Writing Scientific Article

Selviana Napitupulu

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1. Introduction

Scientific Article (SA) is one type of writing which is generally used by the scientists and academics. Writing of SA is very different from other writings as SA states scientific information with the structure of writing form in accordance with every field of science. The way of communicating scientific information is often carried out by following moving steps started studing a problem using scientific method to one or more possible solving problems as expected. From the perspective of the language, SA has a certain way of language use that makes it different from other writings such as essay, report, story, etc. The language of SA is stated formally, accurately, briefly, and unambigously.

To write SA which can be read by all people, SA must be published through accredited international and national journal and has good reputation. Therefore, the wirters of SA should take into account the generic structure as a reference in publishing scientific writing either in international or national level. The generic structure of scientif writing comprises of series,steps, and some certain strategies in each part of the scientific writing structure. The form and objective of the series, steps, strategy, and structure of the SA tend tobe standard and they have similarities in the field of different science.

To write SA in good and correct language needs considering the language rules and usage. By taking the rule into account, writing uncorrect language can be avoided. Whereas, if we obey the language rules, we will prevent from writing the bad idioms. Thus, the use of good language in a SA correlates with the concordance of the language we use with the situation of SA and the target of the readers.

Beside considering either the good and correct language, or following the SA generic pattern, SA which is going to be published must consider the template conditioned by the journal or publisher publishing the scientific writing. Such these things are commonly written in the last page of the journal or in the circular issued by thepublisher. Frequently, such these things become the obstacle for a scietific writing to be published; so such this simple thing needs to be noticed seriously by the writer.

SA published in scientific journal commonly can be categorized based on the theme proposed in the scientific writing. SA includes themes proposing these followings:
   a. concepts or theory, either in criticism or enforcement form to the concept or certain theory which is often used in research;
   b. the research plan arranged in the reference form of a researchthat will be carried out;
   c. research on progress,which report the condition or the progress of a going on research;
   d. the final result of research reporting the finding and research analysis

Scientific publication from either research result or non research result is not released from the standard parts, such as Introduction, Method, Result, and Discussion (IMRAD). These parts have been known since 1930s although there are some variations in different disciplines and the content development. Eventhough, the parts must be adjusted to the form or the conditions determined by each publication (publisher, journal, etc). One of the conditions which has been determined is for example, the introduction containing the description of the reserch problem. Thus, the research problem is not separated. Furthermore, the publisher also asks the writer to maximally write six (6) key words only.

To make scientific article from a research proposal, research plan, the report of research program, or the final report of the research, or from non-research material to be published scientifically in a scientific journal or published as a book edited, the writer firstly, must prepare the lenght of the writing which is suitable with the conditions determined, for examle, 6.000 words or maximal in 12 pages, etc. Then, it is determined the parts needed (for example, Introduction, Review of the Literature, Methodology, Result and Discussion, Conclusion and Suggestion). For each part, the writer must determine the distribution, for example, Introduction = 750 – 1.000 words, Review of the Literature = 1.500 – 2.000 words, Methodology = 750 – 1.000 words, Result and Discussion = 2.000 – 2.500 words, Conclusion and Suggestion = 300 – 500 words.

To prepare SA for scientific journal which does not give any requirement on the article structure, the main task that must be done by the writer is preparing the text of SA, so that the number of the pages is suitable with the average of page number of scientific journal article. Next step is to write SA in good and correct language following the pattern or generic structure of SA. In this opportunity, this paper only discusses the problem of pattern and generic structure of SA based on findings stated in some researches on SA. Although the problem of good and correct language is important for the writing of SA, this problem will be discussed on the other oppurtunity as this writing focussess on the discussion of pattern and generic structure only.

2. Generic Analysis of SA

SA is prepared to be communicated through scientific activites or scientific publication in scientific society so SA can be said as one of communicative events which is very important for scientific society. Scientists must socialize their thought and opinions. Their scientific activities can not be said over if they have not conveyed their thought and opinion through SA. Thus, SA has its own society so called discourse society whose members consist of scientists or practitioners of each science. Discourse society also has values, norms, beliefs, and same knowledge tradition binding the togetherness of all the members. Beside that, SA publication can be used as a measurement for scientist greatness. A scientist is, of course, expected to publish his/her SA in national and international journal publication. To go to the journal publication, a scientist must have language capability and generic strategy mastery beside taking other factors into account.

SA generic analysis is a way to know more on generic structure and pattern of SA so the writers can apply it in writing SA to go to the journal publication. The term 'generic analysis' or often called genre analysis means a lot

nowadays. Genre (Latin) meaning 'type', 'level' has been widely used in rethoric, literary theory, media theory, lingusitics, language sociology, and others; one of them is by general term as 'different text type'.

The development of generic analysis pays attention not only on language aspect but also on other aspects, such as language style, event and its description. In one of the generic analysis approaches, internal structue of the genre is identified based on the communicative purpose of the discourse society. Swales (1990) introduced the meaning of genre prototype as a way how the communicative purpose, type, structure, and audience expectation work to identify how far the copy of the text is a prototype of certain genre. It means that SA is one of the writing genres that has certain prototype that can be identified and then abstracted as a model. Therefore, Swales (1990) draws the text structure arranged from MOVE that can contain one or some STEPS.

MOVE AND STEP indicate communicative series of a text as a respond of what the readers expect from the text. The analysis focusses on textual organization pattern and generic specific of language characteristics. Genre analysis views the structure based on the textual move in the parts of SA, for example, Introduction, Method, Result, and Discussion.

3. Move and Step

Move and Step are unit of semantics in a discourse. The unit and sub-unit of this semantic are arranged by intersentence, paragraph, part of text to become bigger text, such as paper, report, thesis, dissertation, or book. The introduction of the semantics in text is done through the available limits. The limits commonly use linguistics directory or certain discourse. Linguistic directory commonly used is (i) permanent idioms; (ii) lexical entity or specific words; and (iii) markersor cohesive devices. The introduction of the unit becomes difficult if they are not available.Using the content of the text as a tool is one of the techniques that can be used. This technique tries to identify the unit of communicative MOVE and STEP by understanding information contained in the text or in the part of the text.

Basically, MOVE and STEP in SA of research and non-research indicate pattern, structure, and organization which are not far different. The important difference is mostly found in the part of Result and Discussion as both SA lies most on the different processes, namely process and steps in research

3.1 Model of Introduction

To understand the information contained in the text or in the part of the text, the writing of introduction can be done by applying model of introduction proposed by Swales (1990) so called CARS (Create a Research Space) consisting of MOVE and STEP.

MOVE1: Establishing a Territory
  Step 1 : claiming centrality
  Step 2 : making topic generalizations
  Step 3 : reviewing previous research
In step one, the information of the backgroud studying the main topic or the problem being discussed is prepared for the text being written started from the

general information to the specific one. The description to ensure the readers is also more decreasing. The writing of SA is basically persuasive. Therefore, every part needs clarification that the problem written has important meaning and it is valuable for the related knowledge. In this part the writer must explain that the topic written is very important, interesting, original, and it is an important issue that is widely discussed. In step two, the more neutral and general description is provided. The statement given is knowledgeable or practical which can be applied in the field of discipline or the statements related to the general things discussed.In step three, the sources of suitable references are stated clearly.

MOVE 2: Establishing a Niche
      Step 1a : counter-claiming
      Step 1b : indicating a gap
      Step 1c : question-raising
      Step 1d : continuing a tradition

In this step, the writer identifies the main topic or the areas of problems that will be discussed from the objective perspective. Due to the writer identifies the topic or the problem in MOVE 1, he/she must question the opinion or the existing result through conter-claiming, indicating a gap, question-raising, and continuing a tradition.

MOVE3**:** Occupying the Niche
      Step 1a : outlining purposes
      Step 1b : announcing present research
      Step 2: announcing main findings
      Step 3 : indicating structure of the article
This phase is related with the content, structure, and/or the paper objective which concerns with the information backgroud and the main topic.

3.2 Model of Discussion

Swales (1990: 172-173) in Dudley-Evans (1989) applies the discussion model by using some MOVES, as follow:

MOVE 1 : Backgroud Information
      The writer gives description or information related with the central problem (Introduction, MOVE 2) and/or objective (Introduction, MOVE3). This is basically repeating the given information but it functions to refresh the readers' intention against the problem.

MOVE 2: Result Presentation
      The readers' intention have been focussed back as a review of the result obtained from the method. This MOVE is the beginning of the presented information in the part of the discussion. The writer often gives comment whether the result obtained is the expected result or unexpected one.

MOVE 3: Reference to the Previous Research
In this step, the problem is viewed again in the context of research or other previous writing to give idea for the new discussion.

MOVE 4: Explanation
This phase is more common when the writer reports the unexpected result or different from that anticipated from MOVE Introduction (MOVE 2, Step 1c and 1d)

MOVE 5: Giving Examples
If the explanation is already given, the examples are commonly prepared to make it clear.

MOVE 6: Deduction and Hyphothesis
If the result can be theoretically generalized, it is discussed as part of deduction or hypothesis. This is more common if the concrete prove is given.

MOVE 7: Recommendation
If further research against the important problems discussed needs to be done, the writer can suggest it to this part.This part also functions to convey reasons or apology against the limited discussion done.

4. Organization Structure of SA
Genre analysis views the structue based on the textual move in SA parts. Swales (1990) analyses Introduction in 48 articles (16 articles in the filed of science, 16 in the biology/medicine, and 16 in social) producing model so called with CARS (Create a Research Space). This model explains that the Introduction consists of 3 MOVES and follow the general way to the specific one. On the other hand, the part of Discussion moves in opposite; starting from the result, place it in the available references up to study its significance in general.

Nwogu (1977) researched all parts in 15 SA in the field of medicine written in English. Using CARS model, he found that Introduction of SA is similar with other sciences except the frequency of MOVE 1 (giving backgroud information) which is relatively low. The result of his research also found that SA in medicine consists of 11 different MOVE. Nine MOVE of eleven are an obligation while two other MOVES are arbitrary (optional) followed by a number of STEPS marked with some different linguistic markers. According to Nwogu, these eleven MOVESandSTEPSindicate the organization of internal information represented in SA.

Gunnarson (1993) researched 90 SAof science and popular science, such as economics, medicine, and technology written in Swedish in three different time period. He concludes that SA in Swedish changed from the point of textual structure and the content as long as three period of time.

The research on Discussion in 30 SA in social science such as politics, sociology, and history (Holmes, 1997; 2001) shows that SA in social science is different in some cases with the natural science. In social science, there is no obligatory MOVE which is different with SA in chemistry technique. The part of

Discussion in social science tends to the complex position and the explanation in the beginning is compared to the last phase. While Posteguillo (1999) found the difficulties to get the generic structure in his research on SA in the field of computer as there is no structural method that can be applied. Obligatory characteristic in CARS such as Library Study is not always used in this field.

Based on the analysis made by Safnil (2000), organizational structureof SA in some scientific journalsin Indonesia in the field of econommics, education, and psychology tend to follow IMRAD although the realization of each part in every field shows some variations.

One of the specific characteristics of the content in Result and Discussion of Social Science is the longer description of the topic by giving basic views of it. Mostly, each of the topic is deeply explained descriptively so that the reader knows the parts well. The discussion given sometimes use comparative strategy so the different elements are described in cross reference.

In SA of non-research, the label given to the part of Result and Discussion is different with SA of research. SA of non-research does not need the part of the result because it is not preceeded by the process of collecting data, tabulating data, or analysing data as in research activity. This part is commonly pressed to be the part of Discussion only without giving the label of Result. Sometimes, the part of Discussion is not given firmly in the title part. This part is given with certain title or sub-title so the readers conclude the part as part of discussion based on the part of the content and sub-part given.

5. Conclusion

The knowledge on the genre structure of SA in Indonesian journal and international journal is very needed to arrange SA that fulfill the publication condition. This structure include the strategy done by the writer to communicate her opinion in the SA as part of the member of scientific discourse society. Based on some results of researches, the genre structure denotes the arranged pattern and organization so that it can be learned as basic knowledge to write SA. Therefore, it is said that the knowledge relating with the genre structure or textual structure of SA is very important to master by the writers or the writer candidates of SA.

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Publishing Scientific Article in a Reputable International Journal

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Abstract: *This article deals with a study on how to publish a scientific article in a reputable international journal. The problem to answer is how to prepare the report of a research project in a generic sheet style and how to make it fit with the style tradition of a specific relevant international journal. The purpose of this article is to help students publish their research report in a reputable international journal.*

Keywords: *International journal, publishing process, scientific article*

I. INTRODUCTION

This article is about publishing a scientific paper in a reputable international journal. The idea begins with a research project for searching the new knowledge used as a solution for a problem being faced by a specific community. The example of the solution of the problem is the one being faced by an English language teaching community. In this case the research paper is the report of a scientific inquiry seeking for a better teaching method to help teachers deliver lessons effectively and make students more active, dynamic, creative, cooperative and independent to accomplish a task with a better ability to answer questions in a test administered to them at a time.

A research paper can be the report of a qualitative or quantitative field research. It can be a historical or documentary or descriptive research. It can also be the report of an experiment in which a certain number of subjects are equally assigned into one or more than one pre-test and post-test groups under well controlled different treatments to collect the data for a quantitative or qualitative analysis in order to answer questions formulated posted as the research problem statement in a research project.

A research paper can also be the report of an analysis, such as interpretations, comparisons, contrasts, questions and judgments of some data which are collected by taking notes, such as quotations, paraphrases and summaries from the written literatures, such as encyclopedias, text books, manual books, research reports, scientific journals, proceedings, government bindings, magazines, newspapers, brochures, leaflets, statistics, figures, etc. related to a problem which is stated in a question for a survey research paper or a thesis statement for an argumentative research paper.

Theoretically, a research paper is a scientific inquiry with a theoretical framework for checking a specific hypothesis by testing it through the data collection from a group of research participants or a number of relevant written literatures and the quantitative or qualitative analysis of the data to answer or depend a statement which becomes as a piece of knew knowledge or science which can be used to reconstruct a phenomenon happened in the past or to control it in the future for the good life of human being and the universe.

II. DISCUSSION

1.   The Publishing Process
The following is about some steps of the process publish a research paper in an international journal.

Step 1:
The report of a research project is summarized in a generic style sheet in about ten thousands of words including a title, author(s) with an affiliation address, abstract, background, research problem(s), theoretical framework, hypothesis, research significance, review of the related literatures, research design, research subject and object, research instrument, technique of data analysis, data analysis, findings, discussion on the finding, conclusion(s), suggestion(s), and references. It is also necessary to provide appendixes such as videos related to data, video transcript, sound records and transcript, field notes, graphs, etc.

Step 2:
Browse a reputable international journal that is relevant to the research paper. Check its specification and quality, such as that it is an open access journal, it is indexed in a major indexing service, it publishes regular issues, it has an editorial board with a chief editor, it has a strong scope, it outlines their peer review and editorial process, it provides a publication ethic statement, and the most important thing is that it uses the most up to date information technology.[1] There are a few points to remember before deciding a title of an international journal. It may be one of point of the research contract made by a researcher and an affiliation. Here, the specification of the journal may be explicitly stated in the contract.[2] It may be one of the requirements in the completion of a study program in a university, so it is wise to make sure that the specification of the journal meets the criteria made by the university. It can be the primary document for the promotion of a person in a country[3]. For this, the journal criteria determined by a country must accord with the specification of the journal in which the paper is publish. One must remember the purpose of the publication of a paper before its submission into a journal; otherwise regret would hurt feelings in a long time.

Step 3:
Once a relevant journal to a paper is invented in the browsing activity, it is necessary to check it into a journal ranking countries or a journal finder in a journal group. Actually there are some names of journal ranking and journal finder, for instance SJR[4] (Scimago Journal Ranking) or Elsevier[5]. The checking technique is to type the name of a journal in that browser or in a journal finder. Then the browser or the finder will tell if the name of the journal is registered in it or not. If it is registered, there is nothing to worry to publish a paper in it and it is secured to your purpose. Pay attention to the following illustrations:

What is SJR for?
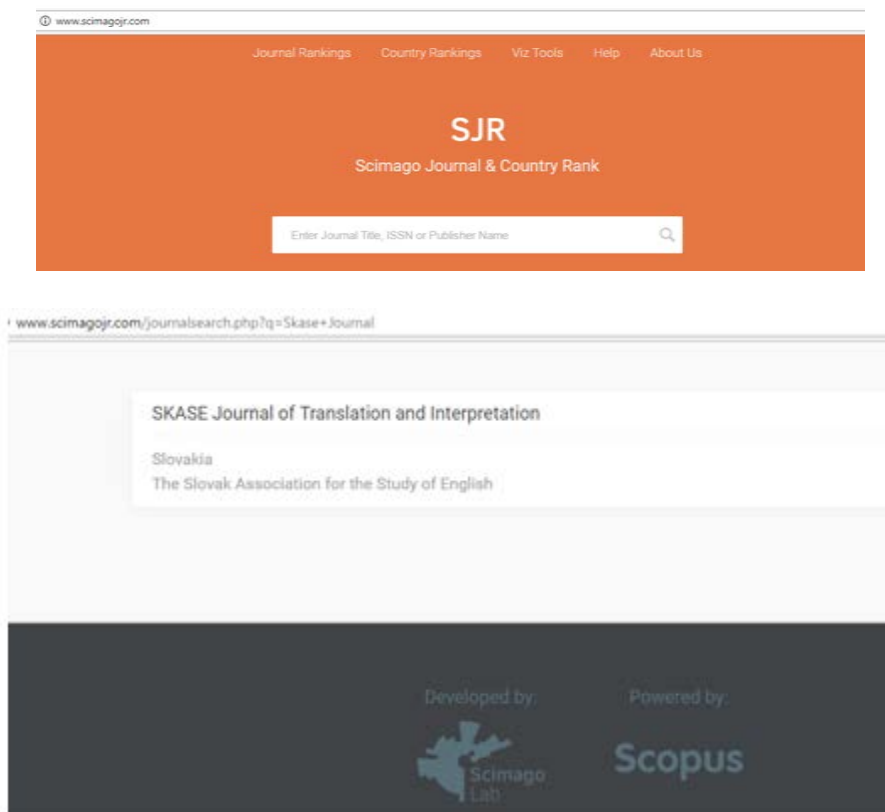
Step 4:

Browse the journal portal! Study the paper sheet style from its template. Commonly, it is an MLA or APA style. It can be a mix of the two. Then learn the tradition of the journal set up by the editors through the papers published from a volume to volume. Study how to express the title, the name of an author and an affiliation address). Examine how an abstract is written out and the research variables are introduced in the context of the root(s) which create(s), a gap between an expectation and a reality among a community in the article background. It is also necessary to learn how a solution is offered to the problem, and how the solution is reviewed theoretically and the technique used to provide fact to support the solution that it becomes a hypothesis in the background of a field research or a thesis statement in the background of a library research.

Step 5:
Revise the draft of the research paper according to what you have learned from a journal. Apply the tradition of the journal to your paper. Do not make a mistake on how to present the paper title, author name, author address, abstract, background, problem statement, objective statement, theoretical framework, assumption, hypothesis, key terms, research significance, review of the related literature, research design, data analysis, findings, suggestions, conclusion, and references. Pay attention the total words allowed in he paper to publish in the journal. Do not use more words recommended by the editors.

Step 6:
Submit the paper to the editor by the access mentioned in portal. Some portals advice authors to be the member of an association with a user name and a password to log in to the portal and to submit the soft copy of a paper. Some advices the authors submit it by email to the respected editor. An open online access is one of the indicators of a reputable journal. Its portal also provides a place for the communication between the editors and the authors about the status of a paper before and after its publication.

The author of a paper must be committed to check the status of his or her submission. The most important attention must be given to the revision process of the paper suggested by the editor. There can be some communicative interaction between the author and the editor from the submission time up to its publication.

2. Writing Purpose

Writing a research paper is to provide a solution for a problem being faced by a community. It is also to reveal out the condition of a phenomena in a specific community. A problem is a piece of scientific information. It is in the form of an answer to a question or a statement as a defense to a statement. In a library research paper, a problem can be formulated in two ways, they are: a question in writing a survey-type library research paper or a qualitative and quantitative field research paper to answer a question and a statement in writing an argumentative type library research paper to depend a thesis statement as in the followings:
"What grammatical mistakes made by primary pupils in participating a short conversation?"

The effect of small group discussion teaching method can reduce the grammatical mistakes, such as noun pluralization, verb conjugation, tenses, adjective degree, concord, gerund, etc. of the primary pupils in participating in a short conversation.

3. Generic Research Paper Components

The following is about some illustrations of the generic style sheet of the research paper components to publish in a reputable international journal.

A. Research Title
The Effect of Small Group Discussion Teaching Method and Research Based Teaching Method to the Ability of Grade Twelve Students in Writing a News Item Text

B. Problem Statement
Examples of problem statement are as follows.

Experiment:
1. What is the effect of Small Group Discussion Teaching Method to the ability of grade twelve students in writing a news item text?
2. What is the effect of Research Based Teaching Method to the ability of grade twelve students in writing a news item text?
3. What is the effect of the Conventional Teaching Method to the ability of grade twelve students in writing a news item text?
4. Is the effect of Small Group Discussion Teaching Method more significant than the effect of Research Based Teaching Method or than the effect of Conventional Teaching Method to the ability of grade twelve students in writing a news item text?

Survey Library Research Paper:

1. What are the differences among the effect of Small Group Discussion Teaching Method, Research Based Teaching Method and the Conventional Teaching Method to the ability of grade twelve students in writing a news item text?

Argumentative Library Research Paper:

1. The effect of Small Group Discussion Teaching Method is more significant than the effect of Research Based Teaching Method or than the effect of Conventional Teaching Method to the ability of grade twelve students in writing a news item text.

C. Research Hypothesis
Examples of a research hypothesis are as follows.

Quantitative Field Research:

Ha: The effect of Small Group Discussion Teaching Method is more significant than the effect of Research Based Teaching Method or than the effect of Conventional Teaching Method to the ability of grade twelve students in writing a news item text.
Ho: The effect of Small Group Discussion Teaching Method is not more significant than the effect of Research Based Teaching Method or than the effect of Conventional Teaching Method to the ability of grade twelve students in writing a news item text.

4. Research Paper Writing Process

Writing a research paper need to follow these steps, they are: choosing a topic, collecting the data, writing the paper by analyzing the data, and publishing the paper in a reputable international journal.

A. Choosing the topic

How is a topic decided?

Deciding a topic to write for a research paper should be started by answering four questions, as in the following:

Can you limit the topic?

The following is an illustration to demonstrate how a topic is limited.

Topic:
Language

Limited Topic:
English language

Research title:
The ability of grade eight students in using the English language in participating in a classroom conversation

The followings are some examples of research titles created by limiting a topic:
The Ability of Grade Nine Students in Writing a Narrative Text
The Ability of Grade Eleven Students in Describing an Object
The Ability of Grade Seven Students in Writing a Paragraph
The Ability of Grade Eight Students on Reading Comprehension on an Expository Essay
The Ability of Grade Nine Students on Listening Comprehension on a Natural Conversation
The Vocabulary Mastery of Grade Six Pupils in Writing a Narration

What question can be asked about the topic?

The following is an illustration to demonstrate how to make a question related to a topic mentioned in research title.

Research Title:
The ability of grade eight students in using the English language in participating in a classroom conversation

Research Question:
What is the ability of grade eight students in using the English language in participating in a classroom conversation?
How do grade eight students use the English language in participating in a classroom conversation?
Why do grade eight students have poor ability in using the English language in participating in a classroom conversation?

Research Title:
The ability of eight grade students in using the English language in participating in a classroom conversation

Research Question:
What is the ability of grade eight students in using the English language in participating in a classroom conversation?

Instead of a question, a thesis statement is made for writing an argumentative-type research paper as in the following.

Thesis Statement:
The ability of grade eight students in participating in a classroom conversation includes the knowledge such as: 1. the sentence pattern; 2. the English Tenses; 3. the Complex Sentences.

Can the references be located?
The easiest way to locate the references is to browse the electronic written literature in the internet. You can browse as many literatures you want for reviewing opinions and facts of a phenomenon. The kinds of the written literatures you can browse in the internet are those such as: 1. encyclopedia; 2. text book; 3. manual book; 4. research report; 5. scientific journal; 6. proceedings; 7. government binding; 8. magazines; 9. newspaper; 10. brochure; 11. leaflet; 12. statistics; 13. figure; 14. etc. Some reputable international journals prepare electronic literatures rather than the ones with the hard copied. The reason is that electronic literatures can be attached into the references directly. They create high credit points to the quality of a research paper.

How long can you finish the paper?
This depends to how much you know about the topic. The less you know about it, the longer time you need to complete the project. The more you know about it is of course the quicker you can finish writing the paper. So consider about the topic you are going to write. Do not do it too long time. Remember that you might do a research project for a funding institution with a legal contract. Avoid a penalty of expired time.

5.   Collecting the Data by Taking Notes
　　　　Taking Notes deal with reading the literatures first, then considering them[2] whether they are related to answer the problem statements of the research or not, then taking them as data for analysis in writing the research paper. The concept of "considering them" means if they could be used to answer the "What, How, and Why Questions" which are posted as the research problems of a library research paper". Taking them as data means collecting them by taking a note about them by means of quotation, paraphrase, and Summary.

A. Quotation

Quotation is a technique of taking a note of information on a specific paragraph on a page in a written literature. It is formulated in a sentence. Typically, it is in the form of a reported speech. It can be with direct speech or indirect speech.

1). Direct Speech Style

Example:

Sihombing and Situmeang (2016: 113) contend, "News item is neither a paragraph nor an essay."

The types of the predicate of a reporting clause are as follows: contend, say, argue, think, report, expain, etc.

2). Direct Speech Style

Example 1:

Sihombing and Situmeang (2016: 113) contend, "a news item is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer inform people about events of day which is considered newsworthy or important."

Example 2:

Sihombing and Situmeang (2016: 113) contend:

"News item is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer informs people about events of day which is considered newsworthy or important."

3). Indirect Speech

Example 1:

Sihombing and Situmeang (2016: 113) contend(ed) (that/,"…") news item is(was) neither a paragraph nor an essay.

Example 2:

Sihombing and Situmeang (2016: 113) contend that a news item is neither a paragraph nor an essay; but instead, this conforms to any written English text containing one or more than one paragraph in which the writer inform people about events of day which is considered newsworthy or important.

Example 3:

Sihombing and Situmeang (2016: 113) contend that a news item is neither a paragraph nor an essay; but instead, this conforms to any written English text containing one or more than one paragraph in which the writer inform people about events of day which is considered newsworthy or important.

Example 3:

Sihombing and Situmeang (2016: 113) contend that a news item is neither a paragraph nor an essay; but instead, this conforms to any written English text

containing one or more than one paragraph in which the writer inform people about events of day which is considered newsworthy or important.

B. Paraphrase
It is a type of taking a note by saying the meaning of a text i.e., a word or a phrase or a sentence or a paragraph or an essay or a chapter or a book by using synonyms or other related words in a sentence.

Paraphrase Models
Example 1:
Mr. Siahaan is a kind person (Sihombing and Situmeang, 2016: 113).
News item is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer informs people about events of day which is considered newsworthy or important.

Example 2:
A news item is a generic text in a culture about an important event of the day (Sihombing and Situmeang, 2016: 113).

A paraphrase is a technique of taking note made by compressing the original text into a sentence.

C. Summary
It is a technique of taking a note by compressing an original text into a sentence containing the main points of the original text as in the following illustration.

Illustration:

Original Text>>A Paragraph:
^{1}Ts….^{2}SS1….^{3}SS2…..^{4}SS3…..^{5}CS….
Summary:
A paragraph has a TS, at least 3 SS and a CS.

6.   Generic Sheet Style of Research Report Structure
The following is a generic sheet style of a research report that can be easily revised in a short of time to be fit to publish in a reputable international journal.

A. Introduction
   A. Background
   B. Research Problem
   C. Research Objective
   D. Theoretical Framework
   E. Hypothesis
   F. Key Term
   G. Research Significance

B. Review Of The Related Literature

    A. Independent Variable 1
        1. Theoretical Sub Independent Variable [1]
        2. Theoretical Sub Independent Variable[2]
        3. Theoretical Sub Independent Variable[n]
    B. Theoretical Independent Variable 2
        1. Theoretical Sub Independent Variable[1]
        2. Theoretical Sub Independent Variable[2]
        3. Theoretical Sub Independent Variable[n]
    C. The Theoretical Review of the Dependent Variable (Object of the Study)
        1. The Sub Theoretical Object of the Study[1]
        2. The Sub Theoretical Object of the Study[2]
        3. The Sub Theoretical Object of the Study[n]
    D. The related Researches
        1. Review of research[1]
        2. Review of research[2]
        3. Review of research[n]
    E. Conceptual Frame
        Figure to show how the independent variable effect the dependent variable

C. Research Method

    1. Research Design
    2. Research Subject
    3. Research Object
    4. Research Instrument
    5. Data Analysis

D. Data Analysis, Finding And Discussion

1). Data Analysis

Experimental Group
- Pretest and Posttest
- T-Test
- Testing Hypothesis

Control Group
- Pretest and Posttest
- T-Test
- Testing Hypothesis

2). Findings

Experimental Group
- Pretest and Posttest
- T-Test
- Testing Hypothesis

Control Group
- Pretest and Posttest
- T-Test
- Testing Hypothesis

3). Discussion

E. Conclusion And Suggestion
1. Conclusion
2. Suggestion

III. CONCLUSION AND SUGGESTION

A.   Conclusion

One of the steps in the process of publishing a scientific article in a reputable international journal is by preparing the report of a research project in a generic sheet style. It is easy to adjust this style to the tradition of a specific relevant international journal. This strategy helps article writers publish an article effectively.

B.   Suggestion

Before an article submission, writers are suggested to check the status of an international journal. The best technique to check it is by a journal ranking. For example, the status of a reputable international journal can be checked in Scimago Journal Ranking. It is wise to publish an article in an international journal which is listed in a reputable journal ranking.

NOTES

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The Students' Difficulties in Applying Simple Present Tense in Writing Descriptive Text

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Abstract : *The purpose of this research is to know the students' difficulties in appying simple present tense in writing descriptive text at. This research is qualitative study. Subjects of this research are 30 students of grade seven in SMP Negeri 1 Pematangsiantar for academic year 2016/2017. The data are their descriptive writing text. The totals of the difficulties are 93 errors. The kinds of the difficulties are omission suffix -s/-es, wrong form of verb, ommision of be, wrong form of be, additional unnecessary elements of be, wrong use singular and plural noun, wrong use form negative sentence, wrong use article & no article and to infinitive. These are caused by overgeneralization, ignorance of the rules restrictions, incomplete application of rules, and false concept hypothesized. It is suggested that the students should be given intensive exercises on the correct structure of simple present tense in their writing.*

Keywords*: descriptive text, difficulties, simple present tense, writing*

I. INTRODUCTION

Writing is the most difficult skill for second language learners to master. The difficulties can come up from the different structures and rules between Indonesian and English. With structural differences of Indonesia and English, the learners are still influenced by their mother tongue (first language or L1) on the acquisition of the new language (target language or L2) which can make the learners find the difficulties in using correct structure, or forms in English writing.

Beside the difficulties can come up, writing also combines many aspects or components, such as vocabulary structure, or spelling. In particular way, the learners usually find problems in using grammar. Especially in constructing words into correct utterance or sentence. In order to get a good writing, the students have to produce good and right sentence which is usually called grammar. Grammar is as a major component of communication that has an important position in writing activity. Grammar ability is often considered as the most difficult skill to learn for the foreigner language learner, such as the learner who study English in Indonesia students.

Mastering English grammar is not easy for student because so many sorts of grammar are actually very complicated to apply. It makes the students difficult to understand it well. That is why most of students commonly make some errors in their writing. As what Dulay et al (1982:138) said, errors are the flawed side of learner' speech or writing. Errors occur because the learner doesn't know what is correct.

When the writer was doing the teaching practice in SMP N 1 Pematangsiantar. The writer found many cases the students' difficulties. The

Writer found the students' difficulties in using simple present tense by writing a descriptive text. Many students made mistake in applying simple present tense on writing descriptive text. many of cases such as : the students make errors in constructing verbs, auxiliary, singular and plurals noun, and so on.

All the problems above arise since the students did not understand the right rule of the grammar. Many students didn't understand how to use verb, Auxulary, article, pronoun and so on. In a case, she also found that some of students instead did not know to make the simple present tense in writing descriptive text. The writer considers this is a problem since simple present tense is included in lexicogrammatical in descriptive text.

Descriptive text which says what a person or a thing is look alike. its purpose is to describe and reveal a particular person, place or thing. In this case, the writer is interested of the diffculties in the lexicogrammatical features which focused in simple present tense. Generally, simple present tense is a tense which explain about the general truth and habitual action and the tense is also considered as a basic material in learning tenses.

In learning tenses, the learners should be able to combine some parts of grammar, like subject, verbs, auxiliary verb, articles, objects, adjective, adverbs, and so on. Meanwhile, she also found that some of students instead did not know to applying simple present tense in writing descriptive text. The situation made the writer thought that there was something wrong or maybe a mistake that can made the students' achievement became poor. The writer considers this is a serious problem that need to be concerned.

Beside the definition above, The writer assumes that the students make grammatical error in using simple present tense in writing descriptive text. So, the writer tries to do a research and the research is expected to find the difficulties that made by the students in applying simple present tense on writing descriptive text. The writer also hopes the results will be useful for the teachers and the students in learning process of writing especially in teaching and learning descriptive text based on its lexicogrammatical part.

Based on the explanation above, there are some problems to be discussed, they are:
1. What are The students' difficulties in applying simple present tense in writing descriptive text at grade VII of SMP N 1 Pematangsiantar?
2. What are the causes of errors in applying simple present tense in writing descriptive text at grade VII of SMP N 1 Pematangsiantar?

II. LITERATURE REVIEW

2.1 Definition of writing

Writing is a means of communication through the written symbols. According Mcmillan and Weyers (2010:6) "Writing is an expression of logic that is the product of thinking." It means writing is a reflection of writer' intellectual abilities, beacuse it puts into words knowledge and conceptual understanding and shows evidence of critical thinking. Writing is usually directed to others for a specific purpose. For students, it can provide the opportunity in expressing

themselves through a written form. Writing can also develop the writer' understanding of an issue by organizing their ideas on a piece of paper.

2.2 The difficulties in writing

Among the four skills, listening, speaking, reading, and writing, writing is considered the most difficult skill in language teaching and learning process. According to Richard (2002:2), "writing is the most difficult skill for second language learners to master." The difficulties can come up from the different structure and rules between Bahasa Indonesia and English. With structural differences between Indonesian and English, the learners are still influenced by their mother tongue (first language or L1) on the acquisition of the new language (target language or L2) which can make the learners find difficulties in using correct structure, or forms in English writing.

in order to make writing meaningful, one important component that should be correctly used is grammar. Brown (2001:98) argues that "grammar competence as a major component of communication has an important position and tenses which are considered as the most difficult skill to learn for the Indonesian students." In tenses, the learners or the writers should combine some parts of grammar, like subject, verbs, auxiliary verbs, articles, objects, adjectives, adverbs, and so on. Thus, with a good grammatical structure, the content of the writing will be easily understood and the messages, ideas, or information will be delivered properly and more meaningful. Without good or correct structure, there will be misunderstanding as a result. So that, learners' difficulty in writing may lead the EFL learners tend to make errors, according to especially for them who still lack competence.

2.3 Error

In learning a foreign language, which is also considered as a second language, learners will obviously make mistakes and errors. According to Dulay et al (1982:138) said, errors are the flawed side of learner' speech or writing. Errors occur because the learner doesn't know what is correct

The differences of mother tongue and the target language will add up the burden of learning the learners or students sometimes pay little attention to the occurrence of errors in their speech or writing. They assume that it is the job of the teacher to tell them the errors, which should be eliminated. Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. In addition, According to Corder (1982:36) that errors are still classified on a superficial basis as *errors of omission* where some element is omitted which should be present; *errors of addition* where some element is present which should not be there; *errors of selection* where the wrong item has been chosen in place of the right one; and *errors of ordering* where the elements presented are correct but wrongly sequenced.

2.4   The causes of errors

Richards (1973) cited in Hasyim(2002: 47) classifies "causes of error into 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction". To make it clear, the four classifications above are explained briefly below:

1) Overgeneralization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for examples, "*He can sings*", "*We are hope*", "*it is occurs*", "*He is lives in at Lapangan Bola Atas Street*", "*I speaks English Language*".

2) Ignorance of rule restriction

Closely related to the generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply. *The man who I saw him* violates the limitation on subjects in structure with *who.* This is again a type of generalization of transfer, since the learners is making use of previously acquired rule in a new situation. Another example: *"I am very like her because she is very good and funny."*

3) Incomplete Application of rules

An example of incomplete application of rules can be seen in the question forms. Very often they are used, not to find out something, as they should, but as a means of eliciting questions through a transform exercise.

1. The use of question may also be unrelated to the skills it is meant to establish
2. Teacher's questions   Student's responses
3. *Ask her how long it takes?*   *How long it takes?*
4. *How much does it cost?*   *It cost five dollar*
5. *What does he have to do?*   *He have to do write the address*
6. Another example: *"He have tall body", She always make me laugh in the class".*

4) False concepts hypothesized

False concepts hypothesized are something due to poor gradation of teaching items. The form '*was*' for example, may be interpreted as the marker of the past tense, as in "*one day it was happened*".

From the cause of error above, in fact writing is more difficult, because it's not only vocabulary and grammatical patterns but also the capitalist to express the students desire on the paper and able use their own language. In addition, the students should do more practices and needs to read a lot of book using English writing to become good writer. So, from the explanation above the writer adopts the theory causes of error by Richard.

2.5   Descriptive Text

1.   Definition of Descriptive Text

Gerot&Wignell (1995:208) stated that "descriptive text is a kind of text with a purpose to describe a particular person, place or thing." The context of this kind of text is the description of particular thing, animal, person, or others, for instance our pets or a person we know well.

2.   Social Function

The social function of writing descriptive is to describe a particular place, things or animal.

3. **Generic Structure**
   a) Identification which identifies phenomenon that will be describe.
   b) Description which describes about parts, qualities, or describe something or someone in detail.

4. **Lexicogramatical Features**
   Lexicogrammatical features are about general grammatical pattern to form the information, message, and idea in effective sentences. Descriptive text has some lexicogrammatical features. Gerot&Wignell (1995:208) stated some significant lexicogrammatical features as follows:
   a) Focus on specific participants (My mother)
   b) Use of attributive and identifying processes (She is very kind)
   c) Frequent use of epithets and classifiers in nominal groups (A very strong woman)
   d) Use of simple present tense (She likes her house)

2.6 **Simple Present Tense**
1. **Simple Present Tense**
   According to Azar (1985:9) "The Simple present tense is used to expresses daily habit or usual activities and to express general statements of fact." In sum, the simple present tense is used for events or situation that exist always, usually or habitually in the present time .
Example :
   a) Ann takes shower everyday
   b) Babies cry
   c) the eeart revolves around the sun
   d) the sky is blue

2. **Sentence form in Present Tense**
    According to Purnomo (2005:29) there are two kinds of sentences form in simple present Tense:
   a) Nominal Sentence
   Nominal Sentence in present tense is a kind of sentence which the predicate is not a verb but it uses to be *(is, am, are)*as its predication and has a complement.
Formula:

(+)	S + to be + Complement
(-)	S + to be + not + Complement
(?)	to be + S+ Complement

(-)   I am not a student
(?)   am I a student?

   b) Verbal Sentence
   Verbal sentence in present tense means the sentence has a verb as its predication

Formula:

> | (+) | S + V-1/V-es + Obj + adv. of Place/time |
> |-----|--|
> | (-) | S+ do/does + not + Obj + adv. of Place/time |
> | (?) | do/does + S + V-1/V-es + Obj + adv. of Place/time |

(-)   she does not go to school
(?)   does she go to school?

3.   Rules in Verb s/es

In their book, Azzar and Stacy (1984: 66) shown some rules in using third singular pronouns in appropriate verb s/-es. The rules will be explained with the following examples:

a)   To form a simple present verb in 3rd person singular, you usually add only **–s,** as example below
Example :
1) Rub   → rubs
2) Smile   → smiles
3) Drink   →drinks
4) Write   → writes

b)   In the verb which ending by sh, ch, x, ss. We can spell verb **s** by spelling **"es"**
Example :
1) Pa<u>ss</u>   → Pa<u>ss</u>es
2) Pu<u>sh</u>   → Pu<u>sh</u>es
3) Wat<u>ch</u>   → Wat<u>ch</u>es

c)   When a verb ends in **y** immediately preceded by a consonant, the y is changed to **ie** before the ending **s** is added.
Example :
1) Fl<u>y</u>   → flies
2) Study   → stud<u>ie</u>s

d)   But, the verb end in y which is preceded by a **vowel**, the letters **y** is not changed into **ie** before the ending **s.**
Example :
1) S<u>ay</u>   →Says
2) Enj<u>oy</u>   → Enj<u>oy</u>s

e)   The forms of have, do, go in third peson singular are also considered as an irregular form.
Example :
1) Have → has
2) Do   → does
3) Go   → goes

III. RESEARCH METHOD

3.1 Research Design

In this research, the writer follows the methodology of qualitative perspective research. According to Creswell (2009:102) qualitative research is exploratory, and researchers use it to explore a topic when the variables and theory base are unknown. It means that qualitative research is to explore and describe the phenomena and develop theory. This research focuses on student' difficulties. The researcher tries to explore and to describe The student' difficulties in applying Simple present tense that students make in writing descriptive text.

3.2 Data Collection

To obtain the data needed for this research, the researcher must follow the steps in the process of collecting the data.
1. The researcher asks the students to write descriptive text (at least 100 words) in a piece of paper based on instructions of researcher.
2. After the test finish, the researcher collect all the students' work. And uses them as data for analyzing.

3.3 Data Analysis

The technique of analyzing data in this research is to discover or find out the difficulties in applying simple present tense in writing descriptive text. The ways of the researcher for analyzing data are:
1. Firstly, the researcher will read the descriptive text which has been made by the students.
2. The researcher analyzes the descriptive text in order to find out the difficulties faced by the students in applying simple present tense.
3. Then the researcher will analyze the simple present tense in their descriptive text. It concerns on the Auxilary verb (is, am, are , do, does), verb s/es, singular/plural noun and article.
4. The last the researcher will describe the students' difficulties in applying simple present tense in writing descriptive text .

IV. RESULT AND DISCUSSION

4.1 Result

Classification the students' difficulties in Applying Simple Present Tense

Data	Omission of suffix – s/-es	Wrong form of verb	Wrong use Auxilary verb		
			Omission of be	Additional unnecessary element of be	Wrong form of be
1.	2	-	-	-	-
2.	1	1	-	-	-
3.	-	-	-	-	-
4.	2	-	-	-	-
5.	5	1	2	1	1

Data	Omission of suffix –s/-es	Wrong form of verb	Wrong use Auxilary verb		
			Omission of be	Additional unnecessary element of be	Wrong form of be
6.	-	-	-	-	-
7.	-	-	-	-	-
8.	-	-	1	-	-
9.	-	-	-	-	-
10.	2	-	2	-	-
11.	-	-	-	-	-
12.		1	2	1	-
13.	3	-	1	3	-
14.	-	-	-	-	-
15.	-	-	-	-	1
16.	-	-	-	-	-
17.	-	-	-	1	-
18.	3	2	1	1	-
19.	2	2	1	-	-
20.	-	-	1	1	-
21.	-	-	-	-	-
22.	-	1	-	-	-
23.	1	-	-	-	-
24.	-	-	-	-	1
25.	-	-	1	-	-
26.	-	-	1	-	-
27.	4	1	-	-	-
28.	5	3	1	-	-
29.	-	-	-	-	-
30.	-	-	-	-	-
Total	30	12	13	8	3

Classification the students' difficulties in Applying Simple Present Tense

Data	Wrong use of singular & plural noun	Wrong Form of Negative sentence	Wrong use article & no article.	To infinitive
1.	-	-	2	2
2.	-	-	-	-
3.	1	-	-	-
4.	-	-	-	-
5.	-	-	-	-
6.	-	-	-	-
7.	-	-	-	-
8.	1	-	2	2
9.	1	-	-	-
10.	-	-	-	-
11.	1	-	1	-
12.	-	-	-	-
13.	-	-	1	-
14.	1	-	-	-
15.	1	-	-	-
16.	-	-	-	-
17.	-	-	-	-
18.	-	-	-	-
19.	-	1	-	-
20.	1	2	1	-
21.	1	-	-	-
22.	-	-	-	-
23.	1	-	-	-
24.	4	-	-	-
25.	-	-	1	-
26.	3	-	1	-
27.	-	-	-	-
28.	-	-	-	-
29.	-	-	-	-
30.	-	-	-	-
Total	16	3	9	4

Based on the data, the students' errors are classified into several types. The result of the data can be seen in this following table:

4.2 . The Proportions of Each Type of Errors

No.	Headings	Frequency of error occured
1.	Omissin suffix –s/es	30

2.	Wrong use of verb	12
3.	Ommision of verb	13
4.	Additional of unnecessary element of be	8
5.	Wrong form of be	3
6.	Wrong use of singular & plural noun	16
7.	Wrong form of negative sentence	3
8.	Wrong use article and no article	9
9.	To infinitive	4
Total		98

4.2 Research Findings

From the data has been analyzed, the researcher makes the research findings as follows:

1. The students' difficulties in applying simple present tense in writing descriptive text made by the sudents in SMP N 1 Pematangsiantar is grammatical errors. And there are nine kinds the students' difficulties in appying simple present tense in wiriting descriptive text made by the students in SMP N 1 Pematangsiantar. To make it clear, here the explanations about that briefly below.

   a. There is no suffix -s/es in the verb if the subject is the third singular person.

   b. The student make mistake in form of verb. They do wrong in forming of verb. These errors happen because when the learners use the wrong grammatical form words or structures.

   c. The student do errors in applying "to be". There are three cases in appying "to be". They are errors omission, additional of unnecessary element of be (error of additional), wrong form of be. Errors of omission happend where some element is omitted which should be present.

   d. Errors of additional happend some element is present which should not be there. For

   e. Errors of wrong form of be happend when the students do not understand in forming "to be" for singular and plural subject.

   f. The students do in wrong use of singular and plural noun form. They do not know how to distinguish singular and plural noun form in their present tense.

   g. The student make error in wrong form in using article. They do not know how to use article "a and an" and no article in their sentence when is need. For example:

   h. The student do error of selection in applying negative sentence. They do not know how to make form of negative sentence.

   i. The student do error in using to infinitive. They do not know how to construct to infinitive in their sentence.

2. Based on the errors which are made by the student at grade VII in SMP N 1 Pematangsiantar exactly in VII-3 in writing decriptive text. It is caused by the some errors. According to Richards (1973) cited in Hasyim(2002:47) classifies "causes errors into 1) overgeneralization, 2) incomplete application of rules, 3) false concepts hypothesized, and 4) ignorance of rule restriction".

   a) Overgeneralization

It generally involves the creation of one deviant structure in place of two regular structures. They make errors, as they want to reduce their linguistic burden in using the language.

For example: "He is lives at Lapangan Bola Atas Street". It should be "He lives at Lapangan Bola Atas Street".

b) Ignorance of the rules restrictions

Learners make errors because they fail to observe the restriction of existing structures. They apply the rules in a new situation where if should not be applied.

For example: "I am very like her because she is very good and funny". It should be "I like her because she is very good and funny"

c) Incomplete application of rules

Learners make errors because they are more interested in communication, so they think that there is no need for mastering the rules of the language.

For example: "She easy to talk with people and she is very friendly". It should be "she is easy to talk with people and she is very friendly".

d) False concept hypothesized

The errors are caused by the poor gradation of the teaching items. It is derived from a faulty comprehension or distinction in the target language. False concept hypothesized are where the learners do not understand well the rules of a target language learnt. the following sentences, which are sentences below result from the students' faulty comprehension to distinguish singular and plural form.

a. There is ten table and ten chair. It should be " There are ten tables and ten chairs".

4.3 Discussions

The main objectives of this study are to find out the students' difficulties in applying simple present tense in writing descriptive text made by the student at grade VII of SMP N 1 Pematangsiantar. Based on the finding analysis the researcher found that the students made 9 kinds of difficulties. They are omission suffix –s/-es, wrong form of verb, omission of be, Additional unnecessary element of be, wrong form of be, Wrong use of singular & plural noun, wrong use negative sentence form, wrong use article & no article and to infinitive. And the total of errors are 93 errors in used simple present tense that are caused by the some errors such as: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

And also the researcher interpret that simple present tense is difficult to be applied in writing descriptive text if the teacher do not teach the students simple present tense pecifically. The students are difficult to apply simple present tense in writing descriptive text if they do not have prior knowledge such as Auxilary, verb, article and so on.

Therefore, the students have to master the English grammar, especially about simple present tense as the most important one in writing a descriptive text. It can be also reached by learning and practicing the grammar more and more to write a descriptive text.

V. CONCLUSION

Based on the research finding and data discussion of the students' difficulties in applying simple present tense in writing descriptive text of SMP Negeri 1 Pematangsiantar at grade seventh, the researcher concludes as follows:

1. The students' difficulties in applying simple present tense in writing descriptive text is the grammatical error made by the students of SMP Negeri 1 Pematangsiantar exactly in class VII-3 in applying simple present tense in writing descriptive text. They made nine kinds of difficulties. They are omission suffix –s/-es, wrong forming in verb, omission of be, additional unnessecery element of be, wrong form of be, wrong use form negative sentence, wrong use aticle "a/an" and no article, wrong use singular & plural noun and to infinitive.

2. The causes of erros that the students made in applying simple present tense in writing descriptive text are caused by some errors such as overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

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The Effect of A-C-T-I-V-E Teaching Technique in Comprehending Narrative Text

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Abstract: *This research was about the effect of ACTIVE teaching technique on the students' ability in comprehending narrative text at grade XI SMA Negeri 4 Pematangsiantar. This thesis dealt with quantitative method with post test only design. The population was grade XI students of SMA Negeri 4 Pematangsiantar and took 60 students as the sample. From the data analysis, it was found that t-test (8.57) was higher than t-table (1.67). As the conclusion, students were easy to get specific information by using ACTIVE teaching technique. It is suggested that teachers may improve their students' ability in comprehending text by applying ACTIVE teaching technique through different materials such as newspaper, magazine, and other English books.*
Keywords : *A-C-T-I-V-E, Comprehension, Level of Comprehension, Narrative Text, Reading*

I. INTRODUCTION

Learning English in a foreign language is now one of the most important subjects. Learning English never be considered an easy task, and some students struggle more than others. There are four skills that are needed to draw on specialized functional components within general language system, they are listening, speaking, reading, and writing.

In order to increase the human source, reading culture has to be promoted in a country. This would make the country more qualified in every field. Indonesia is then one of development country which needs also reading culture for the society to increase the quality of the human source. This effort has been designed by the government for every level of education in Indonesia. Every Indonesian student has to face reading lesson in English class. Reading is also one of the competences of English that is considered as their final examination.

Reading is one of language skills that should be mastered by the students. By reading student can add their knowledge and get much new information from the text. The point of all students' problem in reading activities is about reading comprehension. The students get difficulty in comprehending the meaning and understanding the story of the text. This problem can be caused because students are slow reading. Students cannot recognize the words: get the main idea and specific information of the text. The teacher's teaching way is another factor that makes the students fail in understanding the content of the text because the teacher cannot create a good condition in the classroom activities. The common ways that used by the teacher in teaching reading is asked the students to read the text individually, then read aloud the text and translate the sentences of the passage one by one. Then the teacher ask the students to answer the question related to the text. In this case for the high achiever will easy to understand the content of the

text easily, but for the low achiever will feel difficult to get it. As aresult students will read slowly and need more time to understand the text.

The researcher find the addition explanation of A-C-T-I-V-E teaching technique that tell A-C-T-I-V-E is used pedagogical framework that develop to guide teaching developments as the organizing principle to teach reading skill. Using the A-C-T-I-V-E framework Anderson helps the reader visualize the different elements of a reading lesson. He uses this framework to integrate strategy training and reflection into the instructional process.

From the explanation above, the research will be conducted to see how the application of A-C-T-I-V-E teaching technique can improve students' comprehension on reading, particularly reading narrative text.

In the relation to the background of the study, the research problem is formulated as follows, "does A-C-T-I-V-E teaching technique significantly affect the students' ability in comprehending narrative text?

II. LITERATURE REVIEW

2.1 Reading

Reading is process from a simple decoding process to reading as an extension personality, self-concept, and related sociological implication. The devolvement of the students' self-concept is a related special concern given that a number of evaluation studies indicate this to be a characteristic of an effective reading.

According to Anderson (1999:1) "Reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader". Many of students do not actually understand about the definition of reading. They only know, if the reading is the act when they are saying the words or the sentences orally or silently. They do not know that the purpose of reading is the exchange the ideas or maybe the information between the author and the readers (themselves).

2.2 Reading Comprehension

Literally, reading comprehension includes taking in ideas that is stated directly in a selection. The main ideas directly stated in the text. Reading study groups state that comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:
a) The reader who is doing the comprehending
b) The text that is to be comprehended
c) The activity in which comprehension is a part.

2.3 Levels of Comprehension

Reading comprehension can be divided into four categories: literal comprehension, interpretive reading and creative reading.

a) Literal Comprehension

Literal Comprehension in reading includes the process to take in ideas that is stated directly in a selection. Literal Comprehension is result from reading for directly states idea. In this process, the main idea is directly stated in the text. The reader just need to understand exactly, what is stated to receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one of requires little thinking and reasoning. The ability to follow direction and the ability to restate the author's material are skill involved in literal reading. Recognizing stated main ideas details, causes, effects, and sequence as the basic and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

b) Interpretive comprehension

Interpretive reading identifies the way to read between the lines or making inferences. Based on Smith (2012:345) Interpretive Comprehension is Reading for implied ideas. This is the process of deriving ideas that is implied rather than directly stated.

c) Critical Comprehension

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with kwon standards and drawing conclusion about their accuracy, appropriateness and timelines. Based on Westwood (2007:105) this level of comprehension involves judgments of the quality, value, accuracy and truth fullness of what is read. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considered all of the material. They examine critically the thought the two lower levels of comprehension and judge their validity.

d) Creative Reading

In creative reading, the reader must be able to think and to use their imaginations. Based on Westwood (2007:105) at this level the reader goes beyond message of the text to generate new ideas or develop new insights triggered by the reading and related to the theme or topic but not explicit in the text. Creative reading going beyond what the author has written, applying the ideas from the text to the new situation and recombining the author's ideas with other ideas to form new concepts or to expand old ones. The reader must be understanding cause-effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new idea, the solution to a problem, a new way of looking from the ideas gleaned from the text.

2.4 Narrative Text

Narrative text is one of the most powerful ways of communicating with other. They not only understand the event, but they can almost feel it. The action, detail, and dialogue put the reader in these seem and make it happen for them. Moreover, Anderson (1997:8) state that narrative is a piece of text tell a story and doing so, entertain, or inform the reader or listener.

a) Variety of Narrative Text Structure

Anderson (1997:8) state that the steps for constructing a narrative are:

a) Orientation / exposition

The reader is introduced to the main character and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

b) Complication / rising action

The complication is pushed along by serious events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serve toward them from teaching their goal.

c) Sequence of event /climax

This is where narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d) Resolution / falling action

In this part, the implication may be resolve for better or worse, but it is really left completely unresolved (although this is of course possible in certain toes of narrative which leaves us wondering "how did it end"?)

e) Reorientation

It is an optional closure of event.

Narrative text which one of story genres has many language features. It tells about the characteristic of the language side. There are many items which are identified the language feature of narrative text. Those are:

a) Focus on specific participant

Specific participant is participant conducted by the grammar as a having specific identifiable referent in the context.

b) Use Past Tense

Narrative text which tells something in the past so it usually applies past tense: whether simple past tense, simple past continuous tense or past perfect tense.

c) Use Temporal Conjunction

Use some common conjunctions in the different text type:

1) Addition (additive) conjunction are found in the most text type to list of information or idea such as, in description, in narrative text

2) Time (temporal) conjunction is important in narratives.

3) Cause (casual) conjunctions describe the reason for event and action in the most text type and require the reader to make connection between events or action and their reason.

d) Using Action Verb

Action verb provide the interest of writing. Such as: run away, recieve and etc.

e) Use of mental process / Mental verbs

Mental verb is a verb that refers to mental states or activities, emotions, attitudes, desires, perception, etc.

2.5 A-C-T-I-V-E Teaching Technique

A-C-T-I-V-E is strategies that specifically support students' comprehension of factual text and goals to improve teaching of reading in the classroom. This strategy is based on research that emphasizes the importance of activating students' background knowledge in order to assist them in constructing meaning from purposeful (Anderson, 1999: 84).

A : **Activate prior knowledge**
C : **Cultivate vocabulary**
T : **Teach for comprehension**
I : **Increase reading rate**
V : **Verify reading strategies**
E : **Evaluate progress**

Teacher leads a class discussion on what students think they have already known about topic and writes down every response the students offer. After the brainstorming session is complete, the teacher elicits and list comments from students about what they want to find out about chosen topic. At the completion of the activity, students can direct the teacher to cross out the things they thought they knew but which proved inaccurate during their exploration of the topic. During the time set aside to record what was learned, students can clarify vocabulary, categorize new knowledge, and reflect on the amount of learning that has occurred (Ogle, 1989: 271).

III. RESEARCH METHOD

This research was a quantitative experimental research and it used an interval scale, the data were analyzed by using T-Test (Paired Sample). The steps for data analyzing technique were:

1. calculating the total score of post-test from each groups.
2. calculating the mean score of experimental group (Xe) and control group (Xc).

   The Formula (mean) : $X = \dfrac{\sum x}{N}$

3. calculating the standard error (SE).
4. T-Test formula:

   $t_{test} = \dfrac{\bar{X}e - \bar{X}c}{SE\ (\chi e - \chi c)}$

5. The last is testing hypothesis. To test the hypothesis, the data were adapted to the T-test formula chosen. It was done to know whether the hypothesis was accepted or rejected. If the t-count was found to be smaller than the t-table, it means that the null hypothesis was accepted and the alternative one was rejected. Vice versa, if the t-count was found to be higher than t-table, it means that the null hypothesis was rejected and the alternative one was accepted.

IV. RESULT AND DISCUSSION

4.1 Data Analysis

Table Variance and Standard Deviation in Test of Control Group

Students	Score (x)	Mean ($\bar{X}$)	Difference (x-$\bar{X}$)	Difference Squared (x-$\bar{X}$)^2
1	65	57.16	7.84	61.4656
2	50	57.16	-7.16	51.2656
3	70	57.16	12.84	164.8656
4	50	57.16	-7.16	51.2656
5	60	57.16	2.84	8.0656
6	50	57.16	-7.16	51.2656
7	50	57.16	-7.16	51.2656
8	55	57.16	-2.16	4.6656
9	50	57.16	-7.16	51.2656
10	50	57.16	-7.16	51.2656
11	65	57.16	7.84	61.4656
12	55	57.16	-2.16	4.6656
13	55	57.16	-2.16	4.6656
14	55	57.16	-2.16	4.6656
15	70	57.16	12.84	164.8656
16	50	57.16	-7.16	51.2656
17	60	57.16	2.84	8.0656
18	50	57.16	-7.16	51.2656
19	65	57.16	7.84	61.4656
20	55	57.16	-2.16	4.6656
21	70	57.16	12.84	164.8656
22	50	57.16	-7.16	51.2656
23	60	57.16	2.84	8.0656
24	70	57.16	12.84	164.8656
25	50	57.16	-7.16	51.2656
26	55	57.16	-2.16	4.6656
27	50	57.16	-7.16	51.2656
28	65	57.16	7.84	61.4656
29	50	57.16	-7.16	51.2656
30	65	57.16	7.84	61.4656
$\sum$(x-$\bar{X}$)^2 = $\sum d^2$				1634.168

$$S^c = \sqrt{\frac{\sum d^2}{N-1}}$$

$$S^c = \sqrt{\frac{1634,168}{30-1}}$$

$$S^c = \sqrt{\frac{1634,168}{29}}$$
$$S^c = \sqrt{56,3506}$$
$$S^c = \sqrt{56,3506}$$
$$S^c = 7,50$$

Table Variance and Standard Deviation in Test of Experimental Group

Students	Score (x)	Mean $(\bar{X})$	Difference $(x-\bar{X})$	Difference Squared $(x-\bar{X})^2$
1	80	74.83	5.17	26.7289
2	75	74.83	0.17	0.0289
3	80	74.83	5.17	26.7289
4	70	74.83	-4.83	23.3289
5	80	74.83	5.17	26.7289
6	65	74.83	-9.83	96.6289
7	70	74.83	-4.83	23.3289
8	80	74.83	5.17	26.7289
9	70	74.83	-4.83	23.3289
10	70	74.83	-4.83	23.3289
11	75	74.83	0.17	0.0289
12	90	74.83	15.17	230.1289
13	80	74.83	5.17	26.7289
14	70	74.83	-4.83	23.3289
15	80	74.83	5.17	26.7289
16	90	74.83	15.17	230.1289
17	70	74.83	-4.83	23.3289
18	80	74.83	5.17	26.7289
19	80	74.83	5.17	26.7289
20	70	74.83	-4.83	23.3289
21	60	74.83	-14.83	219.9289
22	85	74.83	10.17	103.4289
23	75	74.83	0.17	0.0289
24	60	74.83	-14.83	219.9289
25	65	74.83	-9.83	96.6289
26	80	74.83	5.17	26.7289
27	90	74.83	15.17	230.1289
28	65	74.83	-9.83	96.6289
29	75	74.83	0.17	0.0289
30	65	74.83	-9.83	96.6289
$\sum(x-\bar{X})^2 = \sum d^2$				2024.167

$$S^e = \sqrt{\frac{\sum d^2}{N-1}}$$

$$S^e = \sqrt{\frac{2024.167}{30 - 1}}$$

$$S^e = \sqrt{\frac{2024{,}167}{29}}$$

$$S^e = \sqrt{69.79}$$

$$S^e = \sqrt{69.79}$$

$$S^e = 8{,}3$$

Standard Error of the Difference of Mean

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{8{,}3}{\sqrt{30}}\right)^2 + \left(\frac{7{,}5}{\sqrt{30}}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{8{,}3}{5.4}\right)^2 + \left(\frac{7.5}{5.4}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{(1{,}5370)^2 + (1.38)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{4.2667}$$

$$SE\,(\chi e - \chi c) = 2{,}06$$

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\,(\chi e - \chi c)}$$

$$t_{test} = \frac{74.83 - 57.16}{2{,}06}$$

$$t_{test} = \frac{17.67}{2{,}06}$$

$$t_{test} = 8{,}57$$

After gaining the result of t-test, the researcher calculated the degree of freedom (df) with the formula as follows:

df = (Nx + Ny) - 2

= (30 + 30) – 2

= 58

This t-test is later compared to that t-table in 5% = 1.67 and df = 58. Since the value of t-test is higher than t-table (t-test > t-table). It means that 8.57 > 1.67. From the result, it can be seen that there is the significant effect of using ACTIVE teaching technique that used to teach reading. It can be proved by t-test is higher than t-table.

4.2 Discussions

The writer had done the research in SMA Negeri 4 Pematangsiantar. And she got the data from two classes. One class was experimental class and the other one was control class. In this research the writer wants to know the effect of using ACTIVE teaching technique on the student's ability in comprehending narrative text. In the research the writer asked the students to answer the test. The students answered the questions based on the text. All the students got the same material in the learning.

After the writer analyzed the data, the writer got the result that the mean of experimental group is 74.83 and the mean of control group is 57.16. Then, T-observed is higher that T-table (8.57 > 1,67) at the level of significant is 0.05 with df = 58 (Nx + Ny – 2 = 30 + 30 – 2 = 8), it means that there is an effect of using ACTIVE teaching technique on the students' ability in comprehending narrative test at grade XI SMA Negeri 4 Pematangsiantar. After the writer has analyzed the data she found that the students in experimental group had high score than in control group. It concludes that reading by using ACTIVE teaching technique makes the students to be more understand the text, get specific information, and get the high reading competences.

The result of the research, inform that the score of the students that were taught by using ACTIVE teaching technique were higher than without ACTIVE teaching technique. It improve the ACTIVE teaching technique can increase the motivation, production and the ability of learning of the students. So the writer concludes that using technique for reading comprehension grade XI of SMA Negeri 4 Pematangsiantar is effective.

V. CONCLUSION

ACTIVE teaching technique has significant effect to the students' ability in comprehending narrative text. It could be seen by the score of the students that has been taught by using ACTIVE teaching technique was higher than without using ACTIVE teaching technique.

Based on the result of T-test it was proved that there is significant difference means of between the experimental group and control group. The result of T-test = 8.57 while T-table = 1.67 atdf = 58 (Nx + Ny – 2) and at the level of significant p=0.05. it is concluded that using ACTIVE teaching technique significantly affects students' ability in comprehending narrative text at grade XI SMA Negeri 4 Pematangsiantar.

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The Analysis of Conversation by Using Role Play on Students' Speaking

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Abstract: *This research aimed to know the students' ability in conversation by using role play. The data were analyzed through a record or video and it analyzed by scored interview in speaking, such as: pronouncation, grammar, vocabulary, fluency and comprehension. The record was listened by the speaker and then transcribe the students' utterance, the writer choose about the topic, asking and giving information and offering something. Problem of this research was how is the students' speaking ability in conversation using role play at grade nine? To know the students' ability qualitative method was implemented in this research. Finally the writer found thatat grade nine who total of the class 20 (twenty) only 2 (two) students got very good and the others got good. And the total of mean in pronuncation, grammar, vocabulary, fluency and comprehension was good.*

Keywords: *Speaking, technique**, role play, components of speaking*

I. INTRODUCTION

Communication cannot be separated from the language because language has an important role in human's life such as thinking, communicating ideas, and negotiating with the other. Sapir (1921:7) says "Language is purely human and non instinctive method of communicating ideas, emotional, and desires by means of system of voluntary produced symbols." By language, human being can take interaction to each other. From the statement we can conclude that communication is one of thing that important in human life because with communication human could tell what their feeling, emotion, etc. To tell their feeling the people must speak. Actually not only to tell their feeling but also they can share some information well by speaking.

Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants (Harmer, 2001:271). In SMP Negeri 1 Pematangsiantar students had many problems in speaking. The problems were: external and internal factor. External factor come out from teacher, it means that the technique that teacher choose is not interested, and internal factor come out from student themselves, they said that they felt shy or ashmed to speak especially if they speak english in their classroom, many students said too over. And then less vocabulary, because they rarely practiced english, and the last they were not confident to speak in front of the class. So that the writer want to make speaking is not difficult from them, but speaking is easy and fun, the writer choose one technique. Role Play technique is the way to teach speaking by setting up the students in the situation pairs or groups, and gives students an opportunity to

practice communicating speaking in different social contexts and in different social roles (Holmes, 2004:134).

Using role play in conversation the writer want the students' creative and free to express their ideas, they were not shy because this technique is used by group. Based on the explanation above, the problem of the research: How is the students' speaking ability in converastion using role play at grade nine?

II. LITERATURE REVIEW

Speaking

Speaking is an interaction between speaker and listener to share information. Speaking is a voluntary activity in order words; you speak when you feel to speak. You learn to speak correctly by listening to correct spoken language. The more you listen to good spoken language, the better your language achievement. Speaking as interaction, and speaking as a social and situation-based activity. All these perspectives see speaking as an integral part of people's daily lives (Luoma, 2004:9, cited in Siahaan, 2013:17).

1. Pronounce the sounds of the language correctly.
2. Make necessary distinction between similar sounds in our own language and those in the language we are learning; and
3. Prevent sounds and intonation patterns of our own language interfering with the sounds and intonation patterns of the language we are learning.

Components of Speaking

There are some components of speaking:

1. Pronunciation

Pronuncation is an essential aspect of learning to speak a foreign language. If a student does not pronounce word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g in a verb tense, the listeners still has an idea of what is being sad. So, it can be seen that good pronouncation is vital if a student is to be understood (Pollard, 2008:65).

2. Grammar

According Siahaan and Napitupulu (2013) Grammar is the most important thing to determine the students' competences to communicate the language. A knowledge of the process involved in acquiring particular structures in certain to be of value to the teacher making decision about whether the students able or not to communicate the language.

3. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

Phrasal verb such as: *get up, log on, run out of, go on about*

Idiom such as: *part and parcel, makes and meet, as cool as cucumbar*

4. Fluency

Speed is factor, but it s by no means the only or even the most important one. Researcher into listeners' perceptions of a speaker's fluency suggests that

pausing is equally important. All speakers pause they have to draw breath, and even proficient speakers need to stop from time to time to allow the formulation of an uttrance to catch up with its conceptualization. But frequent pausing is a sure sign of a struggling speaker. The features of fluency can now be summarized:

a. Pauses may be long but not frequent.
b. Pauses are usually filled.
c. Pauses occur at meaningful transition points..
d. There are long runs of syllables and words between pauses.

5. Comprehension

Comprehension is the mind's act or power of understanding of a language (written or spoken) that includes many meanings (Oxford Dictionary: 2007). Comprehension could be said as skill to enlarge our understanding with the words that we ever listen or read, a directly make an application from the information that we got from the text or orally.

Teaching Speaking

According to Harmer (2006:33) cited in Siahaan stated that speaking activities should have a number of characteristics: they should engage the students by making them want to take a part. They should have some purposes which are not purely linguistics such as solving a problem or reaching a decision. They should be designed to maximize the range of language they will use, so they should not restrict students for example to specific grammar patterns. Speaking ability is the ability to express the idea. Therefore, the speaker must know the topic of the conversation in order to give share information.

In teaching speaking, the teacher is not going to look at controlled language practice where students say a lot of sentences using particular piece of grammar or particular function, but the teacher look at the students' active.

Many techniques of teaching with different characteristic but have same purpose like to increase the students' ability on speaking English. They are:

1. Role play : Is way of taking the students out the classroom for awhile and showing them English can be useful for them in certain (Byrne, 1987:39). Here, the teachers are claimed to be very careful to apply this technique, because not all students feel easy to pretend to be someone else. Thus, as English teacher should remember some points in designing the activities, probably like keeping the situation simple and providing essential language might be dominantly to be concerned.

2. Brainstorming : On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open so sharing new ideas.

3. Interviews: Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interview with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

Role Play

Role play is" drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation. According to Harmer (1998), role play stimulate the real word in the same way, but students are given different roles. Students are told who they are and what they think about a certain subject. They have to talk and act with their new characters.

According to Jones (1982) Role play have the following characteristic :
1. Reality of Function, the students must not think of themselves as students, but as real participants in the situation.
2. A Simulated Environment, the teacher says that the classroom is an airport check in area, for example.
3. Structure, students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

In a role play we add the element of giving the participants information about who they are, and what they think and feel. Thus we might tell a student that they are *a motorist who thinks that parking restrictions are unnecessary* or *You are Michelle and you want Robin to notice you, but you do not want him to know about your brother,* etc.

Role plays are affective when they are open-ended, so that different people have different views of what the outcome should be, and a consensus has be to reached. That way there is a dynamic movement as the role play progresses, with people clearly motivated to say as much or as litte as they need to achieve their aims. In one such intermediate level activity *(Knife in the school)* a boy has brought a large hunting knife into a school and the boy, his parents, the head teacher, and class teacher have a meeting to decide what must be done about it. The students take the role of the one of these characters based on role card which tells them how they feel (Harmer, 2007).

Steps in Learning Role Play

There are three main steps in learning role play based on Campbell (1996:72)
1. Planning
   - The students are ready for a role play, it is first necessary for the teacher to determine the desired educational objectives. Specify the learning outcomes for students to attain.
   - After the objectives are determined, the teacher and the students can outline the role play. The situation, the problem, must be identified.
   - Determined whether the actors will have set lines to memorized or make up their own scripts.
   - Specify the amount of the preparation time needed.
   - If there are students observe the role play, explain the audience's role play and appropriate behavior.
   - Arrange the physical environment as appropriate.
   - Secure necessary resources such as euipment, costumes or props.

2. Rehearsal and Performance

Once the scnes are designed and the class informed of the objectives and content, students are ready to rehearse and adequate amount of time is needed for preparation before the plays are performed. When rehearsals are complete, specify a time, date and place for the performances. Occasionally, a teacher may want to intervene during performance if a student is in distress. In such cases, the teacher can offer a brief reflection on what has occured and then allow the group to resume its role play with the noted adjustment or with additional rehearsal time.

3. Evaluation

After the performances, have students debrief their experience. Questions can adress the academic content, performances skill, students' reaction to their experience, and the audience's reactions as well since student observers can highlight what was done well and what might be improved. The teacher may or may not choose to have a role in the evaluation.

III. RESEARCH METHOD

Research Design

This research is qualitative research that does library research, observation and recording. The design of qualitative refers to the methodology that focuses on the analysis process. The term of the process, which is used by the writer deals with the work that is done by the writer on the direct investigations. Direct investigations will be started from collecting data up to analysis. The design of qualitative also deals with interpretation of social interpretation. This research is descriptive because it finds the problem at the present time.

Subject of Research

The subject of the research is the students SMP Negeri 1 Pematangsiantar at grade nine one, they are 21 students in the classroom.

Object of Research

The object of the research is the students' conversation in speaking English and the classroom activities which are done by the teacher and students during the lesson time by using Role play technique. The writer will be in the classroom to observe them when she makes a research in SMP Negeri 1 Pematangsiantar.

Instrument of Research

The instrument of this research is test in form of essay which wil be distributed to the students as the tools to collect data. The test is about asking and giving information and offering something in context: in the school and in the market.

Technique of Collecting Data

1. The writer asks the student to write the conversation offering something as the context in the restaurant and in the school.
2. The witer asks the student to write the conversation about asking and giving information as the context in the school
3. The writer collects the essay
4. The writer asks the students to practice in front of class
5. And the last record the conversation.

Techniques of Analyzing Data

There are some steps to analyz the data:

1. Transcribe the students utterances
2. Analyze the pronunciation of the students utterances
3. Analyze the grammar of the students utterances.
4. Analyze the vocabulary of the students utterances.
5. Analyze the fluency of the students utterances.
6. Analyze the comprehension of the students utterances.
7. And the last, the writer interpreting the conversation.

IV. ANALYSIS AND FINDINGS

Data Analysis

After researcher has been record their conversation and transcribe the students' utterance. Here the the data that analyzed based on the pronuncation, grammar, vocabulary, fluency and comprehension.

Group 1
Saida

From some of conversation there are some error in saida *pronuncation (-),* such us: ***Excuse***. Based on record she said that /ekˈskjuːz/. It should be /ɪkˈskjuːz/ and it should be falling intonation not rising intonation. And then the first statement when she said ***I am student in here***. It should be falling intonation. *Grammar (-),* ***where is the class it*** should be where the class is. ***But I dont know where is the class***. *Vocabulary,*she said **pause** she should be said break, *fluency (-),* there is some pause when she said I am a new student. And *Comprehension (-),* saida answered **nice to meet you guys** when Nadia said welcome to SMP N 1. She should said" yeah, thank you"

Hasrina

*Pronuncation(-,)*when she said **where is your classroom? "is"** it should be rising, *Grammar(+)*she uses simple present, *Vocabulary(-),* **Properly** it should be actually, *Fluency(-)* there is some pause, first she said **let us follow** and then she said **let us show**. And *Comprehension(+)* all of them can undersatnd and can give a good connection.

Grace
*Pronuncation(-),*when she said **welcome to SMP Negeri 1** has a weak accent so it made not so seriously to welcome the new student, she should be spirit and should rising intonation. *Grammar(+),* she uses simple present, Vocabulary, **row** it should be marched, **field** it should be yard, *Fluency(-),* there is some pause when she said grade one is and she said is. And *Comprehension(+)* all of them can undersatnd and can give a good connection.

Group 2
Mayvira
Pronuncation(-), when she said **what can I do for you?** It should be falling intonation not rising intonation. *Grammar(+),* she use simple present, *Vocabulary(-),* she said that **how many people to eat?** It should be how many people have to sit miss?, *Fluency(-),* there is some pause and said what she said first again. And *Comprehension (-)* she said explain about lobster with sauce first.

Amelia
Pronouncation(-), such as : cost she said /**kost/** it should be **/kɒst/** and then when **she mention we are three people**, **and hello sumi**, she uses a rising intonation, it should be falling intonation. *Grammar(+), she uses simple present tense. Vocabulary(-)* she uses simple vocabulary , *Fluency(-),* there is some pause , what is this? And she said again what is that?. And *Comprehension(-)*when gendis asked what do you know? She should be answered **I dont know**

Zafira
Pronouncation(+) there is no mistake that found, *Grammar(+),* she uses simple present tense, *Vocabulary(-)* **ordinary** it should be order*, Fluency(+),* there is no pause and mistake about speed, *Comprehension(+)*all of them can understand and can give a good connection.

Giovanny
*Pronouncation (-),*such us: **Waitress**, she said that /ˈweɪ.tris/ to call her it should be /ˈweɪ.trəs/ and then **Sarcastic,** she said that /sarˈkas.tɪk/ but it shold be /saːˈkæs.tɪk/, *Grammar(+),* she uses simple present tense, *Vocabulary(-),* **sarcastic** it should be cruel, *Fluency(+),* there is no pause and mistake about speed, *Comprehension(+)*all of them can understand and can give a good connection.

Group 3
Sangeeta
Pronouncation(-), such us: **of course**, she said /ov/ /koːrs/ it should be /əv/ /kɔːs/, there is no accent of "o". And then **straight,** she said that //streɪ/, it should be /streɪt/, *Grammar(+),* she uses simple present tense, *Vocabulary(-)* **mud to left** it should be turn left, *Fluency(-)* there is some pause, because she forget what she want said, in the statement, you can go straight, **mod to left**,when she want said mod, she pause. And *Comprehension(+)*all of them can understand and can give a good connection.

Vivi

Pronunciation(+), there is no mistake, *Grammar(+),* she uses simple present tense, *Vocabulary(-),* mud to left it should turn left, *Fluency(+),* there is no pause and mistake about speed, *Comprehension(+)*all of them can understand and can give a good connection.

Mikha

Pronounciation(-), such us: **AC**, she said that /ˌaˈc:/ it should be /ˌeɪˈsiː/, and then in the statement" this laboratory open in everyday, **you can** come to here in rest time or when study is time finish". The speaker said /jʊ/ka/ in first time and then she repeat to say /jʊ//kən/ in second time. *Grammar(+),* there is no mkistake, she uses simple present, *Vocabulary(+),* use simple vocabulary, *Fluency(-),* there is some pause and she said: umm..eeee. And *Comprehension(+)*all of them can understand and can give a good connection.

Rembulan as Icha

Pronounciation(-), such as: **what** /wut/ it should be /wɒt/ and then when she said **what any kind of type of book collection?** She uses rising intonation, it should be falling intonation. *Grammar(-)* **what any kind of type of book collection?**it should be what type of book collection, *Vocabulary(+),* uses sinple vocabulary *Fluency(-),* there is some pause and repeat in some statement, and *Comprehension(+)*all of them can understand and can give a good connection.

Group 4
Kartika as Waitress 1

Pronunciation (-), such as: **Course** , she said /koːrs/ it should be /kɔːs/, *Grammar (-)* she uses simple present and in the statement **Why you eat that?** It should be if she said **why do you eat this meal?,** *Vocabulary(+)* there is no mistake, use simple vocabulary, *Fluency(-)* there is some pause in the statement this food for another customer. *Comprehension(+)*all of them can understand and can give a good connection.

Yohana as Waitress 2

*Pronunciation(-),*there is some mistake, it is about her voice. *Grammar(+)* there is no mistake, *Vocabulary(+)* there is no mistake, use simple vocabulary, *Fluency(+)* there is no mistake. *Comprehension(+)*all of them can understand and can give a good connection.

Defny as customer

*Pronunciation(-),*sabotage/ˈsæb.ə.te:ʒ/ it should be /ˈsæb.ə.tɑːʒ/, *Grammar(+),* there is no mistake, *Vocabulary(+),* there is no mistake and use limited vocabulary, *Fluency(-)* there are some pause ,in the statement Why our food different and less than them? And then there is some pause when she said "dont do like this incident again"! *Comprehension(+)*all of them can understand and can give a good connection.

Dear as customer
Pronuncation(-) the speaker said **High** /haɪk/ it should be /haɪ/, *Grammar (+)*the speaker said that " may us get sit"? it should be " May us have a sit"?, *Vocabulary (+)*, there is no mistake, use limited vocabulary, *Fluency(-)* there is some repeat. in the statement two of two and then she said again two of special *Comprehension(+)* all of them can understand and can give a good connection.

Janveri as customer
*Pronuncation(-),***because** /bɪˈkauz/ it should be /bɪˈkəz/ **sabotage**/ˈsæb.ə.teːʒ/ it should be /ˈsæb.ə.tɑːʒ/, *Grammar(+)* there is no mistake, *Vocabulary(-)***sabotage** it should be **consume**. *Fluency(-)*there is some pause in the statement" wha? What do you say?. And *Comprehension(+)* all of them can understand and can give a good connection.

Group 5
Sandy as a poor man
Pronuncation(-), such us: **Excuse ,** he said /ekˈskiu:z/ it should be /ɪkˈskju:z/, **Starving**, he said/ˈstɑr:.vɪŋ/ it should be /ˈstɑː.vɪŋ/ to read starving we must lost "r".and in the statement **I can replay your goodness** it so crude, it should be soft in accent. *Grammar (-),*I **dont** have **no** money. It should be only use **dont** became **I dont have money.** *Vocabulary(-),* starvation it should be hunger, *Fluency(-)* there are some pause for example in the first statement. Can..and said again excuse. After that in the statement **and..and..**because of me you are scolded by your manager, she repeat to say **and**. And *Comprehension(+)* all of them can understand and can give a good connection.

Mariana as sincere waitress
Pronuncation(-), such as: **starving** she said/ˈstɑr:.vɪŋ/ it should be /ˈstɑː.vɪŋ/ to read starving we must lost "r". An theb when she said poor him miss, it should falling intonation not rising intonation. And then **food,** she said /pu:d/, it should be /fu:d/, to say food we must use f not p. *Grammar(-)* she said that"**oh yes can be sir**". It should be **"oh yes, you can sir**". *Vocabulary(-),* starvation, it should be hunger, *Fluency(-),* there are some repeat for example: **let..let** him get that food and **that.. that** food free. And *Comprehension(+)* all of them can understand and can give a good connection.

Jenny as rude Manager
Pronuncation(-), such as: food she said /pu:d/, it should be /fu:d/, to say food we must use f not p . and then to say **not** , she said /not/ it should be /nɒt/. *Grammar (-)* my waitress **give** some food to the poor man for free, it should **gave.** He **dont** deserve to get the food, it should used doesn't, *Vocabulary(+)* there is no mistake, *Fluency(+),* there is no pause and mistake about speed, *Comprehension(+)*all of them can understand and can give a good connection.

Ahmad as generous customer
Pronuncation(-), such as: **rude**, he said /ro:d/ he should said /ru:d/ and then **price,** she said /pris/, he should be said /praɪs/. *Grammar (+)* there is no mitake

and use simple present tense, *Vocabulary(-)* **price** it shouldbe**cost,** *Fluency(-)*there is some pause when he said **how..how** much the price of food, he did some repeat in how. But totality he is able to speak. And *Comprehension(+)*all of them can understand and can give a good connection.

Findings

Based on analysis of the data, the writer found that the analysis conversation by using role play technique as the table below:

Table 1.1

No	Name of students	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Grade
		Components of Speaking					Criteria
1.	Saida	3	3	4	3	3	Good
2.	Hasrina	3	4	3	3	4	Good
3.	Grace	3	4	3	3	4	Good
4.	Mayvira	4	4	4	3	3	Good
5.	Amelia	3	3	3	3	4	Good
6.	Zafira	4	4	4	3	4	Good
7.	Giovanny	3	4	4	3	4	Good
8.	Sangeeta	3	4	4	3	4	Good
9.	Vivi	4	4	4	4	4	Very good
10.	Mikha	3	4	4	3	4	Good
11.	Rembulan	3	3	4	3	4	Good
12.	Kartika	3	3	4	3	4	Good
13.	Yohana	4	4	4	4	4	Very good
14.	Defny	3	3	4	3	4	Good
15.	Dear	3	3	4	4	4	Good
16.	Janvari	3	3	4	4	4	Good
17.	Sandy	3	4	4	3	4	Good
18.	Mariana	3	3	4	3	4	Good
19.	Jenny	3	3	3	3	4	Good
20.	Ahmad	3	4	4	3	4	Good
$\overline{X}$		64:20= 3,2 (Good)	71:20= 3,5 (Good)	76:20= 3,8 (Good)	64:20= 3,2 (Good)	78:20= 3,9 (Good)	Good

V. CONCLUSION

Based on the data analysis and interpretation which has been stated in chapter IV (four), at grade nine one of SMP Negeri 1 Pematangsiantar that total of class is twenty (20), only two (2) students who got very good in speaking ability and the other (18) students got good in speaking ability. And found that in pronuncation, grammar, vocabulary, fluency and comprehension was good. The writer hopes that with this research the teacher can be more realize that using role play, more be effective and creative in teaching speaking. And then the students' can increase their ability in speaking. Not only good but get very good or excellent with the higest score.

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The Effect of Think Aloud Strategy on Students' Ability in Reading Comprehension

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Abstract: *This research is intended to know the effect of using Think Aloud Strategy to the students' ability in Reading Comprehension As the result, experimental group (with using Think Aloud Strategy) is more effective than control group (without using using Think Aloud Strategy). The result is students are more active in comprehending the text in experimental group rather than in control group, because using Think Aloud Strategy as a learning strategy is interesting for them. The result is not just supported by the observation, but it is also supported by the scientific result as folows, The researcher finds that the score of t-test is higher than t-table (3.57 > 1.67) or t-test > t-table, where the t-table is 1.67 and t-test is 3.57. So, the data analysis shows that there is the significant effect in using Think Aloud Strategy to the students' ability in Reading Comprehension.*
Keywords: *effect, narrative text, reading comprehension, think aloud strategy*

I. INTRODUCTION

There are many languages in the world and some are used as international languages. As international languages. English is used by millions of people all over the world. It is used for communication in the field of politics, economy, science, technology, culture and education. In other words, English has important role in people's communication.

In learning English, there are four skills that the students need to be mastered. They are listening, speaking, reading and writing. One of the important skills is reading. In reading skill, students should comprehend the texts. According to Harmer (2007:74), "Reading comprehension means making sense of what you read and connecting the ideas in the text to what you already know."

Reading activity also makes the students' knowledge become improve because from reading the students can gather many information and have broaden minds which are related to their life. Then, readers also can get some information and knowledge such as Technology, Progress, Social Politics, and Education.

In order to know the reading ability in a particular school, the researcher did an observation in SMK GKPI-2 Pematangsiantar and Based on that observation, the researcher finds there were many students at tenth grade have poor reading comprehension text. The students had some difficulties in getting information from the text, in this case it is narrative text. Firstly, they couldn't find the major elements of the narrative text including setting, character, conflict or problem, the goal and resolution in the text. Secondly, the students were difficult in pronouncing the words in the text. And the last, the score of students' reading comprehension ability is very low.

After that, the rsearcher thought that there must be a good strategy in learning process. Because, by conducting the class and using the conventional

method, it tended to make the students become bored. So, the choosen strategy is Think aloud Strategy.

In undertaking this research, the researcher uses statistical hypothesis. Statistical hypothesis is used to decide whether the hypothesis will be accepted or rejected. So the hypotheses, which are formulated as follows:

Ha : There is the effect of think aloud strategy to the students' ability in reading comprehension at grade X in SMK GKPI-2 Pematangsiantar.

Ho : There is no effect of think aloud strategy to the students' ability in reading comprehension at grade X in SMK GKPI-2 Pematangsiantar.

II. LITERATURE REVIEW

A. Reading

Nowadays, reading has become very important for learners of English as a second language or as a foreign language. Reading may helps' students' not only to develop reading but also speaking, writing and listening skills. When people read, their level of thinking will increases. In others words, the more people read the more they learn.

According to Nunan (2003:68), "Reading is a fluent process of readers combining information from the text and their own background knowledge to build reading." It means that when do reading activity readers make connection what the purpose of the author in reading materials and related it with background knowledge of readers before they receive an information about what they read.

Furthermore, Seyler (2004:23) says, "Reading is the process obtaining meaning from or constructing from word or cluster of words". It can be said that reading is the activity to understand what the writer sense in print words. So, when reading, should know the meaning of each word then make to be a something meaning as information that increase their comprehension and also their vocabulary.

Finally, Westwood (2008:2) also explains that "Reading is the fundamental skill upon which all formal education depends." Reading means to understand the meaning of printed words for example written symbols. Reading is not only a source information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, gain, and understanding of the foreign culture."

From some explanation above, it can be concluded that reading is a skill which means to understand of the printed words. The readers need to be an active reader and deal with practice and the reading skill itself. Also the readers need pronounce the word and make the meaning of the word which they read. Reading is the combination of word recognition, intellect, emotion interrelated with prior knowledge to understand the message communicated.

B. Reading Comprehension

To understand the meaning of what the writer is trying to inform to readers is not easy. The readers need to relate between one words to another word to get the comprehension from what they read. The purpose for reading also determines

appropriate approach to reading comprehension. Snow (2002:11) explains "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." It means that we use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Reading comprehension is very importance for everyone who to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem. Reading perceives a written text in order to understand its contents or silent reading. The understanding that result is called reading comprehension.

In addition, Klingner (2007:97) defines, "Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that the primary activity of reading is to comprehend what the text is about."

Based on the opinions above, the writer concludes that reading comprehension is a complex cognitive process to know about meaning or information of the text. It is also about the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. So that the reader understands and they can answer the question about text. Then, they get some experiences to increase their knowledge. Moreover, reading comprehension involving many interactions between readers and previous knowledge also strategy use.

C. Think Aloud Strategy
1. Definition of Think Aloud

In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. According to Oster (2001:64-69) "Think Aloud strategy is a technique in which students verbalize their thought as they read and thus bring into the open the strategies they are using to understand the text." Through this opinion, the students' metacognitive awareness is a crucial component of learning because it enables learners to assess their level of comprehension and adjust their strategies for greater success. They also have shown that students who verbalize their reading strategies and thoughts while reading score significantly higher on comprehension test.

In addition, Stronge (2004:152) also defines that "Think Aloud strategy is use to demonstrate what a thought process is." Teacher verbalize what are thinking as they perform a particular task, read a passage, or solve a problem to enable students to hear the inferences and choices that are being made. In other words think aloud is also a process in which readers report their thought while reading. So, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading text. Through this

strategy, think aloud is a joint process of teacher and students working together to construct understanding of text as they interact with it.

Based on some argument above it can be concluded that encloses all the issues that imply think aloud in reading process. Thus, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading text. Additionally, think aloud help students to learn, think, and reflect upon the reading process. That is students not only make sense about what they read but also move beyond literal decoding to comprehending. It also helps students to make sense of what they read, student may be more able to comprehend what they read.

Example 1:

When students use think out loud with teachers and with one another, they gradually internalize this dialogue [...] it becomes their inner speech, the means by which they direct their own behaviors and problem-solving processes. Therefore, as students think aloud, they learn how to learn, and they develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult.

2. Procedures of Think Aloud Strategy

In order to apply the Think-Aloud effectively in the class, there are some procedures to be done. Many experts have their own procedure in conducting Think Aloud methods.Oster (2001:64), mentions the procedures she did when conducting Think Aloud. They are:

a) The Think Aloud can be done in an individual or a pair set.

b) Direct students to write down their questions and comments as they read. Written comments provides the teacher with valuable information on student's comprehension abilities in areas such as basic knowledge, vocabulary, relating new to old information, literal comprehension.

c) The teacher should give an example of Think Aloud by modelling it in the front of the class. A modelling of Think Aloud will give students a better understanding of it.

d) After this demonstration, the teacher may ask the students what kinds of comments the teacher just made, and the teacher and students are possible to talk about how those comments could help them to understand the story. The teacher emphasizes that his thoughts at this points might be incorrect, and the teacher might have revise them later on.

e) The example of the teacher's Think Aloud could be as follow: *The day Professor Herbert* **[Professor-that must be mean this is a college]** *started talking about the project for each member of our general   science class, I was more excited than I had ever been.* **["I" this is the first person narration, the main character in the story is telling it himself. Also, he must like science. Well, it might not be a he, I don't know yet.].** *I wanted to have an outstanding project. I wanted it to be a greater, to be more unusual than those of my classmate.* **[He has high hopes! or, he is ambitious.].** *I wanted to do something worthwhile, and something to make them respect me.* **[I wonder why he needs their respect].**

f) After that, the teacher can ask student to give their Think Aloud toward a sentence or more chosen by the teacher.
g) The teacher may ask students to write their Think Aloud in the white-board to choose appropriate responses among their response or their Think Aloud.
h) The teacher asks students to compare their comments or responses with other to find out whether theirs is the same with other.

H. Narrative
1. Definition of Narrative
According to Oshima and Hogue (2007: 24) "Narrative text is one of kind of story consisting of series of events which is constructed in a chronological order." For addition, the purpose of narrative text is to amuse or entertain the readers; it deals with actual/imaginative experiences in different ways. It usually talks about fiction story. It can be folk, tale, legend, fable, etc."

2. The Generic Structure of Narrative
a) Orientation
   Introducing the characters of the story, the time and place the story happened. (Who/What, When, and Where).
b) Complication
   A series of events in which the main character attempts to solve the problem.
c) Resolution
   The ending of the story containing the solution.

3. Language Feature of Narrative
a) Focus on specific and individualized participants
b) The use of material process (action verb)
c) The use of behavioral and verbal process
d) The use of relational and metal process
e) The use of past tense, and
f) The use of temporal conjunctions and circumstances
   The example of narrative text:

The Monkeys and the Cap Seller

Orientation

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

Complication

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to

imitate him.He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him.

Resolution

At last he found a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

By: www.freeenglishcourse.info

To sum up, narrative can be concluded as a text which is used to amuse and entertain the readers through its story. In addition, some steps to make a narrative text should be paid attention for better construction. Narrative sounds an interesting kind of text. In line with reading comprehension, it must be easy for students to understand and comprehend narrative text. Although reading comprehension is the ability that is not easy to do, but by doing this activity continuously in every single leisure time and adding by appropriate technique for students, it is not possible for them to comprehend narrative text easily.

III. RESEARCH METHOD

A. Research Design

In order to know the effect of using picture, this research is conducted by using qualitative research. This research is also called experimental research. It means that there is a certain experimentation applied to the population or sample.

There are two groups in this study. Experimental group is a group that receives treatment by using picture. While control group is a group that receives different treatment without using picture.

B. Population and Sample

The population of this research is tenth grade students of SMK GKPI-2 Pematangsiantar that consists of 107 in four classes. Then, the writer takes a sample from 2 classes of tenth grade students of academic year 2016/2017. The sample of this research is 60 students' which are divided into two classes, namely experimental group and control group that consists of 30 students for each class.

C. The Technique of Data Analysis

There are two groups of data, those of experimental and control. To analyze data, The T-Test formula use as follow (Arikunto, 2010:354):

$$T - Test = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note :

M_x : Mean of Experimental group

M_y : Mean of Control group

X : standard Deviation of Experimental group

Y : standard Deviation of Control group

N_x : Total number samples of experimental group

N_y : Total number of Control group

IV. RESULT AND DISCUSSION

A. Result

There were several discoveries that found by the researcher, these were the following:

1. The effect of Think Aloud Strategy was more significant to the ability of the students in Reading Comprehension than the effect of Conventional Method. Think Aloud Strategy also gave a positive influence to the students activity in reading comprehension. It was proved from the mean of the score in pre-test 62.56 and Post test 77.7, also in post test the range of the score could be seen that it was dominantly started from 56 till above 90. The students who got the score in post test above 90 were more than five students.

2. The researcher found that the effect of Conventional Method was lower than the effect of Think Aloud Strategy to the ability of the students in Reading Comprehension. Conventional method that focused on explanation didn't give a significant change, and the class tended to be bored and clumsy. It also affected the students' achievement in understanding the reading comprehension, and the statement was proved from the mean of score in pre-test 56.93 and post-test 65,83 in control group. After the class taught in conventional method, the highest score had been got by only one student and it was 80 and dominantly the researcher found there were some students who got under the score of 50 in post-test. The result of experimental group was higher than the result of control group. After that, it was proved by counting the t-test. The t-test was 3.57 and t-table was 1.67. So, Ha was accepted and H0 was rejected.

B. Discussion

As what have been mentioned previously, the purpose of this research was to find out the students' ability in Reading Comprehension can be achieved by using Think Aloud Strategy. In order to get the answer, the researcher collected the data by giving multiple choice tests to 60 students of SMK GKPI-2 Pematangsiantar. As what Oster (2001:64-69) said that Think Aloud Strategy is a technique in which students verbalize their thought as they read and thus bring into the open of the strategies that they are using to understand the text. Through this opinion the students' metacognitive awareness is a crucial component of learning because it enables learners to asses their level of comprehension and adjust their strategies for greater success. The researcher also agreed with that statement, because it showed after the researcher analyzed the data. The

researcher found the answer of the main problem of this research. Therefore, the researcher would like to interpret the finding of the research.

From all the analyzed data, the researcher found that there was a significant improvement of students' ability in reading comprehension that was taught by using Think-Aloud Strategy. It was proved from the t-test that had been calculated. The t-test showed the value of t-test was higher than t-observed, it meant that the test was higher than t-table (3.57>1.67). So, based on the value, the null hypothesis (H_0) was rejected and alternative hypothesis (Ha) was accepted. There was a significance difference between variable X and variable Y.

So, Hyphothesis testing was accepted and there was a significant effect of applying the Think-Aloud Strategy to the ability of the students in Reading Comprehension at grade ten in SMK GKPI-2 Pematangsiantar. Based on the result of the research, the researcher concluded that using Think-Aloud Strategy to the students' ability in Reading comprehension was more effective than using Conventional Method.

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The Effect of Scrambled Word Game on Students' Vocabulary Mastery

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Abstract*: This experimental research focused on knowing the effect of scrambled word game on the students' achievement in vocabulary. The population were grade seven students of SMP Negeri 1 Pematangsiantar. The writers used two classes as the sample, where one class was as the experimental group and the other one was the control group. The instrument for collecting data was fill in the blank test. The data were analyzed by applying the T-test. It was found that the T-observed (9.1) was higher than the T-table (1.69). This implies that using scrambled word game has significant effect on the students' achievement in vocabulary and the suggestion is the teacher should use scrambled word game in teaching English especially in teaching vocabulary to improve the students' vocabulary mastery.*
Keywords *: Vocabulary, game, scrambled word.*

I. INTRODUCTION

Vocabulary and grammar are both important. With a bigger vocabulary, the learners will be able to talk about more things, with a better grammar, the learner will be able to talk them fluently and more accurately. In this case, vocabulary is more important than grammar, because it is a word, which carries the content of what we want to say. Grammar joins group of words together, but most of meaning is in the words. The more words students know the more students will be able to communicate. Students can say a lot with words. Wilkins in Thornbury (2002:13) mentions that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." From the quotation above, it is known that the vocabulary is an important aspect of English to be learned. It means that the students need to have enough vocabulary as one of the language components besides grammar, spelling and pronunciation.

Based on writers' experience in teaching practice for grade seven students of SMP Negeri 1 Pematangsiantar from August to December 2016, most of the students were lack of vocabularies, especially in English. Most of the students had many problems in mastering English words and this situation made them to be lazy to study English. They had a limited vocabulary to comprehend the meaning of a text; they did not know the context of words, they were unable to catch the English words from speakers, they could not compose their writing task successfully and they got difficulties to state some sentences in English. So, it can be concluded that lack of vocabulary is seen as the problem of the students in learning English. many students are not aware of the importance of studying

vocabulary. They feel bored with the way of teaching in which they are asked to find out the meaning of difficult words in dictionary and then they try to memorize the English words. It seems that they need something different in studying the vocabulary. In addition to knowing English words and their meaning, one must know also how the words work together in English sentences.

The importance of learning new vocabulary has encouraged language teachers of English today to move from passive learning to active learning, to find better ways of engaging students in the English language learning process, because students need something fun and easy to access the vocabulary quickly when it is required for use. By using a suitable method, his subject matter will be more interesting and teaching learning process can be more effective ad efficient, therefore the purpose can be achieved.

To help drive active students in the class, teacher need some techniques or methods to be involved in the teaching learning process, the teacher must use their creative ideas to find something as media in teaching English to attract the students' interest for example by using pictures, things in daily life reality, and also many kinds of games. Games can be used as one of the educational techniques in teaching learning process of English.

Scrambled Word Game is one of the techniques which can be used by the teacher to build the students' mastery of vocabularies. It can be created good conditions for teaching learning process which is active, creative, Interactive, and fun. On the other side, it will motivate the students in learning English. By remembering the letters, it will make easy for the students to remember new vocabularies and also the meaning of each vocabulary that they have learned.

Based on the background above, the writers formulated question of research as follows: does using scrambled word game significantly affect the students' vocabulary mastery?

II. REVIEW OF RELATED LITERATURE

The Nature of Vocabulary

Wallace in Campillo (1995:35) argued that "Vocabulary is content words as opposed to structure words, and which would include nouns, adjectives and adverbs derived from adjectives. Structure words are almost deprived of meaning when considered in isolation and, therefore, should be considered as part of the grammar of a language". Vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with a particular activity. "Vocabulary is learn best when someone feels that a certain word is needed" (Allen, 1983:17). Palmer in Richards and Rodgers (2002:37) stated "Vocabulary was one of the most important aspects of foreign language". It means that, it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. No matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way. It can be concluded that vocabulary is a total number of words used by a person, class, profession in communication. Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both

oral and written form. The people must analyze the words that they want to say when expressing their thinking. So communication will be happened by using vocabulary accurately and appropriate.

Vocabulary is obliviously needed for four language skill as well. Anyone who uses a language well has a number of different abilities, in the most general way we can classify for major skills as listening, speaking, reading and writing. As people know, vocabulary is not skill instantly required, especially with the students who have different mother tongue or second language learners, as mother tongue a fact in daily teaching process, students find themselves difficult in memorizing vocabulary, and most students do not know the meaning of words when they learn English. The teachers who teach English as second language or foreign language have to know the kinds of vocabulary. It makes them easy to classify the words when they teach the vocabulary. It also can give the students about the meaning of the words but also they can study the kinds of vocabulary. The teacher also helps the students to enlarge their vocabulary and also can improve their knowledge when studying vocabulary in teaching learning process. So it is important to be known by the teacher and also to the students.

Category of Word

Vocabulary deals with words. A student of a foreign language must know about the words and word formation in order to be able to understand the form and the meaning of words as well as to be able to use the correct form of word.

Knowing the language means that we have to know about the word, Thornbury (2007:4). Knowing how words are described and categorized can help us understand the vocabulary. These are the category of the words.

Word Classes

Word classes are part of speech. Thornbury (2007:3) stated that there are eight word classes. They are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner.

a. Noun

Harmer (2007:65) noted that noun is a word (or a group of words) that is the name of the person, a place, a thing or activity, or a quality, or idea noun can be used as subject or object of a verb. There are many kinds of noun; they are abstract noun, concrete noun, common noun, proper noun, countable noun and uncountable noun.

Examples:

Adryan is my name

I like your *garden*

He has just painted the *Wall*

I can not hear his *advice*

He gives me a cup of *sugar*

He gives me a *bucket of flower*

b. Pronoun

Actually, pronoun is the part of noun. According to Harmer (2007:65) pronoun is a word that is used in place of a noun or noun phrase. There are

three types of noun; they are personal pronoun, reflective pronoun, and relative pronoun.
Examples:
She called me yesterday
He does the exercise *herself*
This pen is *mine*

c. Verb
Harmer (2007:65) stated that verb is a word (or a group of words) which describing an action, experienced, or state. There are many kinds of verb.
Examples:
She *buys* a book
They *go* to school
She *cried* yesterday

d. Adjective
Harmer (2007:65) noted that adjective is a word that gives more information about noun or pronoun.
Examples:
He is a *kind* man
She is *beautiful*

e. Adverb
Hornby (2003:23) stated that adverb is a word that adds more information about place, time, manner, and adverb of frequency.
Examples:
She speaks loudly   (adverb of manner)
She sleeps in bedroom   (adverb of place)
They play basketball yesterday (adverb of time)

f. Preposition
Harmer (2007:65) stated that preposition is a word which is used to show the way which other words are connected.
Examples:
The cat ran *down* the tree
She swam *across* the lake

g. Conjunction
Harmer (2007:65) stated that conjunction is a word that connects sentences, phrases, and clauses. They are (and, so, but, etc)
Examples 7:
Full of energy *and* ready to go
She lost her phone, *so* I could not call her
It is great *but* I can not afford it

h. Determiner

Harmer (2007:65) stated that article (definite and indefinite article) belongs to determiner. Beside it, there are three kinds of determiners they are possessives, demonstratives, and quantifiers.

Examples:

Can you pass me *the* salt please?

Thankyou very much for *your* letter.

Look at *those* lovely flowers.

Many people believed him.

Teaching Vocabulary

Teaching is facilitating learning, enabling students to learn and setting condition for learning. In the teaching process, students who are taught in the school are called the main subjects and the teacher who facilitates and controls the student's ability is called as facilitator of controller. Patel and Jain (2008:57) stated that teacher teaches and students learn from teacher. In process of teaching learning process effective. The material and aids which are used by teacher to make his teaching effective is called teaching aids is not static but it is a dynamic process.

Thornbury (2002:38) mentions that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native languages. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the student. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary can be spoken and written.

III. RESEARCH METHOD

This experimental research used post test only design. The population was grade seven students of SMP Negeri 1 Pematangsiantar. There were six classes, VII-1 consist 40 students, VII-2 consist 42 students, VII-3 consist 40 students, VII-4 consist 42 students, VII-5 consist 42 students and VII-6 consist 42 students. The total number of students are 246 students. The sample was chosen by using random cluster technique. Class VII-2 was as the control group and Class VII-4 was as the experimental group. After explaining the material, both of the groups were given fill in the blank test by same questions to know the result of the treatment.

IV. RESULT AND DISCUSSION

Result on Experimental Group

No	Students	Score (x)	Mean ($\overline{X}$)	Difference (x-$\overline{X}$)	Difference Squared (x-$\overline{X}$)^2
1	AM	70	85.33	14.67	215.21
2	AP	70	85.33	9.67	93.51
3	AJH	70	85.33	-15.33	235.01
4	DAM	75	85.33	9.67	93.51
5	DH	75	85.33	-5.33	28.41
6	EAN	75	85.33	9.67	93.51
7	EP	75	85.33	-5.33	28.41
8	GS	80	85.33	-15.33	235.01
9	H	80	85.33	-5.33	28.41
10	HH	80	85.33	-10.33	106.71
11	HS	80	85.33	-5.33	28.41
12	J	80	85.33	-10.33	106.71
13	JBS	80	85.33	9.67	93.51
14	JFS	80	85.33	-5.33	28.41
15	JS	85	85.33	-0.33	0.11
16	LS	85	85.33	-5.33	28.41
17	MGP	85	85.33	9.67	93.51
18	MS	85	85.33	14.67	215.21
19	NS	85	85.33	-0.33	0.11
20	PN	95	85.33	-15.33	235.01
21	RP	95	85.33	-10.33	106.71
22	RRH	95	85.33	-0.33	0.11
23	SBG	95	85.33	14.67	215.21
24	SCF	95	85.33	-0.33	0.11
25	SKG	95	85.33	-0.33	0.11
26	TT	95	85.33	-10.33	106.71
27	VHM	100	85.33	-15.33	235.01
28	WFT	100	85.33	-0.33	0.11
29	YM	100	85.33	-5.33	28.41
30	YS	100	85.33	14.67	215.21
	$\sum$(x-$\overline{X}$)^2 = $\sum d^2$				2894.77

$$S^e = \sqrt{\frac{\sum d^2}{N-1}}$$

$$S^e = \sqrt{\frac{2894,77}{30-1}}$$

$$S^e = \sqrt{\frac{2894,77}{29}}$$

$$S^e = \sqrt{99,8196}$$
$$S^e = \sqrt{99,8196}$$
$$S^e = 9,99$$

Result on Control Group

No	Students	Score (x)	Mean ($\overline{X}$)	Difference (x-$\overline{X}$)	Difference Squared (x-$\overline{X}$)²
1	AS	40	63.33	-23.33	544.2889
2	AP	45	63.33	-18.33	335.9889
3	BM	55	63.33	-8.33	69.3889
4	DP	55	63.33	-8.33	69.3889
5	DG	55	63.33	1.67	2.7889
6	ET	55	63.33	-8.33	69.3889
7	EP	55	63.33	-8.33	69.3889
8	FP	65	63.33	1.67	2.7889
9	GS	65	63.33	6.67	44.4889
10	HP	65	63.33	1.67	2.7889
11	IM	65	63.33	6.67	44.4889
12	J	65	63.33	-8.33	69.3889
13	JS	65	63.33	6.67	44.4889
14	LW	65	63.33	-8.33	69.3889
15	MP	65	63.33	1.67	2.7889
16	MM	65	63.33	6.67	44.4889
17	MO	65	63.33	1.67	2.7889
18	NA	70	63.33	6.67	44.4889
19	NP	70	63.33	1.67	2.7889
20	R	70	63.33	6.67	44.4889
21	RR	70	63.33	1.67	2.7889
22	RS	70	63.33	6.67	44.4889
23	SB	70	63.33	6.67	44.4889
24	SD	70	63.33	1.67	2.7889

25	SM	70	63.33	1.67	2.7889
26	TS	70	63.33	6.67	44.4889
27	TK	70	63.33	1.67	2.7889
28	TKM	70	63.33	6.67	44.4889
29	YPM	70	63.33	1.67	2.7889
30	YP	70	63.33	6.67	44.4889
					1816.667

$$S^e = \sqrt{\frac{\sum d^2}{N-1}}$$

$$S^e = \sqrt{\frac{1816{,}667}{30-1}}$$

$$S^e = \sqrt{\frac{1816.667}{29}}$$

$$S^e = \sqrt{62{,}6436}$$
$$S^e = \sqrt{62{,}6436}$$
$$S^e = 7{,}91$$

Standard Error of the Difference of Mean

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{9{,}99}{\sqrt{29}}\right)^2 + \left(\frac{7{,}91}{\sqrt{29}}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{9{,}99}{5{,}3}\right)^2 + \left(\frac{7{,}91}{5{,}3}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{(1{,}8849)^2 + (1{,}4924)^2}$$
$$SE\,(\chi e - \chi c) = \sqrt{5{,}78}$$
$$SE\,(\chi e - \chi c) = 2{,}4$$

T Test Formula

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\,(\chi e - \chi c)}$$

$$t_{test} = \frac{85{,}33 - 63{,}33}{2{,}4}$$

$$t_{test} = \frac{22}{2,4}$$

$$t_{test} = 9,1$$

Research Findings

Having finished analyzing the data, some findings can be formulated as follows:

1. There is a significant effect of using scrambled word game on teaching vocabulary for grade seven students of SMP Negeri 1 Pematangsiantar.
2. The mean of experimental group was 85.33 and the mean of control group ws 63.33. it showed that the score of the students in experimental group was higher than control group.
3. t_{test} is higher than t_{table} (9.1 > 1.699) at the level of significant is 0.05 with df = $N_x + _y$ − 2 = 30 -1 = 29.

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Discussion

Scrambled Word Game was applied to know the effect of students' vocabulary achievement. According to Sutherland (2009:23) "Scrambled Word looks like a Simple Word Search at first, until you realize that the word list makes no sense. The letters of each word are muddled up, so you need to scrambled each entry and then look for it in the grid." So, as the new way of studying, the writer thought that the students were interested to Scrambled Word Game. Scrambled Word Game is one of the many strategies that could make the students to be easier in learning English especially in the vocabulary.

From the analysis of the data, the writer found the score of the students. In experimental group, the total score is 2560 and the mean score is 85.33 In control group, the total score of the is 1900 and the mean score is 63.33. The result of the test shows that using Scrambled Word Game can improve the students' vocabulary achievement in studying English as second language or foreign language. So that ways, the implementation of scrambled word game in teaching and learning process gives a positive effect on the students' achievement, because they can study vocabulary easily and relax without hard feeling. The situation that conducive and comfort for their sense, it will make them enjoy to learn and getting good result. It can be done because by fun learning, information can be understood and maintained in memory well. Furthermore, in order to know the difference was significant or not. Final analysis was done by using t_{test} formula which was appeared that point of significant test (t) was 4.90. Therefore the statistical analysis of this research proved that the application of Scrambled Word Game was effective and it can be used improving students' vocabulary.

V. CONCLUSION

After analyzing the data, it was found out that the alternative hypothesis is accepted and the null hypothesis is rejected since the $T_{observed}$ is higher than T_{table}. Based on this fact it can be concluded that the scrambled word game significantly affects the students' vocabulary mastery for grade seven students of SMP Negeri 1 Pematangsiantar.

However, during the application of scrambled word game, the researchers found some problem from the students: (1) lack of vocabularies, especially in English, (2) limited vocabulary to comprehend the meaning of a text; they did not know the context of words.

To solve these problems the researchers suggest the teacher to build the students mastery of vocabularies. Teacher should:

1. provide and use method by using Scrambled Word Game in teaching process especially in teaching English vocabulary.
2. use Scrambled Word Game in the process of teaching and learning of English especially in vocabulary, so the class situation becomes more interesting.
3. create more relaxed atmosphere in the process of teaching and learning of vocabulary in the classroom and make the students to be interested and keep concentration in studying vocabulary.

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Students' Ability in Identifying Passive Voice in Reading Text

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Abstract: *This research is intended to know the ability of the students in identifying passive voice in reading text. The subject of this research is forty students of the second year students of SMA RK Budi Mulia Pematangsiantar. To collect the data, the writer uses test and interview. The test is used to find the students' ability in identifying passive voice in reading text. Meanwhile interview is used to obtain the factors that influence the students' ability in identifying passive voice in reading text. Based on the recapitulation on the test result and the data analyzed, it is found that the students' ability in identifying passive voice in reading text is classified into average to good level The factors that influence the students' ability in identifying passive voice in reading text are motivation, intelligence, teachers' method, class condition, environment, family and peers.*

Keywords : *passive voice, Reading.*

I. INTRODUCTION

Background

English has a very important role and it has become an important language in globalization era. This is because of English as an international language is used to communicate and interact among people from many countries in the world. Nowadays, the mastery of English is a must if one does not want to be left out, especially in terms of termination and technology. Learning a foreign language is related to learn one or more language skills, namely listening, reading, speaking, and writing. There is one basic element that should be mastered in learning the four skills, that is grammar. Grammar is rules for forming words and making sentences. So, grammar is one of the important language components in learning English. By studying grammar, the students are expected to use language correctly.

Based on the previous observation and past experience, some students of SMA RK Budi Mulia Pematangsiantar were still confused about passive voice and difficult in differentiating between passive voice and active voice in text. The complexity rules of English passive voice are very important since it is mostly used in oral and written. Frank (1972:77) says that passive voice is usually found in texts, report, technical journals, and newspapers. Furthermore Swan (1980) says that passive is very common in scientific writing.

Teachers give explanation about passive voice to the students repeatedly, and the teachers also give exercise about passive voice, in order that the students understand and are not confused about the lesson, as like in language features in analytical text.

Problem of the Research

The problems are formulated as follows:

1. What is the students' ability in identifying passive voice in reading text at the second year of SMA RK Budi Mulia Pematangsiantar?
2. What are the factors that influence the students' ability in identifying passive voice in reading text at the second year of SMA RK Budi Mulia Pematangsiantar?

II. LITERATURE REVIEW

The Nature of Reading

Reading is a complex process. It requires readers to bring their own knowledge of language to print page, to recognize that print meaning bearing words, sentence and paragraphs and finally to author's message. Burness and Page (1985:45) assert that reading is not just an active process but also interactive one.

"Reading is one of the important processes to get some information about something. It is an activity characterized by the translation of symbol, or letter, into words and sentences that communicate information and mean something to the reader. The goals of reading are wide-ranging, but essentially the reader aims to understand the meaning of a written text, evaluate its significance and use what he or she has read to enhance his or her knowledge, effectiveness, or pleasure."

From the definition above, it can be stated that reading is a process. It is because readers are expected to seek information from the reading materials. In reading activities, there is also an interaction or communication indirectly between the readers and the writers.

Reading in Curriculum of Senior High School

As stated in the 2004 curriculum of Senior High School, which is revised in 2006, Senior High School students have to deal with transactional and functional texts. A transactional text is described as the text which has interactive purpose. The function of these types of the texts is to accommodate communication and to get things done. It is more as a medium of conveying ideas over a matter or topic. On the other hand, functional texts are described as texts used for descriptive purpose. Here students have to deal with genre of the texts. Genre means the type of text they have to understand and comprehend.

The Nature of Passive Voice

In general passive voice is a voice that indicates the subject as the patient or recipient of the action denoted by the verb. To create this, the passive voice is used if the thing receiving the action is put as the subject of the sentence. Passive sentence is one of language features of analytical exposition text. That is why students should know and can identify it in reading text.

Passive voice is known as one of the characteristics of a language. The use of passive voice is very popular in both daily conversation and many different reading books. In Indonesian, the form of passive voice is well known as "*kata kerja berawalan di*".

The Form of Passive Voice

The passive voice occurs in both English spoken and written English. Passive verb forms are made with different tenses of to be, followed by a past participle. The tenses, the rules for their se are the same as for active verb-forms. Meanwhile, Milanda Broukal and Inggrid Wisniewska make rules in forming passive voice in their book *'Grammar form and function'*. They are:

a. To form the passive voice, we change the object of an active voice sentence into the subject of a passive one. The subject of the active voice can be the agent in a passive sentence. The agent tells who or what did the action in a passive sentence. It is introduce by the preposition "by".\

b. We form the passive voice with a form of the verb *be* + a participle. Question use an auxiliary verb before the subject.

c. We use passive voice in following tenses. Note that the form of be is in the same tense as the tense of the active verb.

d. Object pronoun (me, him, her etc) in the active voice become subject pronoun (I, he, she, etc) in the passive voice.

The Uses of Passive Voice

According to Martinent and Thomson (1986:266) the passive sentence is used:

a) When we do not know, or do not know exactly, or have forgotten who did the action, example: You will be met at station

b) When the subject of the active verb would be 'people', example: He is suspected of receiving stolen goods.

c) When the subject of the active sentence would be the indefinite pronoun one sees this sort of advertisement everywhere would usually be expressed, example:
   This sort of advertisement is seen everywhere Or
   You see this sort of advertisement everywhere.

d) When we are more interested in the action than the person who does it, example: The house next door has been bought by Mr. Brown.

e) The passive voice may be used to avoid an awkward or ungrammatical sentence. This is usually done by avoiding a change of subject, example: when he arrived home a detective arrested him.

f) When it is not necessary to mention does of the action as it is obvious who he is/was/will be. Example: The rubbish hasn't been collected.

g) The passive voice sometimes preferred for psychological reason.

Passive sentence is also used in scientific writing. Swan (1980:6), says that passive sentence is very common in scientific writing, especially in report on research. Frank (1986:77) states that passive is impersonal, It means they are usually found in the text, report or technical journal or in newspaper. It can be concluded that passive sentence is usually more in written form.

The Characteristics of Passive Sentence

Passive sentence has some characteristics. The characteristics of passive sentence are:
a) The object in active sentence will be the subject in passive sentence.
   The subject in active sentence will be the object in passive sentence by using 'by'.
b) The use of "be + past participle (transitive verb)".
c) Modals auxiliary + be + past participle.
d) Direct and indirect object

The Factors that Influence the Students' Ability in Identifying Passive Voice in Reading Text

There are many factors that influence the students' ability in identifying passive voice, they are:
a) The internal factors that covers all one's selfness.
b) The external factors that covers the outside of the one's selfness.

According to Muhibbin Syah (2004) in Yulia (2009:9), the influential factors in learning are:
1. Internal factors
   a) Motivation
   b) Adequate time
   c) Attitudes
   d) Intelligence
2. External factors
   a) Teacher
   b) Parents
   c) Peers
   d) Environment

III. RESEARCH METHOD

This research is Qualitative descriptive research. To collect the data, the researcher uses test and interview. In order to find out the students' ability in identifying passive voice in reading text, the writer scored the result of the test by using the following formula:

$$M = \frac{X}{N} \times 100\%$$

Where:
M = Individual scores
X = Correct answer
N = Number of items

The mean is calculated by using following formula:

$$M = \frac{\sum fx}{N}$$

Where:
M   = Mean score

∑ fx　　= Total score of the students
N　　　= Number of the students
(Sudjono, 2004:4)

Then, these scores were classified according to the level proficiency (Harris, 1974:134)

Table of the classification of level proficiency

No	Score	Classification of Mastery
1	80-100	Good to Excellent
2	60-79	Average to Good
3	50-59	Poor to Average
4	0-49	Poor

Finally, to obtain the percentage of the classification of the students' ability in identifying passive voice in reading text, the writer used the following formula:

P = $\frac{F}{N}$ x 100%　　　　　(Sudjono, 2004:4)

Where:
P = Percentage
F = Number of frequency
N = total number of respondents

IV. RESULT AND DISCUSSION

Test Result

Here the writer makes the scores of the students' ability in identifying passive voice in reading text based on the test that the writer has given to the students before, that consists about five analytical texts, and the writer asks the students to identify the passive voice and mention the type of tense that used in passive voice. We can see in the table below:

No	Students	Score						
1	S26	96	13	S14	76	27	S25	68
2	S28	88	14	S40	76	28	S35	68
3	S12	88	15	S39	76	29	S05	66
4	S16	86	16	S38	76	30	S24	66
5	S06	86	17	S03	74	31	S30	64
6	S27	84	18	S02	72	32	S08	64
7	S31	84	19	S36	72	33	S23	64
8	S07	82	20	S22	72	34	S01	62
9	S18	80	21	S11	72	35	S19	56
10	S34	78	22	S13	72	36	S15	52
11	S29	78	23	S17	70	37	S21	52
12	S32	78	24	S10	70	38	S37	50
			25	S33	70	39	S09	40
			26	S04	68	40	S20	30

Classification of Level Proficiency

No	Students	Score	Classification	No	Students	Score	Classification
1	S26	96	Good to Excellent	21	S11	72	Average to Good
2	S28	88	Good to Excellent	22	S13	72	Average to Good
3	S12	88	Good to Excellent	23	S17	70	Average to Good
4	S16	86	Good to Excellent	24	S10	70	Average to Good
5	S06	86	Good to Excellent	25	S33	70	Average to Good
6	S27	84	Good to Excellent	26	S04	68	Average to Good
7	S31	84	Good to Excellent	27	S25	68	Average to Good
8	S07	82	Good to Excellent	28	S35	68	Average to Good
9	S18	80	Good to Excellent	29	S05	66	Average to Good
10	S34	78	Average to Good	30	S24	66	Average to Good
11	S29	78	Average to Good	31	S30	64	Average to Good
12	S32	78	Average to Good	32	S08	64	Average to Good
13	S14	76	Average to Good	33	S23	64	Average to Good
14	S40	76	Average to Good	34	S01	62	Average to Good
15	S39	76	Average to Good	35	S19	56	Poor to Average
16	S38	76	Average to Good	36	S15	52	Poor to Average
17	S03	74	Average to Good	37	S21	52	Poor to Average
18	S02	72	Average to Good	38	S37	50	Poor to Average
19	S36	72	Average to Good	39	S09	40	Poor
20	S22	72	Average to Good	40	S20	30	Poor

Percentage of Students' Ability in Identifying Passive Voice in Reading Text
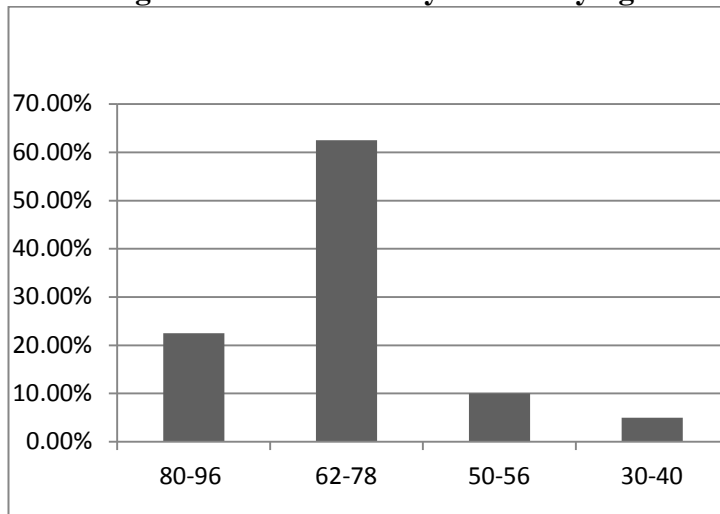
Recapitulation of the Students' Ability in Identifying Passive Voice in Reading Text

NO	Score	Frequency (f)	Total (fn)
1	96	1	96
2	88	2	176
3	86	2	172
4	84	2	168
5	82	1	82
6	80	1	80
7	78	3	234
8	76	4	304
9	74	1	74
10	72	5	360
11	70	3	210
12	68	3	204
13	66	2	132
13	64	3	192
14	62	1	62
15	56	1	56
16	52	2	104
17	50	1	50
18	40	1	40
19	30	1	30
		40	**2826**

To calculate the mean score of the students, the following formula is used:

$$M = \frac{\Sigma fn}{N}$$
$$M = \frac{2826}{40} = 70.65$$

Based on the mean score of the students, it can be concluded that the ability of the second year students in identifying passive voice in reading text is in Average to Good level with the mean score is 70.65

Interview Result

To analyze the problems faced by the students in identifying passive voice in reading text, the writer makes the interview between the students and the writer. Based on the dialogues between the writer and the students, it is found that there are many factors that influence the students' ability in identifying passive voice in reading text. The factors are:

a.   The Students

Based on the data that have been collected from the interview, it can be seen that the students can master about tenses, they can mention types of tense that used in passive voice, but the students are difficult to analyze the function of the tenses. The students also get motivation in learning English, especially learning about passive voice, the other reason is because they interested in studying about English.

b.   The Teacher

Based on the finding, it is clear that the teacher can convey the material to the students well so that the students can understand about the lesson well. The teacher also has enough time to explain the material clearly, and also the students enjoy the class when the teacher explains the material especially the lesson about passive voice, on the other reason because the teachers' method is good for the students.

c.   The Parents

In teaching and learning process, not only students and teacher have a role but also the parents should support the students to study. Based on the interview between the writer and the students, the writer gets some information that the students get the support from their parents to study about English, and then they also get the support to study English from their family, peers, and environment.

V. CONCLUSION

Based on the data analysis on the previous chapter, the writer draws some conclusions to the students' ability in identifying passive voice in reading text:

1.   the ability of second year students of SMA RK BUDI MULIA Pematangsiantar in identifying passive voice in reading text is in average to good level (70.65). It means that the students are able to identify passive voice in reading text.

2.   The students have many factors that influence them in identifying passive voice in reading text. The internal factors that influence the students' ability in identifying passive voice in reading text are they can master the tense well, they also review the lesson and they can memorize the form of past participle. The students also are motivated in studying English and always pay attention on the teachers' explanations. The external factors that influence the students' ability in identifying passive voice in reading text are the teachers' method, class condition, environment, family, peers and parents.

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The Effect of Riddle Game on Students' Vocabulary Achievement

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Abstract: *This research entitled the effect of Riddle Game to the students' vocabulary achievement at grade eight in SMP Negeri 6 Pematangsiantar. The sample of this research is taken from two classes that consist of 60 students 30 students in experimental (class VIII [4]) and 30 students in control group (VIII [5]). In collecting the data, the researcher has to do two steps, they are treatment, and test. The instrument that used by the researcher in collecting the data was multiple choice about vocabulary test. The calculation showed that the score of T [test] > T [table] in which 17,70 > 1.69. It implied that the students in the experimental group was significantly higher than the students in control group. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Finally, the researcher concluded that there is significant effect of Riddle Game to the students' vocabulary achievement.*

Keywords: *Productive Vocabulary, Riddle Game, Vocabulary*

I. INTRODUCTION

A. Background

There are many languages used in international communication. One of the most used is English. Indonesian Learns English to communicate in two forms, in spoken and written forms. English as a foreign language with this position, it does not have a social function as wide as a second language. English in academic field is taught as a subject matter.

English has been taught and learned as a foreign language for years at Indonesian schools starting from kindergarten (even just introduction some English vocabularies) to junior high school, senior high school even up to university or collage.

If the students learn English; they have to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills (listening, speaking, reading, and writing). In learning English students can not only master one skill. They have to master all of them especially vocabulary. Vocabulary is very essential to comprehend the language well, speak better, or compose a good writing, it is expected that the learners have to increase their vocabulary about 1000 words a year.

But infact, at grade VIII students of Junior High School SMP NEGERI 6 Pematangsiantar, the writer found that the most of the students had many problem in mastering English words or vocabulary. From the competence of vocabulary achievement, the indicators are: Students' have limited vocabulary to comprehend the meaning of a text, students' did not know the context of word used in the text, students' could not recognize the meaning of each word, students' were not able to hear the English word from the speakers, students' could not compose their writing task succesfully, students' got dificulties to state some sentences in English.

While, from the class situation, the indicators are: The students make noise, they do improper activities (non academic activities) in the class like sleeping, chatting, drawing, etc, they do homework of other lessons, they do not respond to the teacher's commands, lack of motivations. In addition the other factors causing students' lack of vocabulary is the technique that used by teacher. The teacher did not make the students be active.

Based on the problems above, the researcher would like to solve the problems by using Riddle Game. A riddle game is a form of word puzzle designed to test someone's ingenuity in arriving as its solution.

B. The Problem of the Research

The problem of the study is formulated as follow: "Does the application of Riddle Game significantly affect the students' vocabulary achievement of the grade eight at SMP N 6 Pematangsiantar?"

II. LITERATURE REVIEW

A. Definition of Vocabulary

Vocabulary is the knowledge of meaning of words, Elfrieda (2005:3). Words are the sign or symbols for ideas. They are the means by which people exchange their thoughts. The more words we learn the more ideas we should have, so we can communicate the ideas more effectively. Setiyadi (2006:49) says that vocabulary is learned more effetively if they use it in full sentences rather than memorize it. Vocabulary is a total number of word that(with rules for combining them) makes up a language.

Hornby (1995:1331) defines vocabulary as: (1) the total numbers of words in language, (2) all the words known to a person or used in particular book, subject, etc and (3) a list of words with their meaning. From the explanation above it can be concluded that a students who does not know English words very well will have problem when facing new reading materials which are more complex and when communication with other people.

Vocabulary is very important part of that should not be neglected in language learning and it is very useful for communication with other people in spoken or written form.

B. Kinds of Vocabulary

Vocabulary is very useful for anyone who is studying a foreign language. In this case, that vocabulary is one important area that should not be neglected in language and learning and it is very useful for communication with other people in spoken or writen form.

From the statement above, it is concluded that vocabulary is all the words in a language, the collection of words that use by a person to write, read, speak, or listen. According to Elfrieda (2005:3), vocabulary is devided in two kinds; they are Receptive Vocabulary and Productive Vocabulary.

1. Receptive Vocabulary

Receptive Vocabulary means language items which can only be recognized and comprehend in the context of reading and listening material. Receptive vocabulary is larger than productive ones.

2. Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar and used frequently (Elfrieda, 2005:3). Productive Vocabulary is involved in using the words to stand for the meaning it represents and being able to think of suitable for the word if there are any. Productive vocabulary involves knowing how to pronounce the word, how to use it in correct grammatical patterns along with the words it usually collocates with.

C. The Measurement of Vocabulary

The Aspect of Vocabulary:

1. Synonym and Antonym

Synonym refers to a relationship of 'sameness of meaning' that holds between two words. The term 'synonym' derives from Greek word (sunnonumon) meaning 'having the same name'. Antonym is meaning relation which is based on oppositeness (Lado, 1964: 122)

2. Hyponym and Metonym

Hyponym refers to a hierarchical 'group member' relation. Words holding a Hyponym relation indicate that one is the cover of super ordinate term whereas the others are its subordinate ones.

D. The Riddle Game

Richard (2010) states that a riddle is a question deliberately worded in puzzling manner and presented as a problem to be solved. In addition, Frost (2009) states that a riddle is mysterious questions about a person, thing, and situation that the students should guess based on the descriptions given.

Riddles are one of the effective techniques in teaching language, including the teaching of English because the students commonly love puzzle, and one kind of puzzle is a riddle. Marcy (2008) state that doing the exercises through riddle is an activity that the teacher can transfer the material and make students relax in the class when they accept the material.

In other words, the students can play with the language to make them active in the teaching learning process

a) Riddles are useful to obtain new vocabularies.
b) Riddles are interesting and challenging.
c) Riddles are stimulative and imaginative.

From the riddle description, the teacher can stimulate the students to imagine the description to find the answer, without imagining it the students is difficult to find the answer. The riddle game is a formalized guessing game, a contest of wit and skill in which players take turns asking riddles. The player that can not answer loses. Riddle game occur frequently in mytology, the king of the Gods, Odin, won such a contest by the questionable tactic of asking question to which only he could know the answer. However, as his adversary accepts such a question, he is bound to honor the terms of the game.

III. RESEARCH METHOD

A. Research Design

In this research, the researcher chooses quantitative research. Quantitative research emphasizes the measurement and analysis of causal relationship between variables. The researcher compared the two groups namely experimental group (teaching vocabulary by using Riddle Game) and control group (teaching vocabulary without using Riddle Game.

B. Research Instrument of Collecting Data

Instrument is device used for collecting data. Arikunto (2010:192) defines that instrument is tools or facilities used by the researcher to collect the data to make the research become easier and also the result be better, complete and systematic so that it will be easier to do. The researcher choose 20 multiple choice for collecting the data.

No	Kinds of test	Item	number
1.	Multiple choice the name of flowers.	2	1-2
2.	Multiple choice the name of animals.	3	3-5
3.	Multiple choice the name foods.	3	6-8
4.	Multiple choice the name of galaxy.	3	9-11
5.	Multiple choice the name of body.	4	12-15
6.	Multiple choice the name of equipment	5	16-20

C. Techniques of Collecting Data

1. Treatment

The researcher explain vocabulary in control class without using Riddle Game and experimental group with using Riddle Game

2. Test

After explaining the material, both of the groups are given the multiple choice test by same questions to know the result of the treatment. It is also used to know the effect of riddle game that influences to the vocabulary of those students.

IV. RESULT ANS DISCUSSION

A. Data Analysis

There are 60 students involved in the sample of the research. They have divided into two groups namely, experimental group and control group. The data gained from the students' score after applying test to the experimental and control group. There are 20 items of the vocabulary test. The result of the students' score in test of experimental and control group can be seen in the following table:

Table of Test Score in Experimental and Control Group and Its Difference

Students	Test Experimental Group	Test Control Group	Difference
1	80	45	35
2	85	65	20
3	75	45	30
4	90	60	30
5	75	55	20
6	85	60	25
7	75	55	20
8	80	55	25
9	85	55	30
10	85	55	30
11	80	55	25
12	80	45	35
13	75	55	20
14	80	45	35
15	90	60	30
16	80	65	15
17	80	50	30
18	80	50	30
19	90	55	35
20	75	60	15
21	85	60	25
22	75	55	20
23	85	55	30
24	80	45	35
25	85	60	25
26	70	55	15
27	75	60	15
28	75	50	25

29	75	55	20
30	80	60	20
∑	2410	1645	765
Mean	80,33	54,83	25.5

Table Variance and Standard Deviation in Test of Experimental Group

Students	Score (x)	Mean ($\bar{X}$)	Difference (x-$\bar{X}$)	Difference Squared (x-$\bar{X}$)^2
1	80	80,33	-0,33	0,1089
2	85	80,33	4,67	21,8089
3	75	80,33	-5,33	28,4089
4	90	80,33	9,67	93,5089
5	75	80,33	-5,33	28,4089
6	85	80,33	4,67	21,8089
7	75	80,33	-5,33	28,4089
8	80	80,33	-0,33	0,1089
9	85	80,33	4,67	21,8089
10	85	80,33	4,67	21,8089
11	80	80,33	-0,33	0,1089
12	80	80,33	-0,33	0,1089
13	75	80,33	-5,33	28,4089
14	80	80,33	-0,33	0,1089
15	90	80,33	9,67	93,5089
16	80	80,33	-0,33	0,1089
17	80	80,33	-0,33	0,1089
18	80	80,33	-0,33	0,1089
19	90	80,33	9,67	93,5089

20	75	80,33	-5,33	28,4089
21	85	80,33	4,67	21,8089
22	75	80,33	-5,33	28,4089
23	85	80,33	4,67	21,8089
24	80	80,33	-0,33	0,1089
25	85	80,33	4,67	21,8089
26	70	80,33	-10,33	106,7089
27	75	80,33	-5,33	28,4089
28	75	80,33	-5,33	28,4089
29	75	80,33	-5,33	28,4089
30	80	80,33	-0,33	0,1089
$\sum(\text{x-}\bar{X})^2 = \sum d^2$				796,667

$$S^e = \sqrt{\frac{\sum d^2}{N-1}}$$

$$S^e = \sqrt{\frac{796,667}{30-1}}$$

$$S^e = \sqrt{\frac{796,667}{29}}$$

$$S^e = \sqrt{27.47128}$$
$$S^e = 5.24$$

Table Variance and Standard Deviation in Post Test of Control Group

Students	Score (x)	Mean ($\bar{X}$)	Difference (x-$\bar{X}$)	Difference Squared (x-$\bar{X}$)^2
1	45	54,83	-9,83	96,6289
2	65	54,83	10,17	103,4289
3	45	54,83	-9,83	96,6289
4	60	54,83	5,17	26,7289
5	55	54,83	0,17	0,0289
6	60	54,83	5,17	26,7289
7	55	54,83	0,17	0,0289
8	55	54,83	0,17	0,0289
9	55	54,83	0,17	0,0289

10	55	54,83	0,17	0,0289
11	55	54,83	0,17	0,0289
12	45	54,83	-9,83	96,6289
13	55	54,83	0,17	0,0289
14	45	54,83	-9,83	96,6289
15	60	54,83	5,17	26,7289
16	65	54,83	10,17	103,4289
17	50	54,83	-4,83	23,3289
18	50	54,83	-4,83	23,3289
19	55	54,83	0,17	0,0289
20	60	54,83	5,17	26,7289
21	60	54,83	5,17	26,7289
22	55	54,83	0,17	0,0289
23	55	54,83	0,17	0,0289
24	45	54,83	-9,83	96,6289
25	60	54,83	5,17	26,7289
26	55	54,83	0,17	0,0289
27	60	54,83	5,17	26,7289
28	50	54,83	-4,83	23,3289
29	55	54,83	0,17	0,0289
30	60	54,83	5,17	26,7289
$\sum(x-\bar{X})^2 = \sum d^2$				974,167

$$S^c = \sqrt{\frac{\sum d^2}{N-1}}$$

$$S^c = \sqrt{\frac{974.167}{30-1}}$$

$$S^c = \sqrt{\frac{974.167}{29}}$$

$$S^c = \sqrt{33.59197}$$

$$S^c = 5.79$$

Standard Error of the Difference of Mean

$$SE\ (\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$$SE\ (\chi e - \chi c) = \sqrt{\left(\frac{5.24}{\sqrt{30}}\right)^2 + \left(\frac{5.79}{\sqrt{30}}\right)^2}$$

$$SE\ (\chi e - \chi c) = \sqrt{\left(\frac{5.24}{5.4}\right)^2 + \left(\frac{5.79}{5.4}\right)^2}$$

$$SE\ (\chi e - \chi c) = \sqrt{(0.9703)^2 + (1,0722)^2}$$

$$SE\ (\chi e - \chi c) = \sqrt{2.091}$$

$$SE\ (\chi e - \chi c) = 1.44$$

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\ (\chi e - \chi c)}$$

$$t_{test} = \frac{80,33 - 54.83}{1.44}$$

$$t_{test} = \frac{25.5}{1.44}$$

$$t_{test} = 17.70$$

The result of the calculation showed that the T observed was 17.70 with that degree of freedom (df) is 30 – 1 = 29 and level of significant 5% (0.05), so the value table of t-table is 1.69. It shows that t-test value is higher than t-table (127.70 > 1.69. It means that the alternative hypothesis is accepted and the null hypothesis is rejected in other words riddle games significant affect the students' vocabulary achievement in SMP Negeri 6 Pematangsiantar.

B. Research Findings

Having finished analyzing the data, the findings can be formulated as : the mean of experimental group was 80.33 and the mean of control group was 54.83. it showed that the score of the students in experimental group was higher than control group. From the analysis the data, $t_{observed}$ is higher than t_{table} (17.70> 1.69) at the level of significant is 0.05 with df = 29 (30-1= 29). It means that the test is significant, and Riddle Game can improve the students' ability on teaching vocabulary at grade eight of SMP Negeri 6 Pematangsiantar.

C. Discussion

From the analysis of the data, the researcher found the score of the mean of experimental group is 80,33, and the mean of control group is 54,83. Then, T-observed is higher that T-table (17.70> 1,69) at the level significant is 0,05. The result of the test shows that using Riddle Game can improve the students' vocabulary achievement in studying English as second language or foreign language.

V. CONCLUSION

Based on the result of T-test it's proved that there is significant difference means of between the experimental group and control group. The result of T-tess = 17.70 while T-table = 1.69 the level of significant p= 0,05. It is concluded that using riddle game significantly affects students ability in comprehending vocabulary achievement in grade eight SMP Negeri 6 Pematangsiantar.

The writer hopes Use Riddle Game in the process of teaching and learning of English especially in vocabulary, so the class situation becomes more interesting.

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The Effect of Snowball Throwing Technique on Students' Reading Comprehension

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Abstract: *This research is about the effect of snowball throwing technique to the students' reading comprehension in narrative text. This research used quantitative research. The sample of this research was taken from two classes in which consist of 60 students. The researcher finds out that the result of t-test is higher than t-table, it is 3.92>1.67. By using snowball throwing technique in learning process, the students are more interesting and fun in studying English. The students are easier to understand the text. As a follow up for this research, it is suggested that English teacher should use various techniques in teaching.*

Keywords: *Narrative text, reading comprehension, snowball throwing*

I. INTRODUCTION

English is one of international language in the world. It means that it is used by most people in the world. People use it to communicate with other people from different background of culture. In addition, people use it as a means of understanding knowledge, science and technology. In facing globalization era, English is one of international languages needed and used in communication with other countries. The use of English always develops together with the increasing of science and technology. English has to be mastered by all people to attend the development of science and technology. English is one of foreign languages in Indonesia. It becomes the important subject in the national curriculum taught from elementary school to university. It is expected to give a good contribution in facing the globalization era.

There are actually four skills that have to be mastered by students in learning English, those are listening, speaking, reading and writing. Here the researcher focuses on reading skill, reading is necessary for learners to access information and understand text literatures in English. Beside books about teaching reading skill strategies for TESOL (Teacher of English to Speaker of Other Language) are published, in indicates that reading skill is a serious problem which should get more attention from English teacher. Reading is one of the important skills that should be mastered by students. By reading students can get much information and ideas to enlarge their knowledge. To be successful readers, the students should comprehend the text that they read. Sweet and Snow (2003:8) define reading comprehension is the process of extracting and constructing meaning from the text which involves three interactive elements; the reader, the text and the context. It means that reading comprehension is an activity to understand the reading material deeply. A reader should think critically how to understand the text. Furthermore, reading comprehension is an essential part of

reading activity. Richards and Renandya (2002:277) state reading for comprehension is the primary purpose for reading. Without comprehension students cannot achieve their academic success without comprehending what they read. Reading without comprehension is only a way for the students to arrive at what they want to know from the reading material. That is why reading comprehension is very needed by students.

The researcher found that there were many factors causing students' difficulties in comprehending the text, from the competence of reading skill, the Students had difficulties to understand the context and got the information from the story. While, from the class situation, the indicators are:

a) The students made noise;
b) The students did improper activities (non academic activities) in the class like sleeping, chatting, drawing, etc;
c) The students did homework of other lessons;
d) The students do not respond to the teacher's commands.
e) The students lacked of motivations.

In addition, the other factors causing students' difficulties in comprehending the text is the technique that used by teacher. The teacher did not make the students be active. Reading was considered as a boring and stressful activity because of factors that have mentioned above such as selection of the text that was not proper to read by the students in certain level, monotonous post-reading activities (answering questions based on the texts and retelling the texts), monotonous learning models which is used by the teacher.

Those cases are quite problematical and should be solved because it can arise further difficulties to the next reading lesson if their low score of reading comprehension is not improved soon. As the effect, they will be continuously difficult to understand any other texts. Furthermore, they cannot pass the minimum passing grade determined by school. In this case, a teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension ability.

To overcome the problems teachers must consider a strategy that suitable for teaching reading in order to make the learning process becomes effective. One kind of strategies recommended in cooperative learning to teach reading comprehension is Snowball throwing technique. Snowball Throwing is one of learning models that makes the students able to response the message from other students and send that message to their friends in a group. This model is amusing for the students. So it makes the students wouldn't bored and improve the students' reading comprehension.

Considering the advantages of using snowball throwing technique as mentioned above, the researcher intends solve problem: What is the effect of using snowball throwing to the students' reading comprehension in narrative text at grade eleven of students in SMA Kampus FKIP Pematangsiantar?

II.   LITERATURE REVIEW

Reading

According to Brassel and Rasinski (2008:17), reading refers to the ability to comprehend or make meaning from written text. A dictionary definition of the word read states that is the ability to examine and comprehend the meaning of written words. Reading is now conceptualized in a much broader social, cultural, and technological context that encompasses more diverse social practices and theories of learning. Than according to Frank Smith (2004:178) Reading is extracting information from print. Reading is a process undertaken to reduce uncertainty about meaning a text and its reader. However, without quibbling over the exact wording of such definition, it is nonetheless, insufficient as a way to understand the nature of reading abilities.

It can be concluded that reading is a language process requiring the understanding of written language, its function to recognize the printed symbols and to respond what being asked about the content of the text he/she read. It is a way monitoring comprehension to establish meaning.

Reading Comprehension

The goal of reading is comprehension. Reading with comprehension means understanding what has been read. Reading comprehension is the ability to understand written text what we read that the words have a context and the text have meaning. According to Wooley (2011:15) Reading comprehension is the process of making meaning from the text, therefore reading comprehension is to gain an overall understanding of what is described   in the text rather than to obtain meaning from isolated words or sentences.

Comprehension involves understanding the vocabulary seeing the relationships between words and concept, organizing ideas, recognizing the author' purpose, making judgements, and evaluating. Comprehension is a special kind of thinking process. The readers comprehend actively constructing meaning internally from interacting with the material that is read. Successful comprehension involves the reader who can discover the meaning. It is found particular piece of information, solving the problem through reading, working to understand the idea.

Reading comprehension is viewed as the process of using one's prior knowledge and the writer's cues to infer the author's intended meaning (Judith 1986:9). It means that reading comprehension is not just reading with a loud voice but also to establish and understanding the meaning of a word, sentence, and paragraph sense the relationship among the ideas. As it is, if the students just read loudly, but cannot understand the content of the passage, it means the readers are fail in comprehending the passage and reading comprehension is understanding evaluating and utilizing of information between the author and the reader. It sounds like the author and the reader can communicate one other. It means that in this case, tries to understand what the author say.

From the point of view given above, it can be concluded that reading comprehension is an active thinking process where the reader tries to gain information given by the author and understand what actually the purpose the author.

Levels of Reading Comprehension

According to Burn (1984:177-198), there are four levels of reading comprehension namely:

1. Literal Comprehension

Reading for literal comprehension includes the process to take in ideas that is stated directly in a selection. In literal reading, the main ideas are directly stated in the text. The readers need only to understand exactly what is stated to receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. The ability to follow direction and the ability to restate the author's material are skills involved in literal reading, recognizing stated main ideas details, cause, effect an sequences as the basic and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

2. Interpretive Reading

Interpretive comprehension identifies the way to read between the lines or making directly stated. Skills for interpretive comprehension are inferences. The process of deriving ideas that is implied rather than directly stated, skills for this level comprehension include:

   a) Finding main ideas of passage in which main ideas are not directly stated
   b) Finding cause and effect relationship when they are not directly stated
   c) Determining referents of pronouns
   d) Determining referents of adverb
   e) Inferring omitted words
   f) Detecting moods
   g) Detecting author's purpose in writing
   h) Drawing conclusion.

3. Critical Comprehension

Critical comprehension is evaluating written material, comparing the ideas discovered the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgement until he or she considered all of the material. They examine critically the thoughts of the author, which have been identified through the two lower of comprehension and judge their validity or worth.

4. Creative Reading

In creative reading, the reader must be able to think and to use their imaginations. Creative reading is going beyond what the author has written, applying this idea from the text to the new situation and recombining the author's idea with other ideas to form new concepts. The reader must understand cause-effect relationship in a text, although it is not stated directly. Through creative reading the reader creates something new ideas.

Narrative Text

Narrative is introduced to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. According to Bramer and Sedley (1981:60), noted that a narrative tells a story. The story may be true of his story autobiography or new report. It also fictional as in short, novelette, or novel. A narrative can tell what happen in a matter of minutes of year. According to Percy in Permana and Zuhri (2013:2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

From the explanation above, the researcher concludes that narrative text is one kinds of genre that aims to entertain and amuse the reader through story.

1. The Generic Structure of Narrative Text

According to Siahaan (2011:7), Narrative text has some generic structures They are:

    a) Orientation   : Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

    b) Complication : A series of events in which the main character attempts to solve the problem.

    c) Resolution   : The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

Meanwhile according to Smalley and Ruetten (1984:32) the generic structure of narrative text:

    a) Orientation   : Introduction the participants and informing the time and the place. It also introduce some characters involved in this genre.

    b) Complication   : Description the rising crises which the participants have to do with or among participants relationship in a process of social interaction.

    c) Resolution   : Showing the way of participant to solve the crises, better or worse. The end can be open ended or close ended. Open ended is a conclusion that depends on the perception of the readers. Whereas, close ended is an end of a story in which the conclusion is early stated.

    d) Re-orientation : The ending of the story. (Optional)

    e) Coda   : Which summarizes the point of the story

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left complete.

2.   Lexicogrammatical Features of Narrative Text

According to Knapp and Watkins (2005:188), narrative needs using of languages which are used to elaborate the text. They are:

a) Use of noun phrases (a beautiful view, a huge temple)
b) Use of adverbial phrase of time and place (in the garden, two days ago)
c) Use of simple past tense (He walked away from the village)
d) Use of action verbs (walked, slept)

Snowball Throwing Technique (STT)

Istarani (2012:92) defines Snowball throwing technique (STT) as a set of material presentation preceded by conveying the materials. According to Suprijono (2013:128), the learning environment and management system of cooperative learning when using the STT provides opportunities for democratic learning, enhance the appreciation of students for academic learning and changing norms related to achievement, prepare students to learn using collaboration and social skills through active participation of learners in small groups, provide opportunities for active participation in the process of learning and learners in an interactive dialogue, create a positive socio-emotional climate, facilitate learning to live together, foster productivity in a group, changes the role of teachers from being center stage performers to choreographing group activities and raises awareness of the importance of learning as one of the social aspects of the individual (Slavin, 1991; Suprijono, 2013).

Sociologically, cooperative learning can foster self-awareness and altruism amongst learners and also enhance the importance of the individual in social life. From the points above the researcher can conclude that cooperative learning using the STT is a learning system that prioritizes the opportunities for the active participation of learners in learning especially for interactive dialogue. Because in the STT all the students get the opportunity to give and answer questions from other students in their group and they are required to participate actively in class. The technique facilitates the development of interactive dialogue between the student learners since one of the features of cooperative learning is group interaction.

Furthermore, Suprijono (2013:128) has added that the STT has advantages to train the readiness of the students since the ball is thrown at random and the technique is a kind of knowledge sharing activity since the student who gets the ball must answer the written question and share their opinions with the other members of the group.

Advantages of the Snowball Throwing Technique

Istarani (2012:93) lists the advantages of STT as follows:

a) It improves leadership skills amongst students because there is a group leader whose responsibility is to convey messages to her friends as members of her group.

b) It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from one of her friends.

c) It develops creativity of the students who have to create questions and form their paper into a ball.

d) It creates a lively classroom atmosphere because all the students must work in order to complete their task.

Disadvantages of Snowball Throwing Technique

Istarani (2012: 99) also explains some of the disadvantages of STT:

a) The explanations from the group leader sometimes are not as clear as that given by the teacher, as a result the members of a group may not understand the explanations given by their group leader because the group leader has forgotten some information or even because she is unable to explain the STT clearly.

b) Some students may not yet be able to create good and correct questions.

c) After getting the ball from his friend, a student may not be able to answer the question correctly especially if the question is not clear or, in other words, the question is incomprehensible.

d) It can be difficult to determine whether the learning objectives were achieved or not.

Teaching Reading Through the Snowball Throwing Technique (STT)

According to Suprijono (2013:50) and Istarani (2012:45), the steps for implementing the STT are as follows.

1. The teacher delivers introductory material that will be presented, Standard Kompetensi and Basic Competence to be Achieved.

2. The teacher divides the students into some groups, then called the head of each group to give an explanation about the material,

3. Each groups' head back to each group, and then explain the material presented by the teacher to his friend,

4. Each students are given time to read the material.

5. Then each student is given a sheet of paper work, to write down a question concerning any matter which has been described by the chairman of the group,

6. Next the paper containing the questions made like a ball, thrown from one student to another student for ± 15 minutes,

7. After students may one ball / one question and one paragraph is given the opportunity to students to answer questions written in the spherical paper interchangeably,

8. Conclusion.

III.   RESEARCH METHOD

Research Design

This research used quantitative research. According to Arikunto (2010:9) quantitative research is a way to connect cause and effect between two variables in intentionally inflicted of the researchers by eliminating factors that disturb. it's focuses on the result of making test. There are two groups in experimental research, namely control group and experimental group. The experimental group is taught by using snowball throwing technique in while the control group is taught without Snowball Throwing Technique.In this research, the researcher took the grade eleven students in SMA Kampus FKIP Pematangsiantar as the population of this research. There were four classes of the grade eleven students in SMA Kampus FKIP Pematangsiantar, so total students from each class are 120 students. In this research, the researcher chooses the sample randomly to present all the population. There were 60 students as sample from 2 classes and they were divided into two groups. One class was as experimental group (X_1) and the other one was as the control group (X_2). And there were 30 students in experimental group and 30 students in control group.

The test is conducted at SMA Kampus FKIP Pematangsiantar. The test is administered both before and after treatment is completed. The first is Pre-Tes, pre-test is conducted to experimental and control group to find out the homogeneity of the sample. It is used to determine whether the two groups are relatively equal in reading comprehension. The homogeneity can be seen from the average score of each group. The second is treatment, treatment is conducted after the administration of the pre-test. The experimental group is taught by using snowball throwing technique. Meanwhile, control group is taught without Snowball Throwing Technique where the teacher teaches the reading by translating the text firstly and by answering the question. Both of groups were given the same material. Both groups are given post–test after treatment is completed. The last is post-test, Post-test is exactly the same in Pre-Test either in terms of the contents. This is applied to determine the effect of treatment in the experimental class and to see the result of the technique whether it is effective or not.

Technique of Analyzing Data

After the researcher collects the data, then the researcher analyzes the data by the following steps :
1. scoring the students` multiple choice in pretest and post test.
2. seeking gained score from students reading comprehension test and describe it in the table. The gained scores of experimental class are variable I that symbolized by X (X_1 for pre test and X_2 for post test) and the gained score of control class are variable II that symbolized by Y (Y_1 for pre test and Y_2 for post test.
3. determining deviation score of variable Y with formula $Y=Y_2 - Y_1$ then Sum of $\sum y$ must be quadrate, the researcher finds out $\sum y^2$.
    $$\sum y^2 = \sum y^2 - \frac{(\sum y)2}{N}.$$
4. Mx = ($\sum$x)/N, this formula uses to determine the mean of experimental group

5. My ($\sum x$)/ N, this formula uses to determine the mean of control group.

6. determining deviation score of variable X with formula X= $X_2 - X_1$ then sum of x or $\sum x$ must be quadrate, the researcher find out $\sum x^2$. $\sum X^2 = \sum x^2 - \frac{(\sum x)2}{N}$

7. determining deviation score of variable Y with formula Y=$Y_2 - Y_1$ then Sum of $\sum y$ must be quadrate, the researcher finds out $\sum y^2$.
$\sum y^2 = \sum y^2 - \frac{(\sum y)2}{N}$.

9. analyzing the result by using statistic calculation or T-Test
$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$ (Arikunto 2010:354)

IV. RESULT

Result of the Test in Experimental Group

The data of this research were taken from the test given in pre-test and post-test in each group. Both of experimental and control group in pre-test and post-test were given by the same test. in experimental group, the lowest scores for pre-test is 55 and the highest scores is 70. After that, the researcher gave treatment it was using snowball throwing technique to improve the students' reading comprehension in narrative text. In post-test the lowest scores is 65 and the highest scores is 90. In the post-test, the students were more capable in comprehending the text. The skill of students are different one another, it can be seen from the sum of x_1 (pre-test) is 1850 while y_2 (post-test) is 2250. It means that there is a difference after using snowball throwing to the students' reading comprehension in narrative text.

Result of the Test in Control group

In control group, the lowest scores for pre-test is 45 and the highest scores is 65. The researcher did not give treatment to this group. In post-test the lowest scores is 55 and the highest scores is 85. The skill of students are different one another, it can be seen from the sum of x_1 (pre-test) is 1735 while y_2 (post-test) is 1995.

Research Findings

Research finding is the conclusion of the research result with data shown. After the researcher calculated the data and verified the hypothesis, then the researcher comes to the research finding. It is important as adequate exposition of the purpose of the study being reported and the chapter and section topic involved.

1. The researcher finds out that by using snowball throwing technique in learning process, the students are interesting in English and funnier in studying English. By using snowball throwing technique the students are easier to understand the text.

2. The researcher finds out that without using Snowball Throwing technique the students are not interesting in English and the students more difficult to understand to comprehend the text.

3. The process of English teaching learning by using snowball throwing technique are well behaved in the classroom activities, which the students are motivated to learn, lower students stress gives the students to opportunity for real communication and are actively engaged in learning activities because by using snowball throwing the students learned English spontaneously. So using snowball throwing technique is more significant effect to learning English especially in narrative text.
4. The researcher finds out that the mean of pre test in experimental group is 61.66, while in post test is 6.32.
5. The researcher finds out that the mean of pre test in control group is 57.83while in the post test is 6.21.

    So the researcher finds out that that the students of experimental group have higher score than the score of control group. And having analyzed the data, the researcher finds out that (Ha) was accepted, it was shown by value of t-observed was, 3.92 and value of t-table was 1.67 at α=0.05 and df 58 (n+n-2=30+30-2). It means that using Snowball Throwing to the students' reading comprehension is effective.

V. CONCLUSION

There is significant effect by using Snowball Throwing Technique to the students'' reading comprehension is effective than without using Snowball Throwing technique (STT). Istarani (2013:93) stated that Snowball Throwing Technique gives the positive effect in improving the students' reading comprehension, that is shown the students' interesting in English and more fun in studying English. By using snowball throwing technique the students are easier to understand the text, it develops creativity of the students who have to create questions and form their paper into a ball.

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Grammatical Cohesion in Students' Writing Descriptive Text

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Abstract: *This reasearch is about to find out the grammatical cohesion by the students' in writing descriptive text. Writing involves all aspects of language such as: grammar, vocabulary, word order spelling and logical arrangement of ideas. Grammatical cohesion refers to the semantic relation and it is realized through the grammar by the using of reference, substitution, ellipsis, and conjunction. In this case, the researcher found that the student only use three types of grammatical cohesion such as: reference (78.17%), substitution (2.43%), and conjuction (19.39%) and the dominantly types that are used in writing descriptive text is reference (78.17 %). Grammatical cohesion can help the students to develop their idea and opinion through writing form of language and the writer unite the students' problem in grammatical cohesion.*
Key words: *Grammatical cohesion, writing, descriptive text*

I. INTRODUCTION

Background

Writing is one of the language skills among the four skills in learning English. Manser (2006:7) stated that "writing as a means of communication". It tells that speaking is not only one way to communicate to the others people. It also will give us time to consider carefully what are we going to communicate. So, it is the important skill that has to be mastered by people who want to be able to communicate perfectly.

Mastering writing is not directly understood by itself. It must be learned early. Writing is a product which is influenced by some elements such as grammar, spelling, punctuation and vocabulary. There are many kinds of english text that the students should have the competence to develop and produce short functional text. They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, explanation, hortatory exposition, discussion, reviews and commentary.

However based on writer's experience the students were not interested in writing. They felt bored to write a paragraph or a text. In fact, the students always find many difficulties in writing a paragraph. . In these case writing is the ability to use the structures, the lexical items and their conventional representation, in ordinary matter of fact writing. It means that the teachers should be able to improve students' competence in writing all genre of writing, especially in writing decriptive text.

To overcome that problem the researcher use grammatical cohesion in developing teaching writing descriptive text that can help students to improve and

master their writing competence. It is pointed out that grammatical cohesion has the important aspect in writing a desciptive text because it can create a good and systematic text and also to make us easily understand what information is delivered in it.

Scope

In order to conduct the study appropriately, it is necessary to make limitation. The limitation of this research is the writer focuses on the grammatical cohesion (reference, substitution, ellipsis and conjunction), in writing descriptive text.

Problem

What types of grammatical cohesion are used by students in writing descriptive text.

II.   LITERATURE REVIEW

Writing

Allen (2003:9) stated that "writing is an activity which can seriously damage your health. It can consume huge amounts of time and energy, and it can lead to frustration, rage, and bitterness. It is related to Kane (1988:17) who stated that "writing is a simply process of putting words on paper", it has three steps: thinking about it, doing it, and doing it again as often as possible. The meaning of first steps that is "thingking about it" told what topic you should to explore, how about the subject that you want to introduce in your writing, and the sentences that you want to develop or devising the strategies of organization and style. The second steps "doing it" is usually called "drifting", actually when you think about the topic, you are already beginning to select words and construct the sentences. The third step "doing it again" means revising, when you do it, unconsciously you have discovered new ideas to make your writing text better. If that sounds mysterious, it's because writing is a complex activity. Writing means a process of communication that convey idea or opinion in the writing form which is done by students and having the purpose to help the students to establish, to entertain, to inform and to explain a particular register.

The Pattern of Writing Paragraph

According to Zemach and Rumisek in their book on Academic Writing from Paragraph to Essay (2003: 11-12) "Paragraph is a group of sentences about a single topic", It has three basic parts. They are the topic sentences, the supporting sentences, the concluding sentences. Topic sentences usually comes first in paragraph, it gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about. Supporting sentences are more detailed ideas that follow the topic sentence, these sentences explain the topic sentence. Concluding sentences is more likely conclusion. This may be found as the last sentence of sentence. It can finish a paragraph by giving suggestion or final comment about the topic.

Text

A text is an actual use of language which is produced for a communicative purpose. Hyland (2009:10) stated that "a text says everything that needs to be said – so there are no conflicts of interpretations, no reader positions, no different understandings, because we all see things in the same way. Knapp and Watkins (2005: 29) stated that "Language is always produced, exchanged or received as text; that is, language as a system of communication is organised as cohesive units we call texts". From the definitions, it can be inferred that text is language which has meaning and produced in a social context. Furthermore, text forms in an interaction between the addresser and the addressee in social environment.

Genre

Hyland (2002:15) stated that "Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. For many people it is an intuitively attractive concept which helps to organise the common-sense labels we use to categorise texts and the situations in which they occur.A genre can defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something. There are fourteen genres in writing they are: Spoof, recount, report, analytical exposition, new items, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews and commentary. In this study, the writer only focuses on the genre of descriptive text.

Descriptive Text

Gerot and wignell (1994:169) stated that, "Descriptive text is to describe a particular person, place or thing". It is clearly explaining that descriptive text is the text which describes something, someone, situation, and etc. or write about the way persons, places, or things appear. Descriptive text has two elements, they are: generic structure and significant lexicogrammatical features.
   a.   Generic structure of descriptive text
        There are three elements of generic structure of descriptive text.
        1. Identification
        2. Description
   b.   Significants lexicogrammatical features of descriptive text
        Every text has significant lexicogrammatical features to develop the story. According to Gerot and Wignell (1994: 169) " Significant lexicogrammatical features in descriptive text are four. They are:
        1. Focus on specific participants
        2. Use of attributive and Identifying processes
        3. Frequent use of Epithets and clasifier in nominal groups
        4. Use of simple present tense

Cohesion

According to Halliday and Hasan in their book on Cohesion in English (1976: 6) Cohesive devices divided into two types, they are Grammatical cohesion and lexical cohesion. Cohesion is interconnection some of part (sentence) in text, caused by internal factor language. According to Gerot and Wignell (1994:132) "Cohesion refers to the resources within language that provide continuity in a text,

over and above that provided by clause complexes". Cohesion is also defined as the grammatical relation consists of reference, substitution, ellipsis, conjunction and lexical relationship (vocabulary) consists of reiteration and collocation between different sentences as a set text.

Grammatical Cohesion

Halliday and Hasan (1976:6) stated that "grammatical cohesion refers to the semantic relation and it is realized through the grammar by the using of reference, substitution, ellipsis, and conjunction". This indicates that grammatical cohesion is the relation of meaning which occurs within a text through grammar.

a. Reference is expression which the meaning referring other word. There are three kinds of reference: personal, demonstrative and comparative reference.

b. Substitution is replacement a word or a group of word with a word which have same meaning, in some case there are some words which can replace word. There are two kinds of substitution: nominal and verbal substitution.

c. Ellipsis is commonly occurs in conversation in which a speaker. There are two kinds of ellipsis: nominal and verbal ellipsis.

d. Conjunction is used to join elements and become the compound sentence. There are two kinds of conjunction: coordinating and subordinating conjunction.

III. RESEARCH METHOD

The researcher used the design of research based on qualitative research. According to Ritchie and Lewis (2003:2) "Qualitative research is a situated activity that locates the observer in the world. The place which is choosen to do research is in SMP Negeri 1 Pematangsiantar, Jl. Merdeka Pematangsiantar. The key subjects are 20 students which consists of 9 boys and 11 girls. To obtain the data, the writer asks the students to write descriptive text in 60 minutes with help of dictionary and without the other helps such as references and internet.

The data are analyzed based on the following steps:

- Marking the grammatical cohesion based on its types such as reference, ellipsis, substitution and conjunction in students' descriptive text result.
- Classifying the grammatical cohesion based on its types such as reference, ellipsis, substitution and conjunction in students' descriptive text result.
- Describing the grammatical cohesion based on its types such as reference, ellipsis, substitution and conjunction in students' descriptive text.
- Finding out the dominant cohesion by using formula

$$n = \frac{FX}{N} \text{ x } 100\%$$

Where:

n : Total frequency of grammatical cohesion in percent

FX : Total grammatical cohesion frequency of the sub-categories

N : Total all grammatical cohesion of categories

IV. RESULT AND DISCUSSION

After having analyzed all the data, there are 20 data that the researcher analyzes. Based on the frequently of grammatical cohesion, reference (78.17%) substitution (2.43%), ellipsis (0%) and conjunction (19.39%). So that, the dominant of grammatical cohesion are used by the students in writing descriptive text is reference (78.17%).The students didn't use ellipsis in their descriptive text.

The discussion of grammatical cohesion relation especially reference should be given at length to the type which is more frequently than other cohesion types so that the result of teaching of the cohesion will be effective since it is oriented to the type of uses expected to be mastered more by English learners it does not merely know the generic structure, but it is also important thing in using of the grammatical cohesion in writing so that writing will be clearly, unity and coherence and the reader will directly understand what will the writer present.

V. CONCLUSION

After conducting the research of grammatical cohesion in writing descriptive text, the researcher concludes that:
a. The student only use three types of grammatical cohesion that are: reference, substitution and conjunction. There was no ellipsis in their writing descriptive text.
b. The grammatical cohesion types that are significantly used by students in writing descriptive text is personal reference. Most of personal reference are used by the student in their writing descriptive text.
c. Based on significant lexicogrammatical features of descriptive text that are written by the students, it can be concluded that the students could use the correct tenses.

Giving motivations to the students are needed in order to get the students interested in their study. Based on the conclusions above, there are many problems in using the tenses and choosing the suitable words in their writing. It means that the teacher must pay attention in their teaching about grammar especially compound sentence.

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The Effect of Riddle Game on Students' Vocabulary Mastery

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Abstract: *This research focused on effect of riddle game on students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar. This research used the quantitative analysis. The population were grade seven students in SMP Swasta Tamansiswa Pematangsiantar. The researcher took 60 students as the sample of data where VII-A as experimental group and VII-B as the control group. The instrument for collecting data was essay test, the material of the test was taken from the subject matter which taught to the student. The result showed that T-test (8,45) was higher than the $T_{\text{-table}}(1,67)$. It is concluded that the application of riddle game significantly affected on students' vocabulary mastery. The researcher suggests the teachers to apply riddle game as a media to improve students' achievement in English Vocabulary, develop students' cognitive and give students a challenge.*
Keywords: *Riddle game, vocabulary mastery.*

I. INTRODUCTION

Background

Language is a means of communication of one people with the other people. According to Brown (1980:5) language is a systematic means of communicating ideas or feelings by the used of conventionalized sign, sound, and gestures, or marks having understood meanings. According to Lado, (1964:7) Language is the chief means by which the human beings express it and fulfills their basic needs for social interaction with other persons.

When students learn English, they are focus on mastering four language skills: Listening, Speaking, Reading, and Writing. When we study about the four the skills we use grammar, vocabulary, spelling and pronoun. This research, writer gives attention to vocabulary. Vocabulary is best learnt when someone feels the researcher in a certain thing and person in the classroom. English seems to have far more words in its core vocabulary than others language. There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.So English vocabulary has a remarkable range, flexibility and adaptability.

Based on the researcher's experience in the field program experience when teaching training, the researcher found some problems especially in vocabulary, the student's poor vocabulary. Vocabularyis important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional

English vocabulary, students will get some difficulties in using English.It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In addition, that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening,speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication. There are so many of language games to increase the students' vocabulary. They are puzzle, mixed story, and flash card, find the sentences, riddles, etc .One of the language games is riddle that can be applied as one of teaching vocabulary method. A riddle is one of language games that used for language learning process especially in teaching vocabulary. From the definition above, it can be concluded as the writer's definition, riddle is a question that used to test someone's ingenuity or something like puzzle.

Problem

Does riddle game significantly affect on students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar?

II. REVIEW OF RELATED LITERATURE

Vocabulary

Vocabulary is best learned when someone fells that a certain word is needed, to be able to teach as affectively as possible it is important to know how words are remembered and stored in students mind and how long term memory is organized. Vocabulary is one of the language aspects which should be learnt. In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Wilkins (1974:19) states that vocabulary learning is learning to discriminate the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistics and situational context.

According to McCarthy (2000:2) Vocabulary is one important aspect in learning a foreign language. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding and also enhancing the process of knowledge transferred for a better life. Indisputably the chances for progress in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary. In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in teaching and learning. Vocabulary is commonly defined as all the words known and used by a particular person. Vocabulary usually grows and evolves with age and serves s a useful and

fundamental tool for communication acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is language component which contain all on of information about meaning and using of words in language which are processed by a speaker, a writer or listener.

Kinds of Vocabulary

A. Receptive Vocabulary

Receptive vocabulary can be called passive vocabulary. Receptive vocabulary refers to words which students understand or recognize when they occur in a context but do not use them.

B. Productive Vocabulary

We use in our speech and writing are called productive or active vocabulary. Productive vocabulary refers to words which the students understand can pronounce correctly and use constructively in speaking and writing.

Teaching Vocabulary

Harris (1969:71) in English teaching and learning processes, vocabulary is considered as a systematic and principle approach to enable students in mastering English. There are major reasons to judge vocabulary as it is. First, because of the considerable research on vocabulary we have good information about what to do with vocabulary and what is focused on vocabulary. Second, there must be a good understanding of the way deals with vocabulary, the principle behind it, and its theoretical and experimental justification. Third, vocabulary has systematic and principle approach in which both learners and teachers consider vocabulary as being important, if not the most important element in language learning. Simply, increasing vocabulary is needed to get learners do students' language task efficiently. Some exercises that can be done are by doing completion task and finding synonym of unfamiliar words. He stresses the importance of vocabulary in learning English to enable students' having the real meaning of a word successfully. If students' do not know the meaning of the word, they will find difficulties in both receptive and productive language.

Based on Lado (2003:32) this is the way how to teaching vocabulary:

1. Recognizing Degrees of Difficulty

   Teaching vocabulary varies for easy words which resemble those of the first language in form, meaning, and distribution word of normal difficulty which has a form that does not resemble that of the first language and special problem, which are particularly difficult to master.

2. Hearing The Word

   The students hear the words in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetition. If new sound or new sequences of sound are involved, more exposures will be necessity. Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also help. If major trouble persists, it is a matter for the pronunciation lesson rather than for vocabulary.

3. Pronouncing The Word

The students pronounce the word even their aim is only reading or listening. Pronouncing the word helps them remember it longer and identify it more readily when they hear or see it.

4. Grasping The Meaning

Get the meaning to the class without using translation except possibly as a last resort. This is not advocated on the ground that translation may or may. Not render the meaning of the word accurately. It is purpose because if we use the first language every time any real communication is necessity, the target language will remain a useless curiously rather than the vital communication system that it is.

5. Self Defining Context

Make situation clear and this in turn illuminates the meaning of the new word.

Riddle

In language teaching, there are so many of language games to increase the students' vocabulary. They are puzzle, mixed story, and flash card; find the sentences, riddle, etc. Riddle games is one of the language can be applied as one of teaching vocabulary method. Swanell (1989:470) says, riddle is question designed to texts ingenuity in divining answer or meaning, puzzling fact or thing or person the defections above, it can be concluded as the writer's definition, riddle is a question that used to test someone's ingenuity or something like puzzle. A riddle is one of language games that used for language learning process especially in teaching vocabulary. Riddle games can give cognitive endowments and help the students develop their linguistic skill. That's why a riddle is suitable to use for teaching vocabulary method to students. Besides that, riddles also give an exercise to the student's ingenuity, so that, it is not only can give a positive sense for the language teaching and learning process but also it can give a result where the students become more ingenious and have a spirit to learn language especially.

III. RESEARCH METHODOLOGY

Design

This research is experimental research. The experimental design must have two groups. They are: an experimental group and control group. They are treated in different way. The experimental group is taught by using Riddle games on students' vocabulary mastery in SMP Swasta Tamansiswa Pematangsiantar and for control group is taught by using conventional technique. And the population in this study is the students of grade seven in SMP Swasta Tamansiswa Pematangsiantar. This research is quantitative research that deals with the research methodology, which focuses on the result and process.

Sample

The researcher took the first grade of SMP Swasta Tamansiswa Pematangsiantar. The sample were two classes or groups at grade seven of SMP Swasta Tamansiswa Pematangsiantar to do the research, they are: VII-A which consist of 30 students as experimental class and VII-B which consist of 30 students as control class.

Instrument

Instruments are designed to collect the data. The instrument that will be used was test. This research gives pre-test and post-test to the experimental and control group. The pre-test was given to find out the result of the teaching process in both groups. The researcher also uses some instrument in collecting the data such as essay test, the researcher in getting the data in teaching the students in applying teacherexplanation.

IV. FINDING AND DISCUSSION

Findings

Based on data analysis, the researcher found that:

1. The effect of Riddle Game on students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar is higher than taught with using conventional method.
2. The students of experimental group used Riddle Game and the students of control group used conventional method. The mean of experimental group was 76.66 and the mean of control group was 50.66.

   It showed that the score of the students in experimental group was higher than in control group. Based on the result of the research, the researcher concludes that teaching vocabulary by using Riddle Game on students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar is higher.
3. The Riddle Game significantly affects the students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar. From the analysis of the data, T-observed is higher than T-table (8.45> 1.67) at the level of significant is 0, 05 with df = 58 (Nx+Ny-2). It means that the test is significant. It means that there is a significant effect by using Riddle Game on the students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar.

Discussion

Teaching riddle in language learning takes the important role especially in junior high school because the focuses on teaching and learning language are thingking and remembering. A riddle is one of language games that used for language learning process especially in the teaching vocabulary.

Swanell (1989:470) says, riddle is question designed to texts ingenuity in divining answer or meaning, puzzling fact or thing or person. Bruner (1983:122)

points out that riddle does play a role in the child's linguistic development, but that is preceded by systematic and abstract pre-linguistic forms of communication of equal or even greater importance,which together with certain cognitive endowments and suitable social encourangement, first provide the support needed for the child to develop linguistic skill.

One of the language games is riddle that can be applied as one of teaching vocabulary method. From the defections above, it can be concluded as the writer's definition, riddle is a question that used to test someone's ingenuity or something like puzzle.

A riddle is one of language games that used for language learning process especially in teaching vocabulary. The teaching vocabulary by using Riddle Game significantly effect on students' vocabulary mastery.

Based on the explanation above, the researcher used two classes from five classes as the sample that consists of 30 students of each class. One class was chosen to be the experimental group that the group that received treatment by using Riddle Game and the other one as the control group that the group is received different treatment or conventional method. After teaching students in SMP Swasta Tamansiswa Pematangsiantar at grade seven the researcher still found difficulties such as the students still get confused to write the vocabulary.

So, to solve problem the teacher teaches the students with method especially with Riddle Game that make the students interesting to study and the students have responsibility and feel enjoyable in learning process.

V. CONCLUSION

According to the result of the data analysis, which has been stated in chapter IV, so the researcher concludes that alternative hypothesis is accepted since the t-test is higher than the t-table (8.45>1.67). Therefore it can be concluded that the riddle game significantly affects the Students' vocabulary mastery at SMP Swasta Tamansiswa Pematangsiantar.

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching vocabulary by using Riddle Game, the researcher gives some suggestions for the teachers as follows:

a. to choose the material that is appropriate and not too difficult for the students.
b. To make sure that the students have fully understood and have the information they need.
c. to keep controlling the students' activities.
d. to present the language, improve the vocabulary in an enjoyable, relax and understandable way.

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The Effect of TPS on the Introvert Students' Speaking Achievement

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Abstract: *This research was intended to know the effect of using Think Pair Share (TPS) to the introvert students' achievement in speaking skill. This study was a quantitative research. The population was grade eleven students of SMA Negeri 4 Pematangsiantar and the sample were 34 students. In order to get the data, the writers gave questionnaire and test in form of practical test. Eysenck Personality Inventory was used as the tool to measure the students personality and the test consists of a hot issue as the topic to be discussed. The researchers found that the score of t-test was higher than t-table (6.29 > 1.69). So, there is a significant effect of using TPS to the introvert students' speaking achievement.*

Keywords : *TPS, Introvert Students, Speaking Achievement*

I.   INTRODUCTION

In the English learning process, school system somehow really asked all the students to become active, talkative, dominant, and think out loud. This is really a concerning situation. We can't pretend that we don't realize that not all of students personality are same though. As based on their traits, people can be divided into extrovert and introvert students. In school, extrovert students are allright with the system, because that simply are their nature, but not to introvert students who are the opposite of the extrovert students. They are usually eager to raise hand, speak up or even share their opinions. They are afraid to share their thoughts to the entire class without having the chance to think through things on their own. If they are suddenly asked when a teacher calls on them, they will stammering and sputtering over their words, as the result the teacher would assume they aren't paying attention.

There are a lot of students who have the same condition, but we can't directly take a conclusion that the students are all do not know anything or don't pay attention to what has been taught. Introverts are deep, reflective thinkers. They are careful thinkers. They come up with insights sitting and thinking things through rather than verbalizing ideas right away. Actually the introverts already have ideas and thought when they are asked about something, but the matter is they need time to process it.

To support the introvert and to create a balance for both extroverts and introverts students, teachers should really mix it up fairly between individual work, group work, and have students do more work in pairs, which is a way that both introverts and extroverts can thrive. There's one technique which has been recommended by researchers because that suits to embrace the introverts called Think-Pair-Share technique. Think-pair-share (TPS) is a peer group strategy in which students work together to solve a problem or answer a question about the learning material. This technique requires students to think individually about a

topic or answer to a question and then share ideas with classmates which can build their oral communication. Discussing an answer with a partner server to maximize participation, focus attention and engage students in answering the material. That reaches out to that students, establish contact, and provide him or her with the opportunity to be and feel known.

From the explanation above, this research was conducted to see how the application of Think Pair Share (TPS) can give the significant effect to the introvert students speaking achievement.

II. LITERATURE REVIEW

Defining Introvert

Introvert is one of the basic personality types which are proposed and developed by the 20th century Swiss psychologist Carl Jung. According to Jung (1875) cited in Boeree (1997:11), an introvert is a person whose interest is directed inward toward his own feelings and thoughts. Generally introverts expend energy in social situation and must spend time alone to recharge. Introvert students have a rich inner life. They may not make small talk, but may be able to speak at length about topics that interest them. Supporting Jung idea, Eysenck (1947) cited in Boeree (1998:6) mentioned in his Big Three Universal Traits that introverts are quite, introspective individuals who are oriented toward inner reality and who prefer a well-oriented life. They are usually tender mindedness, introspectiveness, seriousness, performance interfered with by excitement; easily aroused but restrained, inhibited, preference for solitary vocations; sensitivity to pain.

Introvert may be misunderstood as shy, but this is not quality of introversion. As Cain (2012:53) has makes a clear distinction between introvert and shyness when she write, "Shyness is the fear of social disapproval, or humiliation, while introversion is a preference of environments that are not over stimulating.

Shyness is inherently painful; introversion is not". They key is how the students re-energizes. If they do so by being with others, they are extrovert. If they do so by being along, they are introvert. It' important to realize, however, that introvert is not always shy, and extrovert can be shy. Shy extroverts may appear to not be shy because they are often found with others, but they do so wary of the vulnerability that comes with being public.

Evidence shows extroverts and introverts think differently. According to an article by Isaacs (2009) in Teaching and Learning as presented on the Family Focus Website, "Research has shown that extroverts and introverts process information differently using different parts of the brain and different neurotransmitters. The extrovert draws upon small amounts of information in his short term memory in developing his thoughts, while the introvert recall thoughts stored in his long term memory to build more complex associations. The introvert needs more time to develops his ideas before he decide to express it into words. So, it's undoubtly that introverts students are identical with shy, they just busy

reflecting on the ideas that it does not occur to them to volunteer to answer questions.

Teaching Speaking

Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language, expressing oneself in words; making speech (Hornby, 1987) cited in Arung (2016:2). Based on the definition above, we can conclude that speaking is an important skill which is done by producing voice of words. It is using for communicating with others.

According to Nunan (2003:55) what is meant by teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sounds pattern
2. Use words and sentence stress, intonation patterns and the rhythm of the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter
4. Organize their thoughts in a meaningful and logical sequencee
5. Use language as a means of expressing values and judgments
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency

According to Harris (1969:81), there are five components are generally recognized in analysis of the speech process, they are;

1. Pronunciation (including the segmental features-vowels and consonants-and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension (For oral communication certainly requires a subject to respond to speech as well as to initiate it).

All of these components have important role in speaking. By mastering all the factors, people can produce good speech.

In teaching speaking skill to the students, there are some activities which are currently used in every speaking class, they are;

a. Acting from script
   This activity encourages students to act out scene from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves (Harmer, 2002:271).
b. Communication games
   Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback (Mcdonough & Shaw, 2003:134).
c. Debate
   The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of

activity, they may have to reach a concrete decision or put the issue to a vote (Littlewood, 1981) cited in Arung (2016:3).

d. Discussion

Discussion is the common activity that always apply teacher in Indonesia, but somehow discussion activity can fail. One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations (Harmer, 2002:272).

Think-Pair-Share (TPS) Technique

According to Kagan (1994:194), TPS is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. In addition, Nur (2008) cited in Risnawati (2013:4) stated that TPS is a cooperative learning structure that is very useful, the point is when the teacher presenting a lesson, asking students to think the question teacher, and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students.

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

Steps of Think Pair Share (TPS)

According to Yerigan (2008) as cited in Azlina (2010:24), there are three stages in implementing Think-Pair-Share technique. It is described as follows.

a. Think-Individually

Each student thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with pair.

b. Pair-with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

c. Share-to the whole class

The teacher asks pairs to share the result of discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large

discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

Kagan (1994:41) states that there are five steps to implement TPS. First, the teacher decides on how to organize students into pairs, for examples: the counting heads, ABAB, male/female, etc.

Second, the teacher poses a discussion topic or a question. Then, the teacher gives students at least 10 seconds to think on their own ("think time"). Next, the teacher asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class.

From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

III. RESEARCH METHOD

This research was conducted by applying experimental design in SMA Negeri 4 Pematangsiantar. In conducting this design, the subjects were divided randomly into two groups; experimental group and control group. The pre-test was administered to both of groups before the treatment groups. The experimental group was treated by using TPS while the control group is treated without TPS. The post-test was given to both groups and the average differences score were compared in order to ensure whether the experimental treatment produced a greater change than the control group.

To acquire the data, some instruments were used such as: Eysenck Personality Inventory (EPI) in form of questionnaire which consist of 33 questions, 24 question to measure the personality traits and another 9 question as the lie score. Lie score is a question to measure the social naive made by the students to find out whether they are really answer the questionnaire truthfully.

Since this research was a quantitative experimental research and it used an interval scale, the data were analyzed by using T-Test (Paired Sample). The steps for data analyzing technique :

1. Analyzing EPI. In analyzing the EPI, students who got score up to 12 will be considered as introvert and for those who got score 13 up to 24 considered as extrovert students. Students who obtained 5 or more in lie score of EPI were omitted from the research because those students were probably trying to make themselves look good and not being totally honest in their responses. After tabulating all the students, the extrovert and introvert students were distinguished.

Scoring the EPI

Number	Extrovert	Introvert	Lie	Honest	
1	Yes	No			
2	Yes	No			
3	No	Yes			
4			Yes	No	Technique of Scoring:
5	Yes	No			
6	Yes	No			
7			No	Yes	
8	Yes	No			Score up to 12
9	No	Yes			(0 – 12) -> introvert
10	Yes	No			
11			No	Yes	
12	No	Yes			Score up to 24
13	Yes	No			(13 – 24) -> extrovert
14			Yes	No	
15	Yes	No			
16	Yes	No			
17	No	Yes			
18			No	Yes	
19	No	Yes			
20	No	Yes			
21			Yes	No	
22	No	Yes			
23	Yes	No			
24	No	Yes			
25			No	Yes	
26	Yes	No			
27	Yes	No			
28			No	Yes	
29	Yes	No			
30	No	Yes			
31	Yes	No			
32			No	Yes	
33	Yes	No			

2. Scoring speaking by using holistic scoring rubric (Harris, 2011)

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, thought one is conscious of definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lend to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be

			asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually uintelligible.
2	Grammar	5	Make few (if any) noticeable error of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	Make frequent error of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence
		1	Error in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and word order is virtually that of native speaker
		4	Sometimes uses inappropiate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequacy
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions
		1	Cannot be said to understand even simple conversation

The obtained scores from the students are calculated by the following formula:

$$Score = \frac{Obtained\ Score}{Maximum\ Score} x100$$

3. Listing the introvert students score of experimental class as variable Y and control class as variable X in the table
4. Calculating the mean (M) of the introvert students' pre-test and post-test score by using Sudjana (2009:109) formula:

$$1.\ Mx = \sum \frac{x}{N1} \qquad\qquad 2.\ My = \sum \frac{y}{Ny}$$

M = Mean score
Σx = Students' total score
Σn = Total students

5. Calculating the Standard Deviation of introvert students from each class or variable by using the following formula: The form : (Sudjana, 2009:114)

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

6. Counting t-test to know the effect of using think pair share technique on the introvert students' speaking ability. The t-test formula (Arikunto, 2010:354) is as follow;

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{NX + NY - 2}\right)\left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

IV. RESULT AND DISCUSSION

Results

The data were collected from pre-test and post-test after applying the test to the experimental group and control group.

The Result of EPI in Experimental Class

INVALID 3,22%

EXTROVERT 41,93%

INTROVERT 54,83%
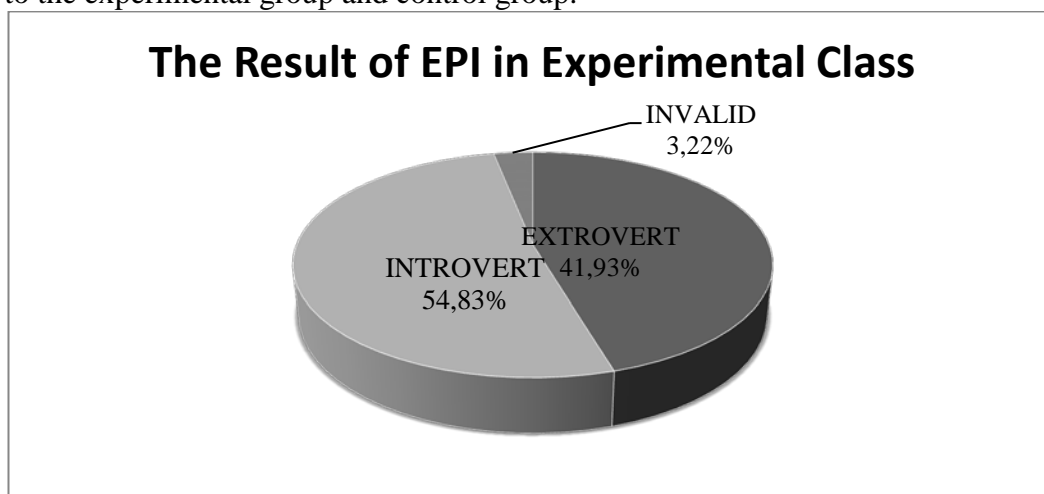
The data were taken in the beginning of the research at the experimental class in order to know the personality of each students in experimental class. The students were given 5-10 minutes to fill the questionnaire and the questionnaire were collected and analyzed. Meanwhile, the result found were; from 31 students in the

experimental class, there were 41,93% or 13 students in experimental class were extrovert.

The Result of EPI in Control Class

INTROVERT
53,14%

EXTROVERT
46,86%
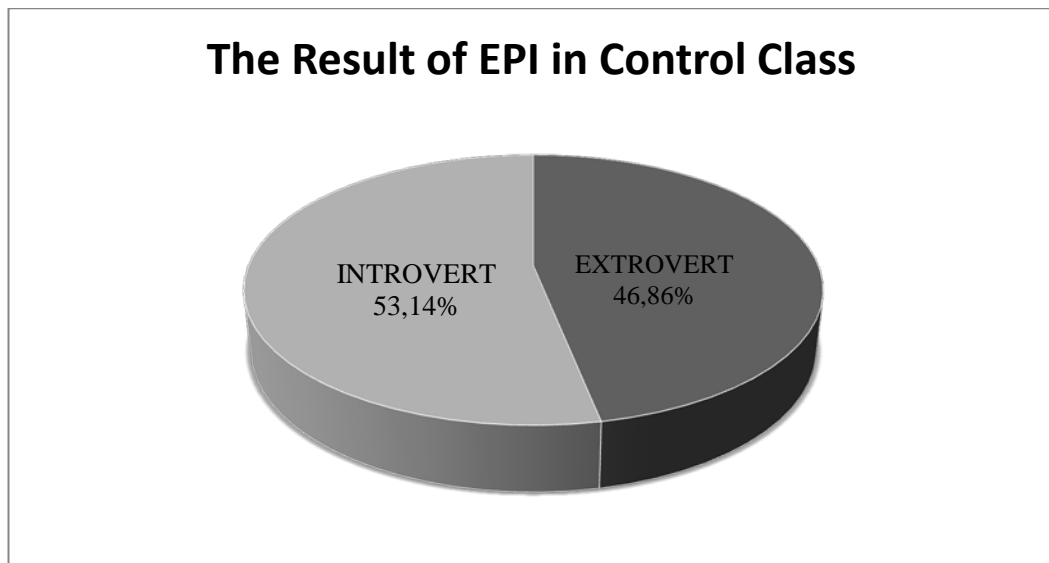
The data were taken in the beginning of the research at the control class in order to know the personality of each students in control class. The students were given 5-10 minutes to fill the questionnaire and the questionnaire were collected and analyzed. The result of the questionnaire were; from 32 students in the control class, The number of extrovert students were 15 students or 46,86% of the entire students in the control class and 53,14% or 17 students were introvert

Table Variance and Standard Deviation in Test of Experimental Class

No.	Initial Name	Pre-Test (X_1)	Post-Test (X_2)	(d) (X_2-X_1)	(d^2)
1	EMDP	88	100	12	144
2	MFFS	88	100	12	144
3	DCS	88	96	8	64
4	MAD	84	96	12	144
5	VP	84	92	8	64
6	AU	80	92	12	144
7	TPS	80	88	8	64
8	MT	80	88	8	64
9	DYS	80	84	4	16
10	DY	76	84	8	64
11	YBT	76	84	8	64
12	HM	72	84	12	144
13	NS	72	80	8	64
14	AS	68	80	12	144
15	ECD	68	80	12	144
16	YS	64	76	8	64
17	SMS	64	76	8	64
	N = 17	$\sum X_1=$	$\sum X_2=$	$\sum d = 160$	$\sum d^2 = 1600$

		1312	1480		
	Mx	**9.64**			
	∑x²	**94.12**			

Table Variance and Standard Deviation in Test of Experimental Group

No.	Initial Name	Pre-Test (Y_1)	Post-Test (Y_2)	(d) (Y_2-Y_1)	(d^2)
1	BCS	96	100	4	16
2	JPS	80	88	8	64
3	SILP	72	88	4	16
4	MSS	80	84	4	16
5	RFTS	76	84	8	64
6	RMZ	76	84	8	64
7	NMS	80	84	4	16
8	GPEG	76	80	4	16
9	MHT	76	80	4	16
10	PS	76	80	4	16
11	KEMS	72	80	8	64
12	NRP	72	80	8	64
13	TL	72	76	4	16
14	MS	72	76	4	16
15	SNS	72	76	4	16
16	TMAD	68	72	4	16
17	VNN	64	72	4	16
	N = 17	**∑Y_1= 1384**	**∑Y_2= 1280**	**∑d = 88**	**∑d² = 512**
	My	**5.17**			
	∑ y^2	**56.48**			

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{9,64 - 5,17}{\sqrt{\left(\frac{94.12 + 56,48}{17 + 17 - 2}\right)\left(\frac{1}{17} + \frac{1}{17}\right)}}$$

$t = \textbf{6.29}$

From the calculation above, it is obtained that critical value of t_{obs} is 6.29. After gaining the result, the degree of freedoom (df) was calculated with the formula as follows:

df = (Nx + Ny – 2)

df = 32

In adapting the data in t-test formula, it was obtained that t-observed was 5.5. In certain degree of freedom (df) of this research was obtained from (Nx + Ny − 2) = (17 + 17 − 2) = 32

To consider the t-table, significant 5% was decided. It was found in the t-table rule that if the degree of freedom (df) is 32 with 5% significant (0.05 if decimaled) the t-table is **1.69**

It can be seen that the value of t-test was higher than t-table, **6.29>1.69**. So it can be concluded there was a significant effect after using the Think-Pair-Share in teaching speaking to the introvert students.

Discussions

As what have been mentioned previously, the purpose of this research was to find out the speaking achievement of introvert students by using Think-Pair-Share Method. In order to get the answer, the data were collected by giving questionnaire which consist of 33 questions, 24 questions to measure E score and 9 questions to measure the Lie Score, and conversation pre-test and post-test about some phenomenon which were performed in front of the class. The questionnaire and tests were given to 64 students of SMA Negeri 4 Pematangsiantar as the samples. After the questionnaire result enlist, the data were focused on introvert students in experimental and control class while the introvert students were excluded from the data.

As (Lyman, 1981: 35).mentioned that Think-Pair-Share is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class. The application of this method gave good affection on the introvert students' speaking achievement. The introvert students' hesitation were decrease because they know better about what they are going to say which means they became more comfortable about themselves. It showed after the data were analyzed. The answer of main problem of this research was found. Therefore, the findings of this research were interpreted.

From all the analyzed data, It is found that there was a significant improvement of introvert students' achievement in speaking skill which was applied with Think-Pair-Share Method. It was proved from t-test that had been calculated. The t-test shown the value of t-test was higher than t-observed. It meant if t-test was higher than t-table (6.29>1.69). So based on the value, the null hypothesis (H_0) was rejected and alternative hypothesis (Ha) was accepted. There was a significant difference between variable X and variable Y. So, hypothesis testing was accepted and there was a significant effect of applying the Think-Pair-Share Method to the introvert students' speaking achievement at grade XI SMA Negeri 4 Pematangsiantar. Based on the result of the research, it was concluded that using Think-Pair-Share Method to the introvert students' speaking achievement was more effective than using Conventional Method.

V. CONCLUSION

As the candidate of educator, it is necessary to master the interesting method in teaching English. The method such as Think-Pair-Share Method in learning process had given the positive influence, especially in teaching speaking. The interesting method will make the students become comfort, interesting, happy and give more attention to the learning process in studying English. Especially, in learning speaking where the whole students are accused and forced to speak up and share whatever they have in their mind without any hesitation. The time given to the students to develop own ideas is the main core of Think-Pair-Share Method which can enchant students depth and breadth thinking so that they can produce a lot of ideas in their hand and then discuss it with their partner when they are paired

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The Effect of Reading Aloud Technique on Students' Reading Comprehension

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Abstract: *This research examined the effect of applying reading aloud on students' reading comprehension in narrative text at Grade Eight of SMP Negeri 6 Pematangsiantar. As experimental research, the sample was taken randomly from two classes that consists of 60 students. It was found that t-test (10.68) is higher than t-table (2.00). The researchers concluded that reading aloud could develop the students' reading comprehension in narrative text.*

Keywords : *Reading*, *comprehension*, *achievement, reading aloud.*

I. INTRODUCTION

Language is very important to all of people, because language is used for communication one with other, without language we shall find difficulties to get something and communicate to another people. There are four skilss that are required by the students in order to able to communicate well in English, namely : reading, writing, speaking and listening. Reading arguably the most essential skill for succes in all educational contexts, remain a skill of paramount importance as we create assesment of general language ability. Teachers should recognize that for a variety of reasons, some students would attatin higher level of communication through reading that the other student should. It can be concluded that reading is very important to increase the ability to communicate with other.

A complex activity involves both perception and thought. Reading consists of two related process : word recognition refers to the process of perceiving how written symbol correspond to one's spoken language.Liangguang (2010 : 149) states that " reading aloud is reapperance of all the original content of idea, feeling, attitude and style in the form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understand original correclty and deeply". Reading aloud to children gives them new understandings on various subject that they encounter only through books".The read-aloud is the keystone of a language program that puts a high premium on student invovement. Reading aloud to children motivates them to read more challenging books and a greater variety.Klinger, et al (2007 : 16) stated that " reading comprehension is the process of making meaning from text.

Reading aloud has positive effects on the development of reading comprehension and vocabulary. Reading comprehension has been shown to improve in meaningful ways when read-aloud is used regularly in the classroom.One of the major reasons for reading aloud to Junior high school students is the approach creates a bond between the adult reader and the student. For those who have been read to since birth, the nurturing atsmosphere is

recreated and the pleasurable memories of reading are fostered. For those students who have not been read to from an early age, this new beginning creates a pleasant atsmosphere in which reading can be seen as enjoyable experience shared between an adult and classmates.

During teacher training program in SMP NEGERI 6 Pematangsiantar, the researcher faced that most of students cannot understand about the text that have given by teacher. Because the student read slowly and the condition of the class is not effective. They just looked the text and talked to their friends. When the researcher asked some students about the text, they do not understand how they pronounce and how they able to answer the question correctly. They do not know what the text is about. They just silents if she asked them many questions about the text. So, based on the situation the researcher concludes that the students get the low score in reading comprehension about narrative text.

Based on the background above, the researcher formulates the problem for this research is as follows:

1. What is the effect of reading aloud technique on the students' achievement in reading comprehension at Grade Eight of SMP Negeri 6 Pematangsiantar ?
2. What is the effect of skimming reading technique on reading comprehension achievement of the second year at Grade Eight of SMP N 6 Pematangsiantar ?
3. Is the effect of reading aloud more significant than the effect of skimming reading on the students achievement on reading comprehension at Grade Eight of SMP Negeri 6 Pematangsiantar.

II. LITERATURE REVIEW

Reading

Reading means to understand the meaning of printed words and written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

Reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. It includes the ability to decode words as well appropriate phrasing, tone, expression, and fluency. Meanwhile Mickulecky and Jeffries (1996:1) say, "Reading is one important way to improve your general language skill in English. It means reading is very complex task involving many different skills. Reading does not just understand the words or the grammar and is not just translating. But, reading is thinking where the readers have to be able to decode words, able to know about the tone, expression while reading, vocabulary, and the fluency".

Reading Comprehension

According to Wooley (2001 : 15) "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from

isolated words or sentences". In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. Reading comprehension is a very complex cognitive activity. Comprehend are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehend use a wide repertoire of language skills to gain.

Meaning from the text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes.

Literally, reading comprehension includes taking in ideas that is stated directly in a selection. The main ideas directly stated in the text. Comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

a) The reader who is doing the comprehending
b) The text that is to be comprehended
c) The activity in which comprehension is a part.

Levels of Comprehension

Reading comprehension can be divided into four categories: literal comprehension, interpretive reading and creative reading, Westwood, (2007:105)

1) Literal Comprehension
2) Interpretive comprehension
3) Critical Comprehension
4) Creative Reading

Reading Aloud

"Read Aloud is a strategy in which a teacher sets a side time to read orally to students on a consistent basis from texts above their independent reading level but at their listening level Burns & Roe (2002 : 23). Nowadays, the students in the primary and middle schools always commence a day's studying by reading aloud. Teachers have read aloud to young children for centuries. We know that time spent reading aloud is valuable to them. So, up to present, reading aloud is one of the efficacious and traditional methods to the mother language teaching. "Reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understand original correctly and deeply Reading aloud fluently not only helps to foster reading ability and basic skill, but helps to improve oral expression. " Liangguang (2010 : 149).

Based on some argument above it can be concluded that encloses all the issues that imply reading aloud in reading process. Thus, this strategy is usefull because students are verbalizing all their thought in order to create understanding

of the reading text. Additionally, reading aloud help students to learn,to help the students comprehension in reading the text.

The Procedure of Reading Aloud
>The procedures of this strategy are as follows;

a) Teacher choose a text that is interesting enough to be read aloud, for example about Cinderella. Teachers should limit with a selection of text that is less than 500 words.
b) Teacher explain the text on the learner briefly. Teacher explains the key points or issues - the subject matter to be discussed.
c) Teacher divide the reading of the text by one by one or some the other. Teacher sent volunteers to read aloud different parts.
d) Readings are running, stopping in several places teachers to emphasize points - a certain point, then the teacher raises several questions, or give examples. Teachers can create a short discussion if the students showed an interest in a particular section. Then the teacher went on to test what is in the text proficiency level.
e) Teacher does conclusion, clarification and follow-up.

Skimming
>Skimming as well as scanning a speed reading technique. Yet, they are not same. These two strategies have different purpose, even though both of them include getting the ideas of the text quickly. Skimming is closely related to scanning while the latter demands the reader to cover the territory faster, and identify significant words and ideas. According to Brown (2001 : 213) "skimming is the process of rapid coverage of reading matter to determine it is gist or main idea". Meanwhile the purpose of skimming, is to get a general sense of passage of book, not specific details. Futher, he claimed that when they do skimming it means that they have a general question about the whole text first. Though students have to read quickly in skimming, but they are supposed to get general understanding or comprehension toward the text they are reading.

Narrative
>According to Nurdiono (2015), narrative text is an imaginative story to entertain people (imaginative narrative text is a story that aims to entertain people). The basic pupose of narrative is to certain, to gain and hold a readers' interest. Narrative text is based on life experience and is person-oriented using dialogue and familiar language. However, narrative also can be written to teach on inform, to change attitudes/social opinions, for example soap operas and television dramas that are used to raise topical issues. Narrative sequence people/characters i time and place, the stories set up one or more problems, which must eventually find a way to be resolved.

Genre	Social function	Generic Structure	Grammatical Features
Narrative	To amuse, to entertain and to deal with actual or vicarious experience in different ways : narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns finds a resolution.	**Orientation** Sets the scene and introduces the participant. **Complication** A crisis arises **Evaluation** A stepping back to eveluate the plight. **Resolution** The crisis is resolved for better or for worse. **Reorientation** The function of this generic structure is to conclude the story.	Focus specific and usually individualized participants. Use of material process, behavioral an verbal process. Use of temporal conjunction and temporal circumstance. Use of past tense.

III.   RESEARCH METHOD

Research Design

The researcher applies quantitative research for this research. This study is conducted by using experimental design Ary,et al (2010:301).

The Procedure of Experimental Group and Control Group

Group	Pre-Test	Treatment		Post-Test
Experimental	Z	T_1, T_2, T_3	With Reading aloud	Z_1
Control	Y	T_1, T_2, T_3	Lecture Method	Y_1

Notes:

Z=Y   : Pre-test
$Z_{1=}Y_1$: Post-test
T_1 : Teaching one
T_2 : Teaching two
T_3 : Teaching three

Technique of Collecting Data

According to Arikunto (2013 : 266) , in conducting the test, there will be applied into 3 steps : pre-test, treatment, and post-test. One important thing in this research is to collect the data that can determine the result of the research. The techniques of data collection used in this research are:

1. **Pre- Test**

The pre-test is given before the researcher use Reading Aloud technique. The purpose of pre-test is to know their basic knowledge before the researcher uses the Reading Aloud technique on reading comprehension achievement. The kind of that given to students is multiple choice test.

2. Treatment

In the treatment, in class VIII-4 the researcher will give the students the material by using Reading Aloud technique. And in class VIII-5 the writer will not apply Reading Aloud in teaching Reading Comprehension but the writer will use lecturing method in teaching the students minute.

As what have mentioned above, the researcher applies the technique or treatment by using Reading Aloud in Class VIII-4.

3. Post- Test

After giving explanation about the meterial, the students are given the post test to know the result when we use Reading Aloud technique on reading comprehension achievement to them.

Technique of Analizing Data

Analysis data techniques are the sequence in research. The outcome of the pre-test and post-test are analyzed statistically by applying the test by Arikunto (2013:354). The data will be analyzed as following steps:

1. Identify the score of the test.
2. Calculating the score.
3. Find out mean from variable $M_1 =$ Mean $= \frac{\sum X}{N}$
4. Find out mean from variable $M_2 =$ Mean $= \frac{\sum Y}{N}$
5. Find out standard deviation in Pre-test:

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

6. Find out T-test Formula:

$$T = \frac{Mx - My}{\sqrt{\left\{\frac{\sum X^2 / + \sum Y^2}{Nx + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}}$$

IV. RESULT AND DISCUSSION

Result of Pre-Test and Post-Test of Experimental Group

No	Students	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY	Deviation (d)	Square Deviation (d^2)
1.	N	35	70	1225	4900	2450	35	1225
2.	NKS	35	75	1225	5625	2625	40	1600
3.	NDS	40	75	1600	5625	3000	35	1225
4.	MES	40	75	1600	5625	3000	35	1225
5.	JSN	40	75	1600	5625	3000	35	1225
6.	RA	45	80	2025	6400	3600	35	1225
7.	AR	50	75	2500	5625	3750	25	625
8.	CTH	50	75	2500	5625	3750	15	225
9.	DA	50	80	2500	6400	4000	30	900
10.	IFS	50	80	2500	6400	4000	30	900
11.	JCS	50	80	2500	6400	4000	30	900
12.	AA	55	75	3025	5625	4125	20	400
13.	ARP	55	85	3025	7225	4675	30	900

No	Students	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY	Deviation (d)	Square Deviation (d^2)
14.	FFA	55	85	3025	7225	4675	30	900
15.	MY	55	75	3025	5625	4125	20	400
16.	RAH	55	75	3025	5625	4125	20	400
17.	AP	60	75	3600	5625	5525	15	225
18.	GSB	60	85	3600	7225	5100	25	625
19.	IS	60	80	3600	6400	4800	20	400
20.	MSS	60	80	3600	6400	4800	15	225
21.	NP	60	80	3600	6400	4800	20	400
22.	AS	65	85	4225	7225	5525	20	400
23.	LAD	65	80	4225	6400	5200	20	400
24.	MAA	65	85	4225	7225	5525	20	400
25.	NA	65	85	4225	7225	5525	20	400
26.	NS	65	80	4225	6400	5200	25	625
27.	APN	70	90	4900	8100	6300	20	400
28.	LRL	70	90	4900	8100	6300	20	400
29.	MS	75	80	5625	6400	6000	5	25
30.	MMT	75	90	5625	8100	6750	15	225
	N = 30	∑X = 1675	∑Y = 2400	∑Y = 97075	∑Y = 192800	∑XY = 135225	∑d= 725	∑d^2= 19425

Result of The Pre-test and Post-Test of Control Group

No	Students	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY	Deviation (d)	Squared Deviation (d^2)
1.	CTM	30	45	900	2025	1350	15	225
2.	AMT	35	45	1225	2025	1575	10	100
3.	FN	35	45	1225	2025	1575	10	100
4.	JRM	35	45	1225	2025	1575	10	100
5.	DKS	40	55	1600	3025	2200	15	225
6.	DA	40	60	1600	3600	2400	20	400
7.	EAM	40	55	1600	3025	2200	15	225
8.	LAM	40	50	1600	2500	2000	10	100
9.	MAH	40	50	1600	2500	2000	10	100
10.	PM	40	45	1600	2025	1800	5	25
11.	RM	40	55	1600	3025	2200	15	225
12.	RS	40	55	1600	3025	2200	15	225
13.	RSS	40	45	1600	2025	1800	5	25
14.	DS	45	60	2025	3600	2700	15	225
15.	ES	45	55	2025	3025	2475	10	100
16.	JT	45	55	2025	3025	2475	10	100
17.	JS	45	60	2025	3600	2700	15	225
18.	MN	45	55	2025	3025	2475	10	100
19.	MH	45	55	2025	3025	2475	10	100
20.	PS	45	55	2025	3025	2475	10	100
21.	SIN	45	55	2025	3025	2475	10	100
22.	EHH	50	55	2500	3025	2750	5	25
23.	EMH	50	55	2500	3025	2750	5	25
24.	EMS	50	55	2500	3025	2750	5	25
25.	KS	50	65	2500	4225	3250	15	225
26.	NM	50	55	2500	3025	2750	5	25

27.	NP	50	55	2500	3025	2750	5	25
28.	CN	55	65	3025	4225	3575	10	100
29.	RSM	55	60	3025	3600	3300	5	25
30.	SM	55	60	3025	3600	3300	5	25
	N = 30	$\sum$X = 1320	$\sum$Y = 1625	$\sum$x2 = 59250	$\sum$y2=8 8975	$\sum$xy=723 00	$\sum$d= 305	$\sum$SD= 3625

Using T-Test Formula

$Mx = 24.1$ $\Sigma x^2 = 1904.17$ $Nx = 30$
$My = 10.1$ $\Sigma y^2 = 524.17$ $Ny = 30$

$$T = \frac{Mx - My}{\sqrt{\left\{\frac{\sum X^2/ + \sum Y^2}{Nx + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}} = \frac{24.1 - 10.1}{\sqrt{\left(\frac{1904.17 + 524.17}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

t-test   = 8.86

After adapting the data into t-test formula, it was obtained that t- observed was 8.86. In certain of degree of freedom (df) of this research was obtained from $(Nx + Ny - 2) = (30 + 30 -2) = 58$. So the value of t_{table} with the singnificant 0.05 is 2.00. The writer concludes that $t_{test} > t_{table} = 8.86 > 2.00$. So, it was concluded that the null hypothesis (HO) is rejected and alternative hypothesis (HA) is accepted. Since t_{test} (8.86) is higher that t_{table} (2.00), it means that there is the effect of reading aloud technique on reading comprehension.

Based on this study, there are several discoveries which are actually found by the writer. They are as follows:
1. The effect of reading aloud technique on the students' achievement in reading comprehension at Grade Eight of SMP Negeri 6 Pematangsiantar are:
    a. The researcher finds out that teaching reading by using reading aloud can help, motivate,and encourage the student to be more enjoy and active in teaching and learning process.
    b. Teaching reading by reading aloud are suitable for teaching English, for it may stimulate the students" imagination and increase their English pronounce.
    c. Reading Aloud make the interesting atmosphere in teaching learning process
2. The effect of skimming reading technique on reading comprehension achievement of the second year at Grade Eight of SMP N 6 Pematangsiantar is to make the students to easy in answer the question, because in skimming the students get a general sense of passage of book, not specific details.
3. The effect of reading aloud more significant than the effect of skimming reading on the students achievement on reading comprehension at Grade Eight of SMP Negeri 6 Pematangsiantar will be show by the score of the students.

V. CONCLUSION

Based on the data analysis, the writer makes conclution are; the first, the result of t-test shows that is higher that t_{table} 86.6 > 1.67 ; p = 0,05, and based on the result of the study, it is concluded that Reading Aloud Technique significantly affects on students' reading comprehension. The second , after analyzing the data, the experimental group got the higher score than the students of control group. In post-test, the experimental group got 2400 point while in the control group got 1625 point. The result of the test showed that using Reading Aloud Technique could develop the student`s ability in reading skill. And the last is the researcher found the using Reading Aloud Technique on student`s reading comprehension in narrative is more effective than without using using Reading Aloud Technique on student`s reading comprehension in narrative text**.**

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The Students' Ability in Using Preposition

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Abstract : *The purpose of this study is to find out the ability of using preposition for grade eight students of SMP Negeri 1 Medang Deras. The writers used multiple choice tests in collecting the data. It was found that in general the score of the students who are able in using Preposition is 80% or 24 students, meanwhile there were 20% or 6 students who are unable in using Preposition. The writer also finds out the mean of pre-test is 55.26 and the mean of post-test is 74.96. Finally, the writer concludes that all the teacher prepares themselves before teaching and masters prepositions as the material. And also Teacher should be interactive in teaching learning process to the students, so that the students can enjoy the class and do not get bored to study the lesson.*
Keywords : *Ability, preposition , narrative text.*

I. INTRODUCTION

Background of the Research

Every speaker uses a language in a slightly different manner. Language learners are not forced to speak in the same manner, they are allowed to speak the foreign language in different ways as long as they can communicate in the language. When a person speaks, he produces vocal noises that are associated by cultural tradition with meanings. A listener from the same language community hears these noises and understands the meanings (Setiyadi, 2006:58).

The study of language is the part of general language. Everybody has attitudes towards the English language and its varieties, and has opinions on specific features. In the study of language, grammar occupies a central position. But there is also a practical reason to emphasize the study of grammar. It is easy to learn to use dictionaries by ourselves to find the pronunciation, spelling, or meaning of words. Students are the part of studying English. It can be seem from their lesson in their school. They need to learn the new language to do further study. They must learn the language because some of them or all of them live in a community in which the language is spoken. When the students learn English as a foreign language, sometimes rules are not understood by the students. This is logically acceptable because there is different system between English and Indonesia, so it is not only clearly vocabulary matter. The students have highly motivated to learn the new language because they want to identify the speaker of the language.

Problem of the Study

Based on the background of the study above, the writer formulated the question as follow : "what are the students' ability in using prepositions at grade eight students of SMP Negeri 1 Medang Deras?"

II. REVIEW OF RELATED LITERATURE

Preposition

Preposition is the word which is placed before noun or pronoun to show its relationship to some other words in a sentence (Izzan, 2005:2). According to Thomson and Martinet (1986:91) said that Preposition normally proceed nouns or pronouns. In two constructions, however it is possible in informal English to move the preposition to the end of the sentence:

1. In question beginning with a preposition + whom/which/what/whose/where.
   Example:
   1) To whom were you talking? (Formal)
   2) Who were you talking to? (Informal)
   3) In which drawer does he keep it? (Formal)
   4) Which drawer does he keep it in? (Informal)
   It used to be thought ungrammatical to end a sentence with a preposition.
2. A preposition placed before whom/which can be moved to the end of the clause.
   Example :
   1) The people with whom I was traveling (formal)
   2) The people I was travelling with (informal)
   3) The company from which I hire my TV set (formal)
   4) The company I hire my TV set from (informal)

Preposition are always followed by a noun or pronoun, they are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object or complement. They are usually indicate relationship, such as position, place, direction, time, meaner, agent, possession and condition between their object and other part of the sentence prepositional phrases usually provide information asked for by question word. What, who, where, when, why, how and the noun or pronoun the preposition is it object. A problem used in this position is always direct pronoun, me, you, him, her, us, them and it. The preposition plus its object called preposition phrase. A preposition usually initiates the prepositional phrase. However in certain informal usages, the object of the preposition may appear in initial position in the clause, and the preposition in final position.

Prepositional Phrase

According to Quirk and Greenbaum (1973:143) a preposition phrase is composed of a preposition and a noun. It means that prepositional phrase contains preposition and noun.

For example:

1. Visit my grandmother on Sunday is something that we always do
2. Go to Bali on holiday is very good idea
3. Come back from the party after midnight.

A prepositional phrase consists of a preposition followed by a preposition complement, which is characteristically a noun phrase or a wh-clause or V-ing clause.

Example:

1. At the bus-stop
2. From what he said
3. By signing a peace treat

Kinds of Prepositional Phrase

When prepositional phrase is placed in the sentences, it can convey specific kind of information to make it clear. The following list illustrates the use of prepositional phrase to convey the specific kinds of information (Frank, 1972:164).

1. Time : on, at, in, after, before, during
   Example:
   1) I saw him *on* Saturday (*on* used with a day of the week)
   2) I saw you *at* five o'clock (*at* used with a part of the day considered as a point)
   3) I will meet you *in* an hour (*in* gives a quantity of time)
   4) You will meet me *after* Wednesday (the event follows the time given in the *after* phrase)
   5) Take this medicine *before* a mealtime (the event precedes the time given in the *before* phrase)
   6) *During* the winter, I think I will go to Bali (*during* gives a block of time)

2. Place position : in, on, at, over, above, near, beside, between, opposite
   Example:
   1) Hang your coat *in* the closet (*in* gives the area of something enclosed)
   2) Put the dishes *on* the table (*on* indicates the surface of something)
   3) He is *at* school (*at* refers to a general vicinity)
   4) The plane flew *over* the mountains (*over* is felt to be generally higher than a point)
   5) He lives on the floor *above* us (*above* is felt to be directly higher than a point)
   6) Toni lives *near* the university (*near* has the most general meaning of neighboring a point)
   7) He sat *beside* his wife during the party (on one side of a person or thing that has two sides)
   8) Her father sat *between* his two sons (on each side of person or thing that has two sides)
   9) The museum is just *opposite* the post office (directly facing someone or something else)

3. Direction : to-from, toward, around, as far as
   Example:
   1) She always walks *to* school *from* her house.
   2) The pilgrims headed *toward* Mico.
   3) The ship sailed *around* island.
   4) We walk only *as far as* the old schoolhouse. Then we will turn back.

4. Purpose : for
   Example:
   Take this medicine *for* your headache.

5. Possession : of
   Example:
   The song *of* the nightingale has been much celebrated in English poetry.

6. Manner : with

Example:

He always does his homework **with** great care.

7. Source : from
   Example:

   We get the money **from** the bank.

8. Material : of, from
   Example:
   1) This table is made **of** mahogany.
   2) She made herself a dress **from** an old lace curtain.

9. Separation : from, with
   Example:
   1) Two inmates escaped **from** prison last night.
   2) He is always reluctant to part **with** his money.

10. Instrument : with
    Example:

    He cut the meat **with** a sharp knife.

Preposition that are often confused

In, on and at discussed previously, are probably the most often confused English preposition (Martinet and Thomson, 1986:99). Following some others.

1. Above, over
   Above refer to a place higher than a certain point. Over refers to a place directly above a certain point. Example:
   1) The temperature is well **above** freezing.
   2) He held an umbrella **over** his head.
   Over also means "more than" and "in the course of" a period of time
   1) He is **over** eight years old.
   2) **Over** the years, he has proven to be a true friend.

2. Below, under
   Below refers to a place lower than a certain point. Under refers to a lace directly below a certain point. Example:
   1) That valley is **below** sea level.
   2) His shoes are **under** the bed.

   Under also means "less than" and "under the supervision of". Example:
   1) The children in this class are **under** six years of age.
   2) She works **under** the managing editor.

3. Beneath, underneath
   Beneath, underneath mean almost the same thing in many uses, generally, both indicate a position lower than given point. When use meanings diverge, underneath conveys more specifically the meaning of one object being covered u by another, and beneath may be used in a figurative sense. It may be useful to associate underneath with under and beneath with below. Example:
   1) Two hundred feet **beneath** the surface of the earth, solid rck was found.
   2) The official does not consider it **beneath** him to type his own letters.

3) The shoes were found **underneath** a pile of clothes in the closed.
4. To, Toward
   To is useful with verb of motion and definite destinations. Towards means "in the general direction of". Example:
   1) We walked **to** the station.
   2) All mosque face **toward** Mecca.
5. Beside, besides
   Beside means "next to". Besides means "in addition to". Example:
   1) He is sitting **beside** his brother.
   2) Two others who prizes **besides** us.
6. In, Into
   In is used with locations or conditions. Into is used with verbs that shows motion. From one place or state to another. For example:
   1) The child **in** the pool. The child jumped **into** the pool.
   2) The patient is **in** coma. The patient slipped **into** a coma.
7. Past, Beyond
   Past is used with verbs of motion to indicate approaching, then passing by a certain point. Beyond refers to a location further away than some specified concrete or abstract point. Example:
   1) The car went **past** the monument at 10.00.
   2) He lives **beyond** the post office.
   3) His generosity is **beyond** belief
8. Between, Among
   Between refers to position in relation to two person or things. Among refers to position in relation to three or more persons or things. Example:
   1) I want put the table **between** those two windows.
   2) I found your letter **among** my school papers.
9. Through, Throughout
   Through refers to motion first into something. Throughout is used with something that is distributed in every part of something. Example:
   1) Let's walk **through** the park.
   2) The news spread **throughout** the country.

Function of Prepositional Phrases

Many prepositional phrases, like the complex syntactic structures that will be considered later, function on two levels. One level is the purely physical arrangement of prepositional phrases in relation to head word. On this level we find that some prepositional phrases function as adjectival modifiers and others as adverbial modifiers. The other level is based on a deeper kind of relationship-the relationship of elements in a simple sentence, especially the subject and the complement. Some of the adjectival prepositional phrases are also involved in this function; the nominals given below are involved only in this function (Frank, 1972:178).

Nominal Function of Prepositional Phrases
Prepositional Object

Many prepositions used after verbs are not actually part of the verb but are required before a noun can follow the verb. Following the practice of some

traditional grammar, we are referring to such prepositional phrases that follow verb as "prepositional object". Sometimes it is difficult to distinguish these verbs that take prepositional object from nonseparable two-part verbs. Both types of verb, for example, require that the preposition remain with the verb in passive and verbal construction.

Example:

a. AT

Laugh, look, etc

1) All the children were laughing *at* the artics of the clown.
2) The mother looked *at* her child tenderly.

b. OF

Disapprove, consist, dispose, etc

1) The boy's mother disapproves *of* his late hours.
2) They finally disposed *of* all the old rubbish in the attic.
3) Water consists *of* hydrogen and oxygen.

c. FOR

Wait, hope, etc

1) I will wait *for* you until ten o'clock.
2) We all hope *for* a better world.

d. TO

Listen, appeal, subscribe

1) Which radio programs do you listen *to*?
2) Pearls always have appealed *to* me.
3) I subscribe *to* several news magazine.

e. WITH

Cooperate, dipense, cope, etc

1) I will cooperate *with* you completely.
2) No one can dispense *with* money altogether.
3) There are some problems that children cannot cope *with*.

f. FROM

Withdraw, suffer, emerge, etc

1) He withdrew *from* the club after a quarrel with the president.
2) She was suffering *from* a bad cold.
3) Every once in a while we saw the dolphin emerge *from* the water.

g. BETWEEN

Distinguish, discriminate, etc

1) Sometimes it is difficult to distinguish *between* good and evil.
2) We must learn discriminate *between* our friends and our acquaintances.

Some of the preposition used after the verbs given above are modern equivalents of inflectional endings once used with the object of the verbs.

Adjectival Function of Prepositional Phrases

Many preositional phrases in noun phrases indicate a function in an original subject-verb-complement core. The head of the noun phrase is often a noun form from a

verb, either an abstract noun with a derivational ending, or an-ing gerund. The following prepositions introduce phrases involved in the subject-verb-complement core:

a) **of**

With the original subject in a simple sentence (traditionally called the subjective genitive).

Example: the recovery *of his son* recovered from pneumonia.

From: his son recovered from pneumonia

1) With the original direct object in a simple sentence (traditionally called the objective genitive).

Example: the recovery *of the money* from the thieves.

From: they recovered *the money* from the thieves.

2) After some nouns derived from transitive verb, the original direct object is used with the preposition *to* or *for* rather than *of.*

Example: our admiration *for* the doctor.

From: we admired the doctor.

b) **about, with,etc.**

With an original prepositional object in a simple sentence.

Example: the president's speech *about* Hawaii.

c. **by**

With the agent in a passive construction.

Example: many speeches *by Churchill* are very eloquent.

From: all the books *by that author* have become famous.

Adjectival prepositional phrases may also function as simple modifiers that express the kind of semantic relationships listed under types of preposition.

III.METHOD

Research design adopted to recognize the nature of data which is needed in this research. The data required in this study are descriptive quantitative and score exits in the form of numerical concept. These data is expressed in the language or mathematic and must consequently be evaluated and interpreted by means of statistical procedure. A survey design provides a quantitative or numeric description of some fraction of the population, the sample of through the data collection process of asking question people. This data collection, in turn, enables a researcher to generalize the findings from a sample of responses to a population (Creswell, 1994:117). Quantitative studies are those in which the description of observation is ordinal expressed in quantitative terms. In addition quantitative is primarily concerned with numbers rather than names or labels that the writer used number to measure the students' ability. Further this research employed a descriptive design. The purpose is to describe the students' ability in using prepositional phrase. Some of the adjectival prepositional phrases are also involved in this function; the nominals given below are involved only in this function (Frank, 1972:178).

In the research, the subject is grade eight students' of SMP Negeri 1 Medang Deras. To collect the data, it was used a test as the instrument for collecting data. The instruments of the study were multiple choice tests. The multiple choice test considered of 30 items with 4 options in each item. This test is made by the teacher. In scoring the test, the writer used the score ranging 0-100 by counting the correct answer.

Technique of Analyzing Data

This study applied quantitative data. The quantitative data were used to analyze the score oh the students. It was expected to get satisfying result by applying these data. The technique data were collected and analyzed by commuting the score of the test.

a) **Pre- Test**

The pre test was given in order to know the students' ability in using preposition before the treatment.

b) **Post- Test**

The post test was done after giving the treatment. The result of pre test of pre test and post test was compared to find the mean scores. Before doing pre test, the writer tried out the questions that will be asking as pre-test in order to know its validity.

IV. RESULT

No	Name of the Students'	Pre test (X)	Post test (Y)	X^2	Y^2
1	Siska Pardede	36	76	1296	5776
2	Ayu Siregar	60	80	3600	6400
3	Candro Sinaga	30	70	900	4900
4	Daniel Simarmata	33	63	1089	3969
5	Candra Sinurat	56	76	3136	6400
6	Samuel Sinaga	36	50	1296	2500
7	Deva Manik	70	73	4900	5329
8	Defa Damanik	56	76	3136	5776
9	Doni Siallagan	66	80	4356	6400
10	Eben Batubara	56	80	3136	6400
11	Fernandus Gultom	60	73	3600	5329
12	Firman Laowo	60	76	3600	5776
13	Frendy Marpaung	70	83	4900	6889
14	Nando Sinaga	66	80	4356	6400
15	Hot rikardo Marpaung	66	76	4356	5776
16	Indra sirait	60	70	3600	4900
17	Putri purba	26	66	676	4356
18	Jepriko saragih	50	73	2500	5329
19	Jonri Tindaon	53	76	2809	5776
20	Josua Sidabutar	23	70	529	4900
21	Khatarina Sitorus	36	66	1296	4356
22	Manuel Rajaguguk	23	70	529	4900
23	Desi critina Simanjuntak	70	83	4900	6889
24	Melda Manurung	76	86	5776	7396
25	Menanti Manurung	80	90	6400	8100
26	Mikha Situmorang	90	93	8100	8649
27	Rizky Siallagan	20	53	400	2809
28	Jesiska Pakpahan	80	86	6400	7396

No	Name of the Students'	Pre test (X)	Post test (Y)	X²	Y²
29	Yuni Sialagan	53	76	2809	5776
30	Srik yuli Siahaan	43	66	1849	4356
	Total	1658	2249	101434	171273

Clasification of the level students ability in pre-test

Level Ability	The Criteria	Number of Students	%
High	More than 73.64	8	26.67 %
Median	Between 36.88-73.64	18	60%
Low	Less than 36.88	4	13.33%

Clasification of the level students ability in post-test

Level Ability	The Criteria	Number of Students	%
High	More than 84.56	4	13.33%
Median	Between 65.36-84.56	23	76.67%
Low	Less than 65.36	3	10%

Descriptive Statistics

The test consist of 30 items. Based on KTSP 2009 (Kurikulum Tingkat Satuan Pendidikan) that KKM for the students in learning English is 70. So the students who get score more than 70 are categorized able in using preposition. And who get less than 70 are categorized unable in using preposition.

Comparing with the KKM value, the number of the students who get more than 70 is 24 students from 30 students or $^{24}/_{30}$ x 100% = 80%, it means that 80% students are able in using preposition. The students who get less than 70 is 6 students from 30 students or $^{6}/_{30}$ x 100% = 20%, it means that 20% students are unable in using preposition.

Findings

After having analyzed all the data, then the writer find out as in the following:

1. From the descriptive analysis, the writer finds out in general that the score of the students who are able in using preposition is 80% or 24 students and who are unable in using preposition is 20% or 6 students.
2. Based on the score, the writer finds out the mean of pre test is 55.26 and the standard Deviation is 18.38
3. Based on the score, the writer finds out the mean of post test is 74.96 and the Standard Deviation is 9.60
4. The validity of the test is 0.83
5. The realibility of the test is 0.97

Discussion

Based on the score of the students, the writer find out that the students are able in using preposition there are 24 students from 30 students in that class. According to Arikunto (2009:250) students wished master the test 75% so that the material applying is good. And the writer also find out that there are 6 students are unable in using preposition. It can be seen in the table below:

Unable		Able	
Number	percentage	Number	Percentage
6	20%	24	80%

So in this thesis, the result of the students is good. It means that the students ability in using Preposition is satisfactory.

According to Quirk and Greenbaum (1973:143) a preposition phrase is composed of a preposition and a noun. It means that prepositional phrase contains preposition and noun. A prepositional phrase consists of a preposition followed by a preposition complement, which is characteristically a noun phrase or a wh-clause or V-ing clause. Many prepositional phrases, like the complex syntactic structures that will be considered later, function on two levels. One level is the purely physical arrangement of prepositional phrases in relation to head word. On this level we find that some prepositional phrases function as adjectival modifiers and others as adverbial modifiers. The other level is based on a deeper kind of relationship-the relationship of elements in a simple sentence, especially the subject and the complement. Some of the adjectival prepositional phrases are also involved in this function; the nominals given below are involved only in this function (Frank, 1972:178).

V. CONCLUSION

After doing a research and collecting the data of research from the grade VIII students at SMP Negeri 1 Medang Deras in order to know thestudents' ability in using Preposition. Based on the observation, the writer finds out that 24 students (80%) are categorized able in using preposition and there are 6 students(20%) are categorized unable in using preposition. Teachers are suggested to be interactive in teaching learning process to the students, so that they can enjoy the class and do not bored to study the lesson. Beside that, it will be better if teachers always give them homework and motivation so that they will not forget the lesson.

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The Effect of Small Group Discussion on Reading Comprehension of Analytical Exposition Text

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Abstract: *This research aimed to find out the effect of using small group discussion to the reading comprehension on analytical exposition text.. The researcher found out that using small group discussion was more significant and more effective to the students than effect of conventional teaching technique. It can be seen from the result of the students' reading after using small group discussion, The students' result of average score of in reading comprehension who were taught by using small group discussion is 73.85 which is categorized as good. Therefore the students' achievements that were taught by small group discussion in reading comprehension are good. After analyzing the data, the researcher concluded that small group discussion was more significant and more effective to the students and could develop the students' ability in reading comprehension. As the suggestion to English teachers, use this strategy to develop students' ability in reading comprehension.*
Key Words: *small group discussion, reading comprehension, analytical exposition text*

I. INTRODUCTION

Reading is one of the most essential skills to be mastered in language learning. It brings many benefits. One of the benefits of reading is a broad store of information. Reading becomes essential for everyone in order to increase his or her knowledge because there are many kinds of information and books written in English. This idea is supported by the fact that reading has become a part of our daily life.

Learning to read is one of the educational goals. For both children and adults, reading opens up new world and opportunities. It helps us to get new knowledge, enjoy literature, and do everyday things that are parts of modern life, such as, reading the newspaper, job listings, manual instructions, maps, and so on. We can deny that reading is an activity that we do every day.

Reading can explore students' English skill such as perception understanding, and the values between two words (Brindley, 2005:82). As we know that many information is written in English such as books, newspapers, magazines, instructions, etc. Students can develop their understanding about the new knowledge. For example the students read a book about the culture of some countries that can make the students know how a culture in country. Reading also can enrich the students' value about the meaning of the words.

As we know many teachers still use explanatory method, they just explain the materials and the students just listen what they said. The result that the students are bored, they did not enjoy learning. And the students have the

difficulties to get the main idea in the text. They need some activities which can make them fun with the reading process. One of the activities is group discussion.

Small Group Discussion is the common type of communication activities which consists of six or fewer students in a purpose to share, investigate, solve, and evaluate the ideas or information (Brown, 2000:177). The good characteristic of discussion is to exchange information of each other. It is useful for the students to express their ideas without fear and embarrassment. In these activities, the students must work together to develop a plan, resolve the problem or complete the task. The small group of discussion is more alive and effective . It makes each person easier to express their ideas. Every person has more roles on the group to be active in the discussion, to help their friends to finish the task.

Based on the statement above the writer would like to formulate the problems for the research as follows: Does the effect of small group discussion more significant than the effect of the conventional teaching technique to the reading comprehension of grade XI students' at SMA NEGERI 2 Pematangsiantar on analytical exposition text?

II.   THEORETICAL REVIEW

2.1   The Nature of Reading

According to Nunan (2005:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is the instruction recognition of various written symbols with existing knowledge, and comprehension of information and ideas communicated. Reading is one of the language skills that have to be improved in learning a language. Reading is the practice of using text to create meaning. Reading is a constantly developing skill. The use of the skill can help the people to comprehend or acquire information of a text. Reading is most useful and important skill for people. Like any skill, people get better at reading by practicing. Reading practice is what helps people become better readers (Johnson, 2008 : 16). Good reading is that which keeps students regular in reading which provides him both pleasure and profit (Patel, 2008 : 113).

2.2   The Purpose of Reading

A person may read for many purposes and that purpose helps understand more what is read by people. If he is reading for pleasure or reading pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feel. And generally the purpose of reading is to find some information.

As we know, the purpose of reading is the student's understand the written language. In other words, how the learners gets the message from the writer's symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to say.

According to Nunan(2005 : 187) there are seven purpose of reading. The purposes will be defined as the following:
1. Reading for details and fact: Reading to know what is done by subject of the story.
2. Reading for main ideas: Reading to get the problem statement.

3. Reading for sequence of organization: Reading to know each part of the story.
4. Reading for inference: Reading to know what is the writer meant by its story.
5. Reading for classifiying: Reading to find unusual things.
6. Reading for evaluating: Reading to know the value of the story.
7. Reading for comparing or contest: Reading to compare the way of the story from the way life of the reader.

From the description above, it can be concluded that the one that the reader want to achieve while reading is comprehending. In other words, the readers should understand what they read and used their knowledge to do that.

2.3 Reading Comprehension

Reading comprehension of interacting with the printed language should be comprehension. It means that the reader must understand what is read. It is the major aspect of reading process. According to Wilhelm (2009), reading comprehension is the capacity to perceive and understand the meaning communicated by text. It involves words knowledge (vocabulary) as well as thinking and reasoning.

Reading Comprehension then depends on many factors, they are :
1. The reader's ability to attend the printed ideas.
2. The reader's background knowledge to which new information must be added.
3. The quality or lucidity of writing itself.
4. The reader's purposesor goal in reading the material.

According to Haris (1964:19), state that reading comprehension is the meaningful interpretation of printed or written verbal symbol as the result that represent of the interaction between the perception of graphics symbol that represent language and readers; language and skill and the knowledge of the world. Thus, to comprehend the reading we should be able to integrate information from text with what we have already known by commiting our background, experiences as well as emotions to comprehension.

2.4 The Level of Reading Comprehension

Clymer (1968) in Brassel and Rasinski (2008) has suggested the following three of action with his three levels taxonomy of reading comprehension, they are:
1. Literal Comprehension

Literal comprehension the lowest of the three levels, requires a reader to be able to retelll or recall the facts or information presented in a text. Names of characters and details of the setting are example of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or she cannot.
2. Inferential Comprehension

Inferential comprehension, the next level refers to ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferiantial comprehension is

more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within readers- their background knowledge.

3. Critical Comprehension

Critical or evaluative comprehension the third and highest level in taxonomy, involves making critical judgements about the information presented in the text. Were the characteristic reputable and honest in their action? Did the selection offer the reader new information, new insight, or added enjoyment? Were the characterister authentic? Was the literary quality of the text high? Answer to such questions require a high level of other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in depth analysis and critical thinking are neccesary to make informed jugments and evaluations. Because responses to inferential and critical level question are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and quality of a reader's inferential and critical comprehension is not easy.

All three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs. These levels are not easily evaluated and do not lend themselves to the "teacher asks and students answer" type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

2.5 Small Group Discussion

Small group discussion or working in small groups has been shown to improve students' understanding, retention of material, and problem solving abilities. However, most of us do not instinctively know how to work well with others in the academic setting. In order to be successful, group work must be carefully structured and the student must receive support in order to be successful.

According to Seravallo (2010:5) "small group discussion conferences accomplish, and complement the same goals". They can prepare a presentation or discuss an issue and come to the group discussion. Although the one-on-one conference is an important weekly meeting between a teacher and student, we can supplement an individual conference with small group conferences to work more efficiently. This efficiency is especially important in today's classrooms with higher benchmarks, large class sizes and increasing demands placed on students and teachers.

Harmer (2007:117) in general it is possible to say that small group or around five students provoke greater involvement and participant than larger group. The small group enough for real interpersonal interaction, yet no so small that members are over reliant upon each individual. Because five is an odd number it means that a majority view can usually prevail.

The writer conclude, small group discussion is a media for students to get involve to influence each other to find the way out about something they discuss about or problem solving.

The classroom organization does not deal directly with the reading process or with the materials, methods, or approach to teaching reading comprehension. Yet without good classroom organization and classroom management, reading instruction may be totally ineffective. It is enough for teachers to know what organizational patterns and management technique are conducive in learning.

According to Ahmad (2010: 54), "small group discussion is an activity in group to solved the problem with the aim to get together the explanation clearly and more detail about something, or to make a decision together. In discussion, every people are hoped gave their opinion so that all the participants turned in to the same comprehending in a decision or conclusion. The steps of teaching reading to the experimental group through discussion are the following.

a) Pre-reading steps
1) Teacher gives the explanation of material for all students.
2) Teacher introduces the selection that students are going to read by showing them the title, author, or cover, and has them predict what the story will be about.
3) Teacher distributes the selection to each student, and has them read silently.
4) Teacher explains the meaning of new words and idioms, and explains new grammar usages.

b) During reading steps
1) Teacher divided the students into small groups. The students decide to be a member of any group by themselves, but the number of student per-group should be equal.
2) Teacher give instructions what the students will do in while teaching.
3) Each student in group reads the whole story or passage silently.
4) Teacher helps students with vocabulary, grammars, and others if they need assistance.
5) Students discuss what the text order and details of story within their group; with the teacher monitoring and helping as needed.

c) Post reading steps
1) Teacher asks the students for taking back position before. It means to avoid students doing discussion when do the test.
2) Teacher evaluates comprehension by having them answer questions by test.
3) Teacher discusses the answer with students by having them tell how they find the answer and how the mastery of comprehension helps them.

2.6 Analytical Exposition Text
1. Definition Of Analytical Exposition

An exposition is a rhetorical discourse that provides information about or an explanation of difficult materials. An analytical writing interprets subtle meanings, imagery, allegories, or other symbolism in a literary or artistic work. Exposition is a text that elaborates the writer's idea about the surrounding phenomenon. It also is a piece of text that presents one side of an issue. Its social function is to persuade the reader that the idea is an important matter.

2. Social function

It functions to persuade the reader or listener to take action on some matters. If we have ever tried to persuade someone to believe something or if you

have argued with someone, then you have used the exposition text. The purpose of its text is to persuade the reader or listener by presenting one side of an argument.

3. Generic Structure of Analytical Exposition

1) Thesis: Introducing the topic and indicating the writer's position. It is an introductory statement that gives the author's point of view and previews the arguments that will follow. It introduces topics and indicates the writer's position or we can call it as an opening statement that indicates the writer's idea or point of view.

2) Arguments : Explaining the argument to support the writer's position. It consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence.

3) Reiteration: Restating the writer's position. It is a conclusion that sums up the arguments and reinforces the writer's point of view. It restates the position more forcefully in the light of the arguments presented.

4. Significant Lexicogrammatical Features of Analytical Exposition

1) Focus on generic human and non-human participants to indicate the writer's attitude to convince the readers about the writer's opinion, he or she needs state words or vocabulary to indicate his/her position. For example: it has special power, it gives advantages, etc

2) Use mainly of nominalization and causal conjunctions to construct the argument such as, however, on the other hand, therefore, thus, leads to, creates, consequently, firstly, secondly, another reason, moreover, in addition, finally, etc.

3) Use of relational process.

4) Use of internal conjunction to state argument.

5) Usually simple present tense.

Examples of Analytical Exposition Text

The Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

(*Source: English Alive for Grade XI Published by Yudhistira 2006).*

Smoking in Restaurant

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

III. RESEARCH METHOD

Research methodology is the general strategy used to collect the data and analyze the data that needed to solve the problem formulated. In this chapter, researcher discusses about Design of Research, Population and Sample, The instrument of collecting data, The Technique of Collecting Data, and The Technique of Analyzing Data.

3.1 Research Design

According to Khotari (2004:3) research design is a plan and procedure for research that spam the discussions from broad assumption to detailed methods of data collection and analysis. The design of this research based on the quantitative research doing with using a number, statistics process and structure.

The writer chooses two classes of grade grade XI SMA NEGERI 2 Pematangsiantar which is at the same number of student. The classes are divided into Experimental Group and Control Group

3.2 The Instrument of Collecting Data

The instrument at this research is multiple choice. Students will be given reading comprehension of text . The test is to answer reading comprehension text. Students asked to answer reading comprehension test. This test will be the instrument. The test is multiple choice test. There are 20 question of multiple choice. And the writer makes pre test and post test in experimental and control group to collect the data.

3.3 Techniques of Collecting Data

Instrument is tool that used by the researcher in collecting data. The kinds of instruments, here based on the kinds of the research. So, the write used test method to collect the data. They are pre-test, treatment, and post-test.

1. Pre-test

Pre-test is one of the steps in collecting the data. In this step, the teacher asks the student to answer the multiple choice questions from analytical exposition text without giving any explanation before. The test consists of 20

items, it includes 4 passages and each passage consists of 5 questions. This step is done in the beginning of lesson before the teacher explains more about the material of lesson. In this case, teacher wants to measure the ability of students to attack all the part of analytical exposition text.

2. Treatment

After doing the pre-test, teacher continues the subject with giving treatment. In this occasion, the teacher gives more deeply the explanation of material for the students. Treatment, which are experimental group and control group that taught by using the same material but different technique. The experimental group was taught with small group discussion. Meanwhile, the control group was taught with small group discussion. Meanwhile, the control group was taught without small group.

3. Post-Test

Having given treatment, the students are given a post test which is similar to that of pre-test. The function of the post-test is to know the mean scores the control group and experimental group after getting treatment. It is also used to know whether there is a different finding in both groups. The test consists of 20 items, it includes 4 passages and each passage consists of 5 questions.

IV RESULTS AND DISCUSSION

4.1 Results

Scores of Pre-Test and Post-Test in the Experimental and Control Groups

No	EXPERIMENTAL CLASS				CONTROL CLASS			
	Pre-Test (X_1)	Post-Test (X_2)	X (X_2-X_1)	X^2	Pre-Test (Y_1)	Post-Test (Y_2)	Y (Y_2-Y_1)	Y^2
1	80	90	10	100	70	75	5	25
2	75	90	15	225	70	75	5	25
3	75	85	10	100	70	70	0	0
4	75	85	10	100	65	70	5	25
5	70	85	15	225	65	70	5	25
6	70	80	10	100	65	70	5	25
7	70	80	10	100	65	70	5	25
8	65	80	15	225	65	65	0	0
9	70	75	5	25	65	65	0	0
10	65	75	10	100	65	60	-5	25
11	65	75	10	100	60	70	10	100
12	65	75	10	100	60	65	5	25
13	65	75	10	100	60	65	5	25
14	65	75	10	100	60	65	5	25
15	65	75	10	100	60	65	5	25
16	65	75	10	100	60	65	5	25
17	60	75	15	225	60	65	5	25
18	60	75	15	225	60	65	5	25

19	60	75	15	225	60	60	0	0
20	60	75	15	225	60	60	0	0
N	55	75	20	400	60	60	0	0
22	65	70	5	25	55	65	10	100
23	65	70	5	25	55	60	5	25
24	60	70	10	100	55	60	5	25
25	60	70	10	100	55	60	5	25
26	60	70	10	100	55	60	5	25
27	60	70	10	100	55	55	0	0
28	60	70	10	100	55	50	-5	25
29	65	65	0	0	55	50	-5	25
30	65	65	0	0	50	55	5	25
31	60	65	5	25	50	55	5	25
32	60	65	5	25	50	55	5	25
33	60	65	5	25	50	55	5	25
34	60	60	0	0	50	50	0	0
35	55	60	5	25	50	50	0	0
N=29	$\sum X_1=$ 2255	$\sum X_2=$ 2585	$\sum X_2-X_1$ = 330	$\sum X^2=$ 3850	$\sum Y_1=$ 2065	$\sum Y_2=$ 2175	$\sum Y_2-Y_1$ = 110	$\sum Y^2=$ 800

After the researcher has done a research and has collected the data and then the researcher calculated the data, the writer got some findings from the result of data calculation. Below, the writer listed the data findings: The effect of small group discussion is more significant than the effect of without small group discussion in reading comprehension. It can be seen from the calculation of testing hypothesis that shows "T-test is higher than T-table (6.28>1.667)". And the statistical hypothesis; Ho is rejected and Ha is accepted. T-test > T-table (6.29>1.66). So, the writer concludes that the using small group discussion is more significant than without small group discussion in reading comprehension.

4.2 Discussion

The test of hypothesis shows that the students of experiment class who learnt reading comprehension by using small group discussion got higher scores than students of control class who learnt reading comprehension by using conventional method.

The finding as described are supported by those enumeration obtained from the observation of reading during experiment. There are some factors it is causing the improvement of student's reading comprehension such as: Students get easier to understand the meaning to each sentence in the text. It is caused by the students can share the meaning of each sentence in their group.

The Students are more active during teaching and learning process, by doing some discussion in a class. Before using small group discussion the writer finds that the students just focus at their own task, so the smarter students finish the task faster than the passive students. After using small group discussion, the

students do not spend much time in doing task. It also helps the teacher to follow
the lesson plan.

By using small group discussion in teaching reading comprehension, the
researcher finds that the discussion has been exercised by the students to be
confident to share what on their mind. It makes the students are more motivated
because the teaching and learning process enjoyable.

V. CONCLUSION

Based on the result of the T-test, it is found of what the T-test is greater
than T-table (6,28 >1.667). So, it can be concluded that the alternative hypothesis
(Ha) is accepted, and the null hypothesis (Ho) id rejected. In other words it can be
said that the small groupdiscussion gives a more significant effect than the
conventional teaching technique on the reading comprehension of grade XI
students at SMA Negeri 2 Pematangsiantar on analytical exposition text.

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The Effect of Games on Students' Reading Comprehension

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Abstract: *Games is an activity which can challenging, enchanging and entertaining and activity which the students play and interact with other. The goal of teaching-learning based on Curriculum 2013 can be achieved by applying games as a technique in teaching, especially in reading. The students are not only doing task because of under pressure from the teacher, but they will do it by themselves and to themselves. The researchers applied three games in this research, firstly running dictation and arranging game, secondly matching game. After appling this games the researchers gave them multiple choice consist four options. This is quantitave research, this research need to know the significant effect of technique or method on students' skill. After calculated the data, it was found t-observed (3.09) was higher than t-table (1,67). This research proved there was significant effect of using games on students' reading comprehension.*
Key words*: Arranging game, Matching game, Reading comprehension, Running dictation.*

I.   INTRODUCTION

Background

Language is as tool to communicate with each other. There are many language in the world such as Indonesia, Chinese, English and other. The students's need to learn language especially English as foreign language. Government also apply this subject in curriculum as duty to learn by students. In learning English language, the students should master four skills namely speaking, listening, reading and writing. This researcher only focuses to research about students' ability in reading skill because reading ability will be developed best in associaton with writing, listening, and speaking activities.

According to Nunan (2005:69), reading is a set of skill that involves making sense and deriving meaning from the printed word. When the reader reads the text, it is also the way to get information and improve people's knowledge. People can improve their knowledge by reading because the reader can imagine the text eventhough she/he never sees it directly. Because of reading can invlove people's knowledge this is related to basic in study language, the reader will familiar with new vocabulary, punctuation, construct sentences, paragraphs amd texts. This is also help the reader to master others skills.

Based on the writer's experince on teaching in grade Eight of SMP Negeri 1 Pematangsiantar, the researcher found some students' problem in reading comprehension mastery. The first, they were difficult to read the text especially to pronounce the words, the second, they did not know the meaning of the written text, the third, they thought reading is bored thing,, the last, they often had the

same answer in every task. Because of problem above the choose to be silent when they were asked and choose to talk with their friens than gave attention for the lesson.

To overcome that problem the researcher recommended to use games. Wright et. al (2006:1) stated that, game is an activity which is entertaining and enggaging, often challenging, and an activity in which learners play and usually interact with others. This is good to applying when attention is hard to get and harder to keep. The games that the researcher chose namely running dictation, arranging game and matching game.

This research should carry out a research under title The effect of games on students' reading comprehension.

Scope

This research focus on literal and interpreative comprehension. The researcher also uses Wright et. al theory about games, the games are running dictation, arranging game and matching game. The school that the researcher will be doing research in SMP Negeri 1 Pematangsiantar, with location in Merdeka street and the class is choosen in grade eight.

Problem

Does using games significantly affect on students' reading comprehension?

II. LITERATURE REVIEW

Theory of Reading and Reading Comprehension

According to Pang (2003), reading is defined as understanding written text. He said that reading is consists of two related process: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He added his statement that the reader who has background knowledge, vocabulary, grammatical knowledge experience with the text and other strategies can help them understand written text. The goal of reading is understand the meaning.

While even though the goal of reading is comprehend the meaning of the text, the reader should recognize the written symbol and then the writer will get meaning in comprehending the messages of the text. According to Klingner, Vaughn and Broadman (2007:8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

Process of Reading

According to Kustaryo (1988:15) there are some process of reading that is classified into three stages:

1. The recognition stage.

    At this stage learner simply recognizes the graphic counter parts of the phonological items. For instance he recognizes the spoken word in it's written from.

2. The structuring stage.

    The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3. The interpretation stage.

    This is the highest level in the process of reading. The learners comprehend the significance of a word, a phrase, or a sentence in the overall context of the discards.

Purpose of Reading

Harmer (1998:80) stated that the are some purpose of reading:

a. Reading provides students understand any exposure to English.

b. Reading also provides good model for English writing skill. If you more read, you will easy to write.

c. Reading provides opportunity to study language such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

The overall goal of reading comprehension is not only to remember most of specific detail, but to have a good understanding of the main ideas and supporting ideas and to relate those main ideas to reader background knowledge as appropriate.

Levels of Comprehension

Reading comprehension can be divided into four categories: literal comprehension (this level the reader is reading includes the process to take in ideas that is stated directly in a selection), interpretive reading (this is the process of deriving ideas that is implied rather than directly stated, critical reading (this level involves judgement of the quality, value, accuracy and truth fullness of what is read) and creative reading (the reader must be able to think and to use tehir imagination).

Definition of Games

According to Haldfield (1991:4) game is an activity with rules, a goal and element of fun. The element of fun games provides the students more life situation with more chance to express their ideas in their own ways but under the rule. According to Wright et. al (2006:1) game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games are not only providing their language practice, but also they have effect therapeutic that can make relationship between the students and teacher will be harmonious and closer.

Kinds of Games

According to Wright et. al (2006:80), there are games which the learners do something to communicate to others their understanding, their feeling and their ideas, rather than just a response that is private. Games are the way to share and to make relationship, so the goal of reading can be achieved if someone likes to play and share.

- Running dictation   means divided learner as A and B. The learner A will be memorizing and dictating a text to the learner B. And the learner B will be dictating by written.
- Jumbled texts (arranging game) means the learner divided into group, and every group should arrange the sentence based on correct sequence.
- Pelmanism (matching) means the learner should pair cards based on word/definition or quotation/author or picture/a written description or question/answer or etc.

Point to Consider in Implementing Games

a. Game must be more than just fun.
b. Play diffrent games lesson to lesson.
c. Vary the order in which games that you play.
d. Think ahead.

III.   RESEARCH METHOD

Research Design

The researcher used the design of research based on quantitative research. According to Arikunto (2010:9), "Quantitative research is a way to connect cause and effect between the two factors is intentionally inflicted of the researcher by eliminating factors that disturb."

Setting, Population and Sample

The place which is choosen to do research is in SMP Negeri 1 Pematangsiantar, Jl. Merdeka Pematangsiantar. The total population is three hundred seventy seven students which come from twelve class in grade eight. The sample was taken from the population, is chosen by random clustering method. The researcher chooses two classes to the subject of the research that are VIII 1 which consist of 30 students : they are 8 males and 22 females and VIII 4 which is consist 30 students : they are 15 males and 15 females.

Data Collection

In this study, writer makes the test in chooses the right answer tests that have four options in each item. The total numbers of the test are 20 items. The test is given for experimental group and control group. In scoring the test, this study uses scored ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:
S = Score
R = Right answer
N = the total number of items.

Technique of Analyzing Data

Since this research was a quantitative experimental research and it used an interval scale, the data were analyzed by using T-Test (Paired Sample). The steps for data analyzing technique :

1. After the writer gets all the students' score test in experimental group and control group, the writer calculates the total score of test from each group.

   The Formula (mean): $\mathrm{X} = \frac{\sum x}{N}$

2. The writer calculates the means of experimental group (Xe) and control group (Xc). The writer also calculates the standard (SE). The T-test formula was used to find out T-Observed.

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\,(\chi e - \chi c)}$$

Where :

$\bar{X}e$ = Mean of experimental group
$\bar{X}c$ = Mean of control group
SE = The standard error

3. The last is testing hypothesis.

IV.   RESULTS

Research findings were the conclusion of the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:

1. The effect of games on students' reading comprehension at grade eight students of SMP Negeri 1 Pematangsiantar, the students were able to comprehend the text.

2. The writer did apply games in experimental group. The games that the writer used are running dictation combine with arranging game and matching game. These games were successfully affect for students reading comprehension.

3. The use of games had an effect in teaching reading comprehension at grade eight of SMP Negeri 1 Pematangsiantar. The result of analyzing data, the score of t-test was higher than t-table (3.09 > 1.67). It meant there was a significant effect of using games on students' reading comprehension at grade eight of SMP Negeri 1 Pematangsiantar.

V.   CONCLUSION AND SUGGESTION

Conclusion

After conducting the research the effect of games on students reading comprehension, the researcher concludes that:

1. By using games significantly effective for students' ability in reading comprehension, it is showed by the score of the students in the

experimental group was higher (∑Sum = 2750) than control group (∑Sum = 2600).

2. The students who are taught by using games more focused, more enthusiastic, felt enjoy and felt interest to learn than the students who are taught without games.

3. The students are also more active in learning English when they are taught by using games.

Suggestions

The researcher intends to propose some recommendations that hopefully will be useful, especially for as follows:

1) English Teachers

   o This study can give distribution as reference for English teacher to improve students' ability on reading comprehension by using games.

   o Teacher can use the result of the study as reference when they want to take students' attention in teaching-learning process so that more enjoy and interest.

   o Teacher need to reconsider techniques and media while presenting the material. Using various techniques and recent media will change the classroom climate. This may solve the students' boredom in reading class.

2) Other researchers

   The researcher also gives suggestion to other researchers to investigate the use of games for the sake of language skills mastery (i.e. listening, speaking, and writing). This research can be used as reference since it proved that the students' ability on reading was significantly affected by using games.

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The Effect of Applying STAD Technique on Students' Reading Comprehension

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Abstract: *This research examined the effect of applying student team achievement division (STAD) on students' reading comprehension in narrative text at grade ten of SMA Sw. As experimental research, the sample of this research is taken from two classes that consist of 100 students (50 in experimental group in class X6 and 50 students in control group in class X5). The researcher found that the mean of post-test in experimental group is 78.26 and the mean of post-test in control group is 66.32 and the researcher also found that t-test is higher than t-table (10.68 > 1.66). The researcher concluded that STAD could develop the students' reading comprehension.*
Keywords: *Cooperative learning, STAD, narrative text, reading*

I. INTRODUCTION

Language is the important tool for human in daily activity for communicating. By using language, people can communicate with the others. Communicating means to express our idea, desires and also to understand one each other. People need to communicate with other to built an interaction in the daily life. Every country has their language for communicating. One of the popular languages is English. English has been one of the language that is very important in international communication. It has been put as subject to be taught for students in Indonesia as a foreign language.

Finochiaro (1974:10) says that, "Language learners should be given insight into the place and function of various language items and skills in listening ,speaking, reading, and writing activities that is in real communication situations." Hence, the four major skills in communication thought language are oftepn broadly defined as listening, speaking, reading and writing. All of them become the reference for studying English. One of the language skill that is very important to study as the learners is reading skill. By reading student can add their knowledge and they also can get much new information from the text. The point of all students' problem in reading activities is about reading comprehension.

Based on the researcher observation, there are some problems that faced by students. Students had the problem on reading comprehension because the text was too long. They did not understand what the content of the text. Beside that, It made the students getting the low score on the result of test because their weakness on reading comprehension.

Based of the problem above researcher considered that there are some mistakes in teaching learning process. It can be from the method or technique that used by teacher. Whereas, teaching and learning process can be succeeded if supported some factors, like the exact method or technique. Some teachers just

gave the explanation and exercise without thinking whether it was success in teaching reading. It made students less comprehended, less interest in reading, and made students bored in the classroom during teaching learning process.

Referring to the problems above, it is necessary for language teacher to help the reading skill of their students. To improve the student's ability, the teacher should use appropriate method. The method should be interesting to interest students in teaching learning process. There are some kinds of method like CLT, The Grammar-Translation Method, The Natural Approach (Direct Method), Situational Language Teaching, The Audio-Lingual Method, The Silent Way, Suggestopedia, Total Physical Response and Cooperative Learning . One of the methods that can be chosen by the researcher is cooperative learning method.

Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom (Richard and Rodgers 2001:192). A cooperative learning method is believed as being able to give chance for students to be involved in teaching learning process and take responsibility of his/her own learning. The researcher would like to propose a technique, namely "Student Teams Achievement Divisions."

Students Team Achievement Divisions (STAD) Technique is taken as the technique to be implemented. It is a type of cooperative learning. Slavin (1995: 33) stated that STAD system is one of the simplest and most flexible of the cooperative learning method, having will be used in second grade up to twelve grades and in such diverse subject area as math, language, art, social studies, and science. In the cooperative learning type, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender.

The researcher chooses Student Team Achievement Division (STAD) Technique in teaching reading because it is considered that teaching reading should be emphasized in raising students' motivation so that teaching learning process of reading results will get better achievement. By applying this technique, students' problem is hopefully solved.

In this study, the problem of the research is what is the effect of Student Team Achievement Division (STAD) Technique to the students on reading comprehension in narrative text at grade X of SMA Sw. Bintang Timur Pematangsiantar?

II. LITERATURE REVIEW

Reading

Reading is one of the basic skills in learning a language. One of the major problems in reading instruction skill is the definition of reading itself. The term of "reading" cannot easily be defined because it has many interpretations. It is apparent that one simple definition will not be sufficient, for that reasons; different people would be described and defined this term in different ways. That's because of different purposes, different basic knowledge, and different importance of reading itself.

Nunan (1999:249) stated that "Reading involves processing idea generated by others that are transmitted through language and it involves highly complex cognitive processing operations." It means, generally reading is a

complex process of human's activity. In this sense, Harmer (1991) said that Reading is an activity that uses the eyes and the brain in which the eyes has a function to get the message or information and to send the message to the brain, and then the brain gets the message from the eyes and manage the message.

In addition, Harmer (1991:190) stated that Reading is not a passive skill. Reading is an active occupation. It involves many skills as guessing, predicting, checking, and asking oneself questions. To do it successfully, we have to understand the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them. If readers do not do these things, then reader just scratch the surface of the text and quickly forget it. Therefore, it can be said that reading include many aspects of skills and it is a complex process in getting meaning or in understanding the message. It is commonly what we call as reading comprehension.

Based on the opinions given by the experts, the researcher sums up that the reading is a complex process of human's activity. As they are reading, they use their eyes and brain to get the meaning of the author's message. In addition, reading is a kind of activities to understand a written language. It is not only how to get meaning of each words or sentences but the important one is how the reader can get and understand what the author tries to convey through his words. It is a complex process because the readers obviously needed a great number of skills and integrated their skills in getting meaning or in understanding the message.

Narrative Text

Anderson and Anderson (1997:8) stated that Narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013:2) state that Narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. It can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the researcher should arrange the text interestingly. The social funtion or the purpose of narrative text is to amuse or entertain the readers with actual or vicarious experience in different ways.

Generic Structure of Narrative Text

Derewianka (1990:32) states that the steps for constructing a narrative are:
a. Orientation, in which the researcher tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
b. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
c. Resolution

The problem (crisis) is resolved. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of coursepossible in certainly types of narrative, which leave us wondering (how is the end?)).

Meanwhile, Anderson and Anderson (1997:8) showed the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, it contains a comment or moral values which can be learned from the story, but this is an optional step.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the researcher tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left complete.

Language Features

Narrative text also has a specific of language features. Grace and Sudarwati (2007) said that the significant features of narrative text are focused on specific and usually individualized participants, use of material processes, use relational and mental processes, the use of temporal conjunction and temporal circumstances and use of past tense. Narrative text uses past tense because it told about some events in the past. There are three kinds of past tense. The first is the simple past tense. This tense is used for events which were completed in the past. For example, Malin went to the sea. The second is past perfect tense. This tense is used for an event that had happened, but still has relation with the past. For example, they had gone when I arrived. The last is past continuous tense. It tells about events which happened at the same time in the past. For example, Anne was cooking when he arrived at the door, but at the same time I was watching TV.

Types of Narrative

There are three kinds of narrative text. According to Djatmika and Wulandari (2013) narrative text is divided into three types. They are true story, a fable and a folk tale.

First, a true story is a personal experience of a character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life.

Second, a fable is a kind of narrative text with the main character is an animal that has an attitude like humans.

The last is folk tale. A folktale is a typical of fairy or legend story. It tells about magical story. Many people are interested in folk tales, because it is usually told about something magic, legends and romance.

Example of Narrative Text:
The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listen to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo. "You are so big and strong. Why do you do everything the man tells you?" the buffalo answered, "Oh the man is very intelligent." The Tiger Asked, "Can you tell me how intelligent he is?" "No, I can't tell you," Said The Buffalo. "But you can ask him" added buffalo. So next day the tiger said to the man, "Can I see your intelligence?" But the man answered, "It at home." "Can you go and get it?" asked the tiger. "Yes" said the man, "But I'm afraid you will kill my buffalo when I gone. Can I tie you to a tree?" After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even you haven't seen it."

(Quoted from: www.bahasainggrisoke.com)

Cooperative Learning

Classroom is a place where students together with their classmates. In Indonesia school, the number of students in a class is big-approximately 35 to 40 students. This is one of the challenges in teaching today. Teachers are expected to teach in a way that enables students to learn materials in the classroom cooperatively.

Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom Richard and Rodgers (2001:192). Cooperative learning creates opportunity for students to help their group members to solve their learning problems which in small group students feel more comfortable asking for help. In cooperative learning students can work their assignment together. Cooperative learning grounded in the belief in that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks.

Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members (Richards & Renandya 2002:52).

Based on the all statement above, the researcher summarized that cooperative learning is a learning model which provides opportunity to interact and communicate with each other. Cooperative learning is not just putting students into group but they should learn social skill. The cooperative learning requires students to be active in the group and achieved the main goal of every member in the group.

Student Teams Achievement Division (STAD)

Student Teams Achievement Division (STAD) Technique is one a set of instructional techniques developed and researched by Robert E. Slavin at John Hopkins University collectively known as Student Team Learning. Slavin (1995: 33) stated that STAD system is one of the simplest and most flexible of the

cooperative learning method, having will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender.

In Student Team Achivement Division (STAD) Technique, student are assigned to four-member learning teams that are mixed in performance, level, gender and ethnicity. It is to accelerate the achievement of all students. Student Team Achivement Division (STAD) Technique shares the idea that students work together to learn and responsible for their teammates and learning as well as their own (Sharan 1999:4).

According to Sharan (1999:3) there are three concepts that are central to Student Team Achievement Division (STAD) Technique, they are:

a. Teams rewards

Teams may earn certificates or rewards if they achieve above a designated criterion. But there is no competition among the students.

b. Individual accountability

It means that in Student Teams Achievement Division (STAD) Technique, the teams' success depend on the individual learning of all team members.

c. Equal opportunity for success

It means that what students contribute to their tems is based on their teams is based on their improvement over their own past performance.

From the several statement above, the researcher sums up that the Student Team Achievement Division (STAD) Technique is one of the cooperative learning techniques that students are assigned to four or five- member learning teams that are mixed in performance level, gender, and ethnicity. Students will have equal oppurtunity to learn and students are rewarded for doing better than they have in the past, they will be more motivated.

The Components of STAD

Slavin (1995:72) stated that Cooperative learning of STAD type consists of five major components. They are:

a. Class Presentation

   Material in Student Team Achievement Division (STAD) Technique is initially introduced in a class presentation. This is most often direct instruction or a lecture discussion conducted by the teacher.

b. Teams

   Teams are composed of four or five students who represent a cross section of the class in term of academic performance, sex and race or ethnicity.

c. Quizzes

   After teacher presentation and team practice, the student who take individual quizzes are not permitted to help one another during the quizzes.

d. Individual Improvement Score

   Each student is given a "base" score, derived from the students average past performance on similar quizzes.

e. Team Recognition

   Team may earn certificate or other rewards if their average scores exceed a certain criterion. It is based on:

1) Improvement point. Students earn points for their teams based on the degree to which their quiz score (percentage correct) exceed their base score.
2) Recognizing Team Accomplishments. Three levels of awards are given.

The Advantages and Disadvantages of STAD

According to Cruickshank, Jenkins & Metcalf (2006:238) STAD also has advantages and disadvantages. For the advantages of Student Team Achievement Division (STAD) Technique are:

a. Encourage learners to work together for both the common and individual good
b. To make students feel better about themselves and to be more accepting of others.
c. Students will have an equal opportunity to learn.
d. Students with lower abilities are more likely to improve their achievement in mixed group.
e. Students will be active in teaching learning process

In contrast, the disadvantages of Student Team Achievement Division (STAD) Technique are:

a. Taking much time in organizing the group
b. The class situation becomes noise because students work in group, it means that they have to interact with their teammates to discuss the task given. It is natural that when students work in group they will much talking than when they learn individually, here the teacher needs to control the student often.
c. Wasting instructional time. Teacher has to state clear instruction, sometimes she has to repeat the instruction often because they concern with their group and they ignore the teacher.
d. It need more time for teacher to implement Student Team Achievement Division (STAD) Technique well in class. Because for the first time, students need to adapt with their teammates.

III. RESEARCH METHOD

Research Design

The researcher applies quantitative research for this research. According to Arikunto (2010:9) "Quantitative research is a way to connect cause and effect between two factors in intentionally inflicted of the researchers by eliminating factors that disturb." So, the researcher uses the quantitative research to measure effect of using Student Team Achievement Division.

Population

According to Arikunto (2010:173), population is defined as all members of any well-defined class of people, events, or object. The population of this research is the students of SMA Bintang Timur Pematangsiantar at grade ten. There are six classes, X-1 consists 47 students, X-2 consists 48 students, X-3 consists 48 students, X-4 consists 48 students, X-5 consist 50 students and X-6 consists 50 students. The total number of students are 291 students.

Sample

According to Arikunto (2010:174-175), sample is a part of population. The researcher chooses random sampling to take the sample. The sample is taken from the population. The researcher takes students as samples by a suitable technique of sampling. Random sampling technique means withdraw the number of population randomly (Arikunto 1995:126). Through this technique will give the same opportunity to the population to be a sample because chosen randomly. Here the researcher takes two classes (X-5 and X-6) from six classes as the samples that consist of 50 students of each class. One class will be control class (grade X-5) and the other one as experimental class (X-6). In experimental group the researcher will apply Student Team Achievement Division and in control group the researcher does not use Student Team Achievement Division.

Technique of Collecting Data

According to Arikunto (2013:266), In conducting the test, there will be applied into 3 steps : pre-test, treatment, and post-test.

Technique of Analyzing Data

Since this research was a quantitative experimental research and it used an interval scale, the data were analyzed by using T-Test (Paired Sample) in order to calculate the pre and post results. The steps for data analyzing technique :

1. After the researcher gets all the students' score from the pre-test and post-test in experimental group and control group, the researcher calculates the total score of pre-test and post-test from each groups. The researcher calculates means of pre-test and post-test from each group.

   The Formula (mean) : $X = \frac{\sum x}{N}$

   The researcher finds the highest and lowest score from each groups. And the researcher makes the conclusion.

2. The researcher analyses the level of ability of the students in experimental group and control group by calculating the raw score of students in experimental group and control group. To know the level ability of the students from both groups, the researcher uses the criteria of each group.

   The formula : (SD) : $S = \frac{1}{N} \sqrt{\{(N\sum(X_1)^2)(X_1)^2\}}$

   Where : SD = Standard Deviation

   N = Number of Sample

   X = Score

   So, the researcher concludes the level ability of the students.

3. The researcher calculates the means of experimental group (My) and control group (Mx). The researcher also calculates the standard deviation of experimental group (dy) and the standard deviation of control group (dx).

4. Testing the T-Test formula. The T-Test formula was used to find out T-Count. The form : $T = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$

5. The last is testing hypothesis. To test the hypothesis, the data were adapted to the T-test formula chosen. It was done to know whether the hypothesis was accepted or rejected. If the t-count was found to be smaller than the t-table, it

means that the null hypothesis was accepted and the alternative one was rejected. If the t-count was found to be higher than t-table, it means that the null hypothesis was rejected and the alternative one was accepted. It can be said that Ho has been reject and Ha has been successfully accepted.

IV. RESULT AND DISCUSSION

Result in Experimental Group

No	Students	Using STAD				
		Pre-test (X)	Post-test (Y)	X^2	Y^2	XY
1	AM	66	83	4356	6889	5478
2	AG	73	86	5329	7396	6278
3	AS	66	73	4356	5329	4818
4	CM	56	73	3136	5329	4088
5	DS	63	86	3969	7396	5418
6	DCS	53	73	2809	5329	3869
7	DFS	76	86	5776	7396	6536
8	DS	63	86	3969	7396	5418
9	EP	66	80	4356	6400	5280
10	FM	80	90	6400	8100	7200
11	FN	63	83	3969	6889	5229
12	GM	53	73	2809	5329	3869
13	HS	63	80	3969	6400	5040
14	HSS	50	70	2500	4900	3500
15	JWP	66	76	4356	5776	5016
16	JPS	60	73	3600	5329	4380
17	JN	56	70	3136	4900	3920
18	JWS	66	80	4356	6400	5280
19	KP	56	70	3136	4900	3920
20	KM	70	86	4900	7396	6020
21	KS	56	73	3136	5329	4088
22	LM	63	83	3969	6889	5229
23	LP	50	73	2500	5329	3650
24	MP	56	70	3136	4900	3920
25	MS	76	86	5776	7396	6536
26	MDS	63	80	3969	6400	5040
27	MSM	56	76	3136	5776	4256
28	MP	50	73	2500	5329	3650
29	MPP	40	66	1600	4356	2640
30	NS	76	86	5776	7396	6536
31	NR	67	76	4489	5776	5092
32	NM	70	86	4900	7396	6020
33	OH	43	70	1849	4900	3010
34	PP	66	80	4356	6400	5280

35	RS	73	86	5329	7396	6278
36	RM	56	73	3136	5329	4088
37	RS	67	80	4489	6400	5360
38	RAS	83	93	6889	8649	7719
39	RHS	46	70	2116	4900	3220
40	SS	66	76	4356	5776	5016
41	SRS	56	70	3136	4900	3920
42	ST	66	83	4356	6889	5478
43	SM	63	80	3969	6400	5040
44	TCS	63	76	3969	5776	4788
45	TN	73	83	5329	6889	6059
46	TAS	63	76	3969	5776	4788
47	TS	60	76	3600	5776	4560
48	WS	60	70	3600	4900	4200
49	YM	70	83	4900	6889	5810
50	YH	73	83	5329	6889	6059
	N = 50	$\sum X=$ **3125**	$\sum Y=$ **3913**	$\sum X^2=$ **200751**	$\sum Y^2$ **=308285**	$\sum XY =$ **247887**

Result in Control Group

No	Students	Without Using STAD				
		Pre-test (X)	Post-test (Y)	X^2	Y^2	XY
1	AWS	70	76	4900	5776	5320
2	AST	63	66	3969	4356	4158
3	ATT	53	60	2809	3600	3180
4	AKS	66	60	4356	3600	3960
5	AS	66	66	4356	4356	4356
6	AP	73	76	5329	5776	5548
7	ANS	56	60	3136	3600	3360
8	AMP	80	83	6400	6889	6640
9	BT	56	60	3136	3600	3360
10	CS	50	53	2500	2809	2650
11	CA	50	56	2500	3136	2800
12	CH	66	66	4356	4356	4356
13	DS	53	60	2809	3600	3180
14	DP	63	60	3969	3600	3780
15	ET	46	56	2116	3136	2576
16	EH	66	70	4356	4900	4620
17	F	53	56	2809	3136	2968
18	FS	66	66	4356	4356	4356
19	GY	76	83	5776	6889	6308
20	HJS	50	60	2500	3600	3000
21	HS	53	60	2809	3600	3180

22	HN	66	73	4356	5329	4818
23	IM	53	66	2809	4356	3498
24	IGT	56	60	3136	3600	3360
25	JMS	60	66	3600	4356	3960
26	JH	66	66	4356	4356	4356
27	JS	60	70	3600	4900	4200
28	JO	60	66	3600	4356	3960
29	JP	66	73	4356	5329	4818
30	KPS	53	60	2809	3600	3180
31	KS	56	60	3136	3600	3360
32	LS	60	63	3600	3969	3780
33	MM	60	70	3600	4900	4200
34	MS	66	70	4356	4900	4620
35	ND	40	56	1600	3136	2240
36	NL	56	63	3136	3969	3528
37	OS	66	66	4356	4356	4356
38	PO	53	60	2809	3600	3180
39	PS	56	66	3136	4356	3696
40	RH	66	73	4356	5329	4818
41	RS	66	73	4356	5329	4818
42	SRP	66	70	4356	4900	4620
43	SS	63	70	3969	4900	4410
44	SSS	70	76	4900	5776	5320
45	TP	66	66	4356	4356	4356
46	WS	73	80	5329	6400	5840
47	YCS	70	76	4900	5776	5320
48	YM	66	66	4356	4356	4356
49	YS	53	73	2809	5329	3869
50	YAS	53	66	2809	4356	3498
	N = 50	**∑X=3040**	**∑Y=3316**	**∑X²= 188094**	**∑Y² =222446**	**∑XY =203991**

Using T-Test Formula

To find out whether the using of Student Team Achievement Division Technique affected the students in teaching reading comprehension, the data had been calculated by using T-test formula as follows:

Mx = 15.56 $\qquad$ $\Sigma x^2 = 1156.32$ $\qquad$ Nx = 50

My = 5.52 $\qquad$ $\Sigma y^2 = 1034.48$ $\qquad$ Ny = 50

$$T = \frac{Mx - My}{\sqrt{\left\{\frac{\Sigma X^2 / + \Sigma Y^2}{Nx + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}} = \frac{15.56 - 5.52}{\sqrt{\left(\frac{1156.32 + 1034.48}{50 + 50 - 2}\right)\left(\frac{1}{50} + \frac{1}{50}\right)}}$$

$$= 10.68$$

The data showed the score of the students that use Student Team Achievement Division Technique (STAD) Technique is higher than the student's score without Student Team Achievement Division (STAD) Technique. It can be proved from the mean of post-test in experimental group was 78.26 and the mean of post-test in control group was 66.32. It showed that the score of the students in experimental group was higher than control group.

So based on the analysis of the data, T-observed is higher that T-table (10.68 > 1.66) at the level of significant. It shows that there is an effect of using Student Team Achievement Division (STAD) Technique on student`s reading comprehension in narrative text at grade ten of SMA Sw. Bintang Timur Pematangsiantar.

Discussion

The purpose of this research is to find out whether teaching by using Student Team Achievement Division (STAD) Technique is more significant than without using Student Team Achievement Division (STAD) Technique on student`s reading comprehension in narrative text at grade ten of SMA Sw. Bintang Timur Pematangsiantar.

Ningrum (2011:1-67) stated that teaching learning process by using Student Team Achievement Division (STAD) Technique gives the positive effect in improving the students' ability in reading reading comprehension. That is shown by the students' enthusiasm in doing discussion group and most of the students more understand what the teacher said. It indicates that by applying Student Team Achievement Division (STAD) Technique, the students' comprehension has improved

In this research, the reseacher used two classes as the sample that consists of 50 students of each class. One class was chosen to be the experimental group and this group received treatment by using Student Team Achievement Division (STAD) Technique and the other one as the control group received a different treatment or without Student Team Achievement Division (STAD) Technique.

To know the effect of Student Team Achievement Division (STAD) Technique, the researcher gave the student a pre-test and post-test. The test is multiple choice.

From the analysis of the data, the researcher found that the mean of pre-test in experimental group is 62.5 and the mean of post-test in experimental group is 78.26 , and the mean of pre-test in control group is 60.8 and the mean of post-test in control group is 66.32. Then, T-observed is higher than T-table (10.68 > 1.66) at the level of significant is 0.05 with df = 98 (Nx + Ny – 2 = 50 + 50 - 2 = 98) , it means that there is an effect of using Student Team Achievement Division (STAD) Technique on student`s reading comprehension in narrative text at grade ten of SMA Sw. Bintang Timur Pematangsiantar.

Based on the result of the research, the researcher concludes that in teaching reading by using Student Team Achievement Division (STAD) Technique on student`s reading comprehension in narrative is more effective than without using Student Team Achievement Division (STAD) Technique.

V. CONCLUSION

The result of t-test shows that t_{obs} is higher that t_{table} 10.68 > 1.66 ; p = 0,05, it can be concluded that Student Team Achievement Division (STAD) Technique significantly affects on students' reading comprehension. It comes from the analyzing of data, where the experimental group got the higher score than the students of control group. In post-test, the experimental group got 3913 point while in the control group got 3316 point. The result of the test showed that using Student Team Achievement Division (STAD) Technique on student`s reading comprehension in narrative is more effective than without using using Student Team Achievement Division (STAD) Technique on student`s reading comprehension in narrative text. It is suggested to the English teachers to apply the Student Team Achievement Division (STAD) Technique in teaching narrative text because by working in a team they can increase their ability.

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The Effect of Picture Series Media on Students' Writing Narrative Text

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Abstract : *This research is conducted in order to find out the Effect of Picture Series Teaching Media to the Ability of Grade X Students in Writing Narrative Text at SMA Negeri 2 Pematangsiantar. This research design is quantitative research. The data of this research were taken from two classes that consist of 48 students (24 in experimental group and 24 students in control group. The researcher found that the mean of post-test in experimental group is 83 and the mean of post-test in control group is 70,16 and the researcher also found that t-test is higher than t-table. It can be seen from df: 46 (24+24-2) with the table is 2,01 and the level of significance 5%. It shows that t-test is higher than t-table (5,31 > 2,01). Finally, it can be concluded that Picture Series teaching media was successful to increase the students' ability in writing narrative text.*

Keywords : *Narrative, Picture Series, Teaching Media, Text, Writing*

I. INTRODUCTION

1.1 Background of the Research

English is important for our life besides in building relationship with others, English is very important for our education because students are expected to be able in speaking English in school moreover when English has become one of the subjects of national examination that demands the students must comprehend English, so the students must train themselves to understand English more than they have learned before. The students also must be able to comprehend four skills in English such as listening, speaking, reading, and writing. These four skills are the ways to develop the human's ability in mastering English. Listening skill refes to auditory comprehension in which short utterances, dialogues; speaking skill is usually used in the form of an interview, a picture of description, role play, and a problem solving task involving pair work or group work; reading skill is the ability to understand the gist of a text and to extract the information on specific points in the text; and writing skill refers to the ability in creating the ideas in written form such as letters, texts, reports, memos, messages, etc. One of those skills that the writer will discuss is about writing because writing is the skill which demand the carefullness in forming a writing and it is as the skill which is related with sharing idea by written (Heaton, 1988). According to Meyers (2005:2) writing is a way to product language, which you do naturally when you speak. It is the way to make communication by using words in writing form. In writing, it is often found the difficulties in sharing the ideas in written form especially for the students in learning English in the school. It can be proven by the researcher's own experience in teaching practice at grade ten students of

SMA N 2, the writer often found the difficulties in teaching writing to the students. The students did not understand how to write a text and how to understand the grammatical structure in writing a text. The students also felt bored in writing subject because the teacher could not teach writing with interesting method to attract the students to be able to understand in learning writing so when the students were asked to write, some of them did not make it and just played without listening to the teacher's explanation. They also did not comprehend the generic structure of narrative text and even they were less in vocabularies in forming a writing narrative text, so most of the students got the bad scores because they did not do it well.

To solve the problems, the writer takes the media of picture that can help students in writing and to develop students' ability in writing so that the students are more interested in studying writing and to encourage their imagination in developing their writing. According to Hart and Hicks (2002:8) media in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. There are many kinds of media that can be used by teacher in teaching writing such as picture, maps, real things, dialogue and tables present the materials (Bryne, 1991:17). One of media that can be used to solve this case is picture. Pictures are essential visual media since they can show concrete visual description of the ideas they bring (Sulaeman, 1988). They can make readers understand the ideas or information they bring clearly, even more clearly rather than written or oral words. One of the effective ways to help the students in learning narrative text is using picture series so the writer chooses picture series as media in teaching writing narrative text. Picture series is used to motivate students and make them pay attention. Because of that, the researcher is interested to conduct a research entitled "The Effect of Picture Series Teaching Media to the Ability of Grade X Students in Writing Narrative Text at SMA Negeri 2 Pematangsiantar".

1.2   The Problems of the Research

In line with background discussed before, the writer formulates the research problems as follow:
1. What is the effect of picture series to the ability of students grade X SMA Negeri 2 Pematangsiantar in writing narrative text?
2. What is the effect of conventional teaching method to the ability of students grade X SMA Negeri 2 Pematangsiantar in writing narrative text?
3. Is the effect of picture series more significant than conventional teaching method to the ability of students grade X SMA Negeri 2 Pematangsiantar in writing narrative text ?

II. LITERATURE REVIEW

2.1 Teaching Media

Definition of Media

According to Arsyad (2007: 3) "the word media derived from latin Media that means between or mediator. Media is a means for communicating information or news to the public. When media refers to the mass media, it is sometimes treated as a singular form, but media should always be treated as plural." Media is as tool for teaching in learning process. Media is as instrument that can affect the condition of teaching learning process. Moreover, Ivers and Barron (2002:2) define that "*media* is the component of teaching that support the teaching and learning process. Forms of media may include text, graphics, animation, pictures, video, and sound. When media is used to support our teaching and learning process, perhaps many teachers believe that media encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. Students have the opportunity to learn and apply real-world skills."

Kinds of Media

The teachers' activities in using media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in a teaching and learning process. According to Hamdani (2011: 248-249), teaching media can be classified into three categories, they are: Visual Media, Audio Media, and Audio Visual Media.

Definition of Pictures

Pictures are part of art. It is an interesting thing that can attract people's attention. According to Rachmadie (2002:75) Pictures are very useful and effective media in English Foreign Language (EFL) teaching. Picures has become the effective media for teachers in teaching especially teaching narrative writing to the students. It can attract the students to be easy in understanding writing narrative text.

To help the teacher to stimulate students' thought, it will be better if the teacher use pictures as the media in teaching. Through pictures students will be helped in understanding in writing and in constructing the sentence into a good paragraph.

Kinds of Pictures

Yunus (1981:49-53) classifies pictures into three types such as composite picture, picture series and individual picture. Additionally, Crimmon (1983:5), there are many kinds of picture could be used in teaching and learning of writing in the classroom. These kinds of pictures would be described to the area of its appropriateness for teaching activity, namely individual picture, situational picture, and picture series. In this research only focused in teaching and learning writing using picture series. Picture series could be used as a support to teach

writing since they could motivate students in making composition and also brought a difference situation and a new variation of teaching learning activity at the classroom.

Picture Series as a Teaching Media in Narrative Writing

Picture series are the picture that tells a story in a sequence on a one chart (Finocchiaro, 1974:100). Picture series is several or sequence events, actions or steps that come in photographic representation of people, places, and things and happened one after the other. Picture series can help the students to create or produce a narrative text by showing some pictures that related with the topic.

Yunus (1981:49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Raimes (1983:36) states that pairs of pictures or picture series provide for a variety of guided and free writing exercises.

Based on the explanation of the experts, the writer concluded that picture series is a set of pictures which is presented in sequence to be used as a guidance in writing exercise.

The Procedures of Using Picture Series as Media in Teaching Writing

According to Wright (1989:69) states that there are some activities by using picture series:
a) Jumble sentence

In Individual or pair work, jumble sentences are given to the students. They write them out in the correct order, guided by picture series.
b) Relevant sentences

Individual or pair work. The students are given picture series and several sentences. The students choose the sentences they think are relevant and base story or description on them.
c) Change some words

Individual or pair work. A text, picture series and a number of alternative words for some of those in the text are given to the students. They write out the text with their choice of words, guided by reference to the picture.
d) Picture guided story

Individual or pair work. Picture series or picture symbols is given and the students write the story without any other assistance.

Based on the theories above, during the research, the writer will use one of those activities as alternative in teaching writing narrative text. This activity will become procedure that supports the student's worksheet. The activity that the writer choose is picture guided story activities.

2.2   Text

Every human in this world live with words. Word is the smallest part of language used for communication. Words is needed for all of the human in this world because by words, they can speak, read and write something to communicate with others. When words are used for communication, it means it

will produce sentence and has the form as a text which gives meaning that can be understood by the human so that can create a relationship between one another.

Texts are made of words. Words are around us. When people used words to say and also to make meaning at time the text is formed. So the text that used in this research refers to Encyclopedia Britanica (2008) which says that text is a unit of connected speech or writing , especially composed of more than one sentence, that form a cohesive form. There are many kinds of text. The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language features. The purpose of communication or social function is the reasons why we speak or write or create the text. Organization structure of the text or generic structure is the text organization or text arrangement. Language features is such things as the grammar, vocabulary and connectors that we use.

Definition of Writing

Writing is one of skill in English that refers with transferring ideas in written form. According to Murcia (1991:233) writing is the ability to express one's ideas in written form is a second or foreign language.

Moreover Nunan (2007: 88) says that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Based on the theories above, the write concludes that writing is the process to express the ideas from mind and share it becomes concrete written form.

Requirement of Good Writing

There are some characteristic of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. The deviation is initially a convenience to the reader; it prepares him turn attention to something new. In writing a good text or paragraph should have four qualities, e.g.completeness, unity, order, and coherences.

A good writer must have requirement to result in comprehensible and acceptable piece of writing. Harris (1969:69) defines the general component in writing process are as follow:
1) Content : the substances of the writing idea expressed.
2) Form : the organization of the context.
3) Grammar : the employment of grammatical form and syntactic patterns.
4) Style : the choice of structure and lexical item to give a particular tone flavor to writing.
5) Mechanic : the use of the graphic convention of the language.

Genre of Writing

The word genre itself comes from The French (originally Latin) word for kind or class. According to Mahwah (2002:2) explains that genre as means for analyzing text has become a means for better pragmatic and linguistic understanding of texts. It also supplies possible pedagogical applications. It devoted to genre pedagogy adds to pedagogical thinking because it stretches notions of what can be done in the reading and writing classroom.

It means that genre is the kind of writing text. The type of text can be divided into 12, namely recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, spoof, narrative, procedure, description, and review (Herman, 2015:46). The reseacher chose narrative as the genre of the text that will be taught to the students.

According to Watkins (2005: 220) states that "the genre of narrative is one of the commonly read, though least understood of all genres. Because has been and continuous to be such a popular genre, there is a belief that it is genre that students 'pick up' and write 'naturally'. A narrative tells a story by representing a sequence event". So, the students have to be able in understanding this genre to know writing a text that retell the sequence of past event.

Narrative Text

Narrative text is one of kinds of text that refers to retell the events which had happened in the past time. Pardiyono (2007: 94) states that Narrative is the text that can be used to tell the activity or the past experience that accentuate problematic experience and resolution in order to amuse and sometimes to give morality message to the reader.

Moreover Anderson & Anderson (1997:8) states that Narrative is a piece of text tells a story and, in doing so, entertains or informs the readers or listener. Narrative has the purpose to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Structure of Narrative Text

Narrative deal with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Characteristics of narrative text (Maharani, 2007:68) are:
a) Using Past Tense.
b) The structure of narrative text there are:
   1) Orientation consists of figure, time and place.
   2) Complication consists of the events or the problem turned to conflict.
   3) Resolution consists of solution the problem toward conflict that happened.
   4) Using conjunction to put the event. Example: then, before, that, etc.

III.   RESEARCH METHOD

3.1 Research Design

The design of this research based on the quantitative research doing with using a number, statistics process and structure. According to Creswell (2009:4) Quantitative research is a means for testing objective theories by examining the relationship among variables. According to Creswell (2009:50) "the variables are Independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables, and Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent

variables. Other names for dependent variables are criterion, outcome, and effect variables". The use of variables in research questions or hypotheses is typically limited to three basic approaches. The researcher may compare group on an independent variable to see its impact on a dependent variable (Creswell, 2009:166). Moreover Creswell (2009:160) stated that "in this design, a popular approach to quasi-experiments, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment". It means that experimental group will receive treatment by using Picture Series, and control group is the groupthat will receive a different treatment namely Conventional Teaching Method (lecture method). This research is designed to describe and prove the effectiveness of picture series media in teaching writing to improve students' narrative writing.

3.2 Data Collection

The Data Collection was taken from the students' test of narrative writing.
1. The researcher did some approach to the students in teaching narrative text.
2. The researcher asked the students to write a narrative text in order to get the data to answer the problems.
3. The researcher collected the data from the students writing narrative text which are concluded in social function, language features, and lexicogrammatical features.

3.3 Technique of Data Analysis

The data analysis is used to find out the result of the research. The writer uses some steps in analyzing the data as follows:
a. Collecting the narrative writing created by the students of grade ten of SMA Negeri 2 Pematangsiantar
b. Analyzing the students' worksheet after using picture series teaching medai in writing narrative text.
c. Calculating the students' score in two groups: experimental and control group
d. Finding the increase of students' ability in writing narrative text.

IV. RESULT AND DISCUSSION

4.1 Research Findings

After doing the research and collected the data, the researcher calculated the data and found some findings of this research as follow:

1) The effect of picture series is the students' ability in writing narrative text was impoved and the students' got the increased score after learning narrative writing by using pictre series. It can be seen from the mean of experimental group in pre-test is 63,62 and post-test is 83 while the mean of control group in pre-test is 60,04 and post-test is 70,16. After analyzing the data, the writer found that the alternative hypothesis (Ha) was accepted. It was showed by the value of t-test = 5,31 and the value of t-table = 2,01 at level of significant 5%

and df = 46 (Nx + Ny – 2 = 24 + 24 - 2). It can be concluded that teaching narrative text by using picture series was effective.

Table 4.1 The Scores of Experimental Group

No.	Students' Initial	Pre-Test (X)	Post –Test (Y)	XY
1	AD	64	75	4800
2	AG	70	90	6300
3	AL	68	82	5576
4	AM	45	81	3645
5	AR	75	93	6975
6	AS	70	90	6300
7	AT	42	76	3192
8	DA	68	80	5440
9	DK	67	74	4958
10	FH	54	86	4644
11	FW	70	82	5740
12	HS	74	90	6660
13	HT	78	92	7176
14	IG	64	85	5440
15	KB	67	84	5628
16	KR	48	78	3744
17	LW	68	90	6120
18	MU	63	80	5040
19	NS	63	80	5040
20	RA	75	86	6450
21	RS	47	72	3384
22	SA	80	96	7680
23	SK	59	78	4602
24	WA	48	72	3456
	TOTAL SCORE	∑**1527**	∑**1992**	**127990**
	Average	**63,62**	**83**	

2) There is no effect of conventional teaching (lecture) method. The students' ability that were taught writing narrative text by using lecture method was not good. It means that teaching writing narrative text without using picture series is not effective. It can be seen from the mean of control group in pre-test is 60,04 and post-test is 70,16. It can be concluded that the students' ability in writing narrative text by using lecture method was not effective.

Table 4.2 The Scores of Control Group

No.	Students' Initial	Pre-Test (X)	Post –Test (Y)	XY
1	AD	80	88	7040
2	AY	70	79	5530
3	BA	46	58	2668
4	DN	48	68	3264
5	GS	60	70	4200
6	HN	42	50	2100
7	IF	45	55	2475
8	JL	80	86	6880
9	JP	64	78	4992
10	JS	42	48	2016
11	NA	65	74	4810
12	ND	70	76	5320
13	OM	42	50	2100
14	PR	75	78	5850
15	RO	42	50	2100
16	RW	70	83	5810
17	SG	64	78	4992
18	SR	46	56	2576
19	SW	65	72	4680
20	VD	66	75	4950
21	WM	68	80	5440
22	WS	58	70	4060
23	YA	71	90	6390
24	YF	62	72	4464
	TOTAL SCORE	**1441**	**1684**	**104707**
	Average	**60,04**	**70,16**	

3) The effect of picture series is more significant to improve the students' ability in writing narrative text than conventional teaching (lecture) method. It can be seen from the score of post test in expeimental group was 83 and there were 100% students who mastered on writing narrative text meanwhile the score of post test in control group was 70,16 and there were only 58,32% students who mastered on writing narrative text. It means that by using picture series can help the students to improve their skill in writing narrative text. It can also help the teacher to raise the students` motivation and interest in writing narrative text. So, the students` ability who were taught writing narrative text by using picture series was better than who were taught writing narrative text by using lecture method.

4.2 Disscussion

After getting the result of the research, the writer has to discuss the quantitative data in this research. The data is the writing test score for the tenth grade students of SMA N 2 Pematangsiantar in the academic year 2016/2017. The form of the test item is written test. When the researcher gave the test of writing narrative text and asked them to determine the generic structure of the text, the researcher found that there were some students who write the text and geneic structure but they did not mention the three of generic structure of the text, they just mentioned orientation and complication but they did not mention the resolution of the text even there were some of them mentioned that what became its resolution, they made it as its coda of the text. Moreover the researcher found that there was one student who assumed that narrative text was same with recount text so he wrote recount text about his own experience. Then, the researcher also found there were still students used simple present tense in narrative text, they still assumed that tenses used in each texts were same but they were really different each other so the researcher explained clearly about narrative text, from the generic structure until language feature. Another discussion is about the questionnaire that was given to the students of Experimental Group after using picture series media. The research gave the questionnaire that asked how far Picture Series Media can help the students to be able in writing narrative text. There were 58,33% students who answered that Picture Series Media was very helpful for them in writing narrative text, 33,33% students who answered that Picture Series Media was helpful for them in writing narrative text, 8,33% students who answered that Picture Series Media was less helpful for them in writing narrative text, and there was no student who answered that Picture Series Media was not helpful for them in writing narrative text. Through picture series that the writer used in experimental class, the students became more interesting in writing narrative text, it can be known from the score of each students in writing narrative text by using picture series. The students' achievement became increase since they were taught narrative text by using picture series.

V. CONCLUSION

From the result of this research, it can be concluded that there are some significance of difference between the experimental and control group as follow:
1. The average score of the students who were taught writing narrative text by using picture series is 83. In the table of achievement it is on the range of 81-90 which is categorized as very good. Therefore the students' achievements who were taught writing narrative text by using picture series is very good. It means there is the effect of picture series to the ability of students grade ten of SMA Negeri 2 Pematangsiantar namely to increase the students' motivation in writing narrative text and to improve students' skill in writing narrative text became better.
2. The average score of the students who were taught writing narrative text by using lecture method is 70,16. In the table of achievement it is on the range of 61-70 which is categorized fair. Therefore the students` achievements who were taught writing narrative text by using picture series is fair. It means there is no effect of conventional (lecture) method to the ability of students

grade ten of SMA Negeri 2 Pematangsiantar because the students' score only had a little different with pre-test.

3. The t-test level significant 5% shows that t- obtained value is 5,31 and t–table value is 2,01 so there is a significant difference in the students` achievement between those who were taught writing narrative text by using picture series and those who were taught writing narrative text by using lecture method. It means that the effect of picture series is more significant to improve the students' ability in writing narrative text than conventional (lecture) method. So, to answer the research problem of 'Is the effect of picture series is more significant than conventional (lecture) method.' The answer is yes, it is because from the data analysis until the findings, the writer found there is a significance of difference in the students' achievement between those who were taught writing narrative text by using picture series and those who were taught writing narrative text by using lecture method. It means that using picture series teaching media to the ability of grade ten students in writing narrative text of SMA N 2 Pematangsiantar in the academic year 2016/2017 is effecitive to increase the students' ability in writing narrative text.

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The Effect of Number Head Together Technique on the Students' Reading Comprehension

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Abstract: *the research was conducted to find out the effect of Number Head Together Technique to the students' reading comprehension in recount text at grade ten in SMA Kampus FKIP Nommnensen Pematangsiantar. The sample of this research was taken from two classes that consist of 80 students (40 students in experimental group that using Number Head Together Technique in class X-2 and 40 students in control group that without using Number Head Together Technique in class X- 3). The design of this research was experimental quantitative. After collecting, analyzing and calculating the data, the writer found that there is significant effect of Number Head Together Technique to the students' reading comprehension in recount text.*

Keywords: *Numbered Heads Together, Reading Comprehension, Recount Text*

I. INTRODUCTION

English nowadays is very important because most of the sources of information, including book, science, and technology, are written in English. In Indonesia, English is used as a foreign language. It means that Indonesian people do not use English for daily communication but it is used as a communication on the certain purpose. Furthermore, English is foreign language which is taught in school starting from primary or elementary school up to the university level. There are actually four skills that have to be mastered by student in learning English, those are listening, speaking, reading and writing. On this occasion the writer focuses on reading skill because students faced many difficulties in comprehending English texts. Reading is one of the important skills that should be mastered by students. By reading, the students can get much information and ideas to enlarge their knowledge. To be successful readers, the students should comprehend the text that they read. According to Snow (2002:11) defined that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which involves three elements; the reader, the text and the activity. It means that reading comprehension is an activity to understand the reading material deeply. A reader should think critically how to understand the text. Furthermore, reading comprehension is an essential part of reading activity. Richards and Renandya (2002:277) stated that reading for comprehension is the primary purpose for reading. Without comprehension students cannot achieve their academic success without comprehending what they read. Reading without comprehension is only a way for the students to arrive at what they want to know from the reading material. That is why reading comprehension is very needed by students.

Based on the writer's experience while conducting teaching practice in SMA Kampus FKIP Nommensen Pematangsiantar, the writer observed that it was

not easy for the students in reading comprehension. When the writer made a reading comprehension test in recount text, the researcher found some difficulties; some of them could not understand the content of the reading text, they did not know the generic structure. In addition, the researcher found that there were many factors causing students' difficulties in comprehending the text such as the students were lack of vocabulary and motivation. Beside of that, the technique that used by the teacher is not suitable to the students so it did not motivate students to learn. If the technique or the way of teacher manage the class cannot attract the students, they might as well get bored. That is why the teacher should find good method or technique to make reading become an interesting activity. Based on the problems above, the writer would like to solve the problems by using a technique called Number Head Together Technique that is created by Spencer Kagan. Number head together technique is one types of cooperative learning methods that holds each student in a group accountable for learning the materials. In this technique, the students have to work in-group and think together to solve the problem with all the member of the group. The entire member has responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer. According to Cooper (1999:282) stated that there are some strength of using NHT Technique in teaching reading:

1. Increase the students' motivation.
2. Increase the students' retention.
3. Promote positive competition.
4. Promote discussions in both individual and group accountability.

Considering the strength above, NHT technique provides the students opportunities to work cooperatively to achieve the goal of their group. The group success depends on the individual success, because students have the same responsibility to solve the problem given and support their group to achieve the goal. It means that the individual and group accountability is required.

Based on the background above, the problem formulated was: "what is the effect of Number Head Together technique on the students' comprehension in recount text at grade ten in SMA Kampus FKIP Nommensen Pematangsiantar?

II.   THEORETICAL REVIEW

2.1   Reading Comprehension

Reading is one of the important skills that should be mastered by students. By reading, the students can get much information and ideas to enlarge their knowledge. According to Nunan (1999:249) stated that "Reading involves processing idea generated by others that are transmitted through language and it involves highly complex cognitive processing operations". It means, generally reading is a complex process of human's activity. Meanwhile, according to Grabe and Stoller (2002:52) stated "Reading skill is techniques that enhance comprehension and retention of information contained printed material." It means that reading skill need process of thinking and technique. From the explanation above, the researcher concluded that reading is a complex process of human's activity. As they are reading, they use their eyes and brain to get the meaning of the author's message. In addition, reading is a kind of activities to understand a

written language. It is not only how to get meaning of each words or sentences but the important one is how the reader can get and understand what the author tries to convey through his words. It is a complex process because the readers obviously needed a great number of skills and integrated their skills in getting meaning or in understanding the message. To be successful readers, the students should comprehend the text that they read. According to Brassel and Rasinski (2008:15), reading refers to the ability to comprehend or make meaning from written text. Furthermore, Tungman (2010:23) stated "Reading comprehension is the building of understanding from a text". When reading a text, the reader makes a connection to prior knowledge, evaluates what is important information is, adjusts prior knowledge to include and build on the new information, and develop a deeper understanding for the subject matter. After comprehending the text, the reader evaluates and judges the information to form new ideas. From the explanation above, the writer concluded that reading comprehension is a process make connection to understand and construct the meaning as way to receive message that the author is trying to convey in written text.

2.2   The Purpose of Reading

Departemen Pendidikan Nasional (Depdiknas 2011) divided the purpose of reading into two parts, they are general and particular, the purpose of reading in general are:
1. To inform
2. To gain some insight
3. To have fun

While the purpose in particular are :
1. To obtain factual information
2. Obtain specific information and problematic
3. To give a critical assessment on a person's paper
4. To get emotional enjoyment
5. Fill leisure time activities.

In addition, Grabe and Stoller (2002:76) stated that there are some main purposes for reading, namely:
1. Reading to search for simple information and read to skin
2. Reading to learn from texts
3. Reading to integrate information, write and critique texts
4. Reading for general comprehension

2.3   Levels of Reading Comprehension

According to Brassell (2008:17) there are three types of action or three-level taxonomy of reading comprehension. They are :

1.   Literal Comprehension

Literal comprehension, the lowest of three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

2.   Inferential Comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers, their background knowledge.

3.   Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. In this case need a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

2.4   Reading Recount Text

1.   The Definition of Recount Text

Recount text is used to tell the readers what happened in the past through a sequence of events. According to Hyland (2009:20), "recount is a kind of genre to reconstruct past experiences by retelling events in original sequence. Meanwhile, According to Knapp and Watkins (2005:223) "recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events". From the explanation above, the writer summarized that recount text is one kinds of text that used to retell the readers experience through sequence of events.

2.   The Generic Structure of Recount Text

According to Siahaan (2014:12), There are some generic structures of recount text, they are :
  a) Orientation: it tells about who were involved, when and where was it happened.
  b) Events: it tells what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comment and/ or evaluative remarks, which are interpresed throught out the record of events.
  c) Re-orientation: optional- closure of events. It is rounds off the sequence of events.

3.   The Language Features of Recount Text

According to Siahaan (2014:12), recount needs using of languages which are used to elaborate the text. They are:
  a) Use pronouns and nouns (David, he, she)
  b) Use action verbs in past (went, studied)
  c) Use past tense (We went for a trip to the zoo)
  d) Use circumstances of time and place (One day, Last week, In the garden and in the school).

4. The Types of Recount Text

According to Bannett (2013:13) they are personal recount, factual recount and imaginative recount. The further explanation as follows:

a) Personal recount

Retelling an activity that the writer or speaker has been personally involved in and may be used to build the relationship between the writer and the reader. For example : oral anecdote, diary, journal, personal letter.

b) Factual Recount

Factual Recount is reporting the particulars of an incident by reconstructing factual information example: police reconstruction of an accident, historical recount, biographical and autobiographical recounts.

c) Imaginative Recount

Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events example : A day in the life of a Roman Slave, How I Discovered Radium.

2.5 Number Head Together (NHT) Technique

Numbered Heads Together is one of the teaching techniques that derived from cooperative learning and was first proposed by Spencer Kagan in 1994. According to Kagan (1994:13) Numbered Heads Together is a learning method when each student is given a number they make a group of work and then the teacher will call the number of students randomly. Furthermore, according to Slavin (1985:78) stated that Numbered Heads Together is a cooperative learning method that hold each student accountable for learning the material. The purpose of this method is the students are able to process the information, communication. They also can develop their thinking, review material and checking their prior knowledge. Numbered Heads Together can serve any activities in the classroom. It means that there are many other ways of ensuring the teacher cues the students into collaborative activity.

In number head together technique students are assigned to four or more member heterogeneous study teams. Then the teacher gives each student a number. After distribution of several questions to each group the teacher asks the students to find the answers and be prepared to report the answers or arguments for their answers. So, what is important in this method is cooperative team work and individual accountability. The process leads to cooperative interactions amongst the participants. During the process of discussions within the group, they usually put their heads together and each student is held accountable for learning the answers. When the time comes, the teacher will call a number at random to be a spokesperson for each group to report the answers or arguments for the answers to each question that each group has discussed. This technique encourages the students to think about each question given and to help their team to find and understand the answers, and to ensure that each member of their team knows the answers and the arguments.

1. The Advantages of Numbered Head Together (NHT) Technique

According to Cooper (1999:282) NHT Techinque has some advantages, as follows :

a) Increase the students' motivation

b) Promote positive competition
c) Promote discussions in both individual and group accountability.
d) Increase the students' retention

In addition, According to Trianto (2002:38) NHT Technique has some advantages, as follows:

a) It is consider to help the students are ready to give the solution to each question or problem which is given.
b) It gives the possibility to students to know their progress based on their ability.
c) The students who can do the test can teach the other friend in getting the solution.
d) Students become more actively involved in the learning process.
e) The learning focused on learner-centered in which between student work in group and teacher participate each other to solve the problem.
f) The teacher feels more freedom in the instructional process.

2. The Disadvantages of Numbered Head Together (NHT) Technique

According to Cooper (1999:282) there are some of the disadvantages of NHT Techniques, as follows:

a) In NHT technique, the division of groups should be equal, meaning that each group consists of higher achiever, average and lower achiever. Therefore the group's division should be done by the teacher.
b) There is a possibility that the students over hear or cheat from another group.
c) The teacher sometimes will call same number of the students.

3. Teaching Reading Through Number Head Together (NHT) Technique

According to Richards and Rodgers (2001:199) the steps in the NHT Technique, as follows:

a) Numbering: the teacher divides the students into groups of 4 students and each student gets number from 1 to 4.
b) Reading: the teacher distributes an article or tells the students what they have to read.
c) Questioning: the teacher distributes a question sheet or puts some questions or tasks on the board for the students to find the answers.
d) Heads Together: the groups are asked to put their heads together to find the answers to the questions and to make sure each member of the group knows the answer to each question.
e) Answering: the teacher calls a number at random. Those with that number raise their hand and the teacher selects one of them to answer each question starting from the first question to the last one.
f) Gives conclusions. Teachers with students concluded the final answer of all questions related to the material presented.

III.   RESEARCH METHOD

3.1   Research Design

The research design of this research paper is based on the quantitative descriptive research using a number, statistic process and structure. Creswell (2009:4) stated Quantitative research means testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The experimental group is taught by number head together technique, while the control group is taught by conventional technique. The teacher taught the reading comprehension by reading text and answering the questions.

3.2   Data Source

In this research, the writer took the grade ten in SMA Kampus FKIP UHN Pematangsiantar Pematangsiantar as the population of this research. There were four classes of the grade ten students in SMA Kampus FKIP UHN Pematangsiantar, so the total students from each classes are 118 students. In this research, the writer chooses the sample randomly to present all the population. There were 80 students as the sample from 2 classes and they were divided into two groups. One class was as experimental group (X_1) and the other one was as the control group (X_2) and there were 40 students in experimental group and 40 students in control group.

3.3   The Technique of Collecting the Data

There are many techniques used in collecting data. In this occasion, The writer gave a test with multiple choice form. Hence, the experimental and control group are given in the same test but but different technique. Control group is taught by using conventional learning where the teacher teaches the reading by translating the text firstly and by answering the question meanwhile, the experimental group is taught by using number head together technique. In this occasion, the writer also asked the students to answer the questions about reading recount text through three steps. They are pre test, treatment and post test. The three steps can be explained as follows :

1. Pre Test

    The pre-test is conducted to experimental and control group to find the homogeneity of the sample. It was used to determine whether the two groups are relatively equal in reading comprehension on recount text.

2. Treatment

    The treatment is conducted after the administration of the pre- test. The experimental and control groups are taught by using the same material but different technique. Control group is taught by using conventional learning where the teacher teaches the reading by translating the text firstly and by answering the question meanwhile, the experimental group is taught by using number head together technique.

3. Post Test

    Both groups are given post-test after teaching presentation. It is used to find out the different sources between the groups. The post-test is the same with test in pre-test, having taught the students about reading comprehension in recount text with number head together and without

number head together. The writer gives them a post-test in order to see the result of the whether the technique was affective or not.

3.4   Technique of Analyzing the Data

After the researcher collects the data, then the researcher analyzes the data by the following steps :

1. The researcher gives the test to the students in pretest and post test.
2. The researcher scores the students` multiple choice in pretest and post test.
3. The researcher seeking gained score from students reading comprehension test and describe it in the table. The gained scores of experimental class are variable I that symbolized by X (X_1 for pre test and X_2 for post test) and the gained score of control class are variable II that symbolized by Y (Y_1 for pre test and Y_2 for post test.
4. Determining deviation score of variable Y with formula $Y=Y_2 - Y_1$ then Sum of $\sum y$ must be quadrate, the researcher finds out $\sum y^2$.

$$\sum y^2 = \sum y^2 - \frac{(\sum y)2}{N}.$$

5. $Mx = (\sum x)/N$, this formula uses to determine the mean of experimental group
6. My $(\sum x)/$ N, this formula uses to determine the mean of control group.
7. Determining deviation score of variable X with formula $X= X_2 - X_1$ then sum of x or $\sum x$ must be quadrate, the researcher find out $\sum x^2$. $\sum X^2 = \sum x^2 - \frac{(\sum x)2}{N}.$
8. Determining deviation score of variable Y with formula $Y=Y_2 - Y_1$ then Sum of $\sum y$ must be quadrate, the researcher finds out $\sum y^2$.

$$\sum y^2 = \sum y^2 - \frac{(\sum y)2}{N}.$$

9. Analyzing the result by using statistic calculation or T-Test. To analyze the data, this research will use the test formula:

$$t = \frac{Mx - My}{\sqrt{\left\{\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}}$$ (Arikunto 2010:354)

Where:

    T   = Total score
    Mx   = The mean of experimental group
    My   = The mean of control group
    X   = Standard deviation of experimental group

IV.   RESEARCH FINDINGS AND DISCUSSION

4.1   Research Findings

Based on the analysis of the data, the writer found that there is effect of Number Head Together Technique to the students' reading comprehension in recount text in SMA Kampus FKIP Nommensen Pematangsiantar. It can be seen from the scores that got by the students and can be formulated as follows :

1. The mean of post test in experimental group was 78.62 and the mean of post in control group was 71.5 It showed that the score of the students in experimental group was higher than control group.

2. T $_{test}$ was 5.04 at level significant 0.05 = 1.66. It means that T $_{test}$ was higher than T$_{table}$ (5.04 > 1.66). So it can be concluded that null hypothesis (H$_{0)}$ is rejected and alternative Hypothesis (H$_a$) is accepted which means that there is effect of Number Head Together Technique to the students' reading comprehension in recount text in SMA Kampus FKIP Nommensen Pematangsiantar.

4.2 Discussion

The purpose of this research is to find out whether teaching by using Number Head Together (NHT) Technique is more significant than without using Number Head Together (NHT) Technique to the to the students' reading comprehension in recount text in SMA Kampus FKIP Pematangsiantar.

According to Cooper (1999:282) stated that Number Head Together Technique gives the positive effects in improving the students' ability in reading comprehension. By using Number Head Together Technique, it increases the students' retention, interactions, Promote positive competition, Promote discussions in both individual and group accountability, beside of that, it also increases their knowledge and motivation in finding the answers to the questions being discussed.

To know the effect of Number Head Together Technique to the the students' reading comprehension in recount text in SMA Kampus FKIP Nommensen Pematangsiantar, the writer gave the same test to the both of control group and experimental group in pre- test and post – test. The form of the test is multiple choice.

From the analysis of the data, the researcher found that the mean of pre – test in experimental group is 58.25 and the mean of post – test in experimental group is 78. 62, and the mean of pre – test in control group is 57.12 and the mean of post- test in control group is 71.5. Then, T $_{test}$ is higher than T$_{table}$ (5.04 > 1.66) at level significant 0.05 = 1.66 with df (Nx + Ny – 2; 40 – 40 = 78), it means that there is an effect of using Number Head Together (NHT) Technique to the the students' reading comprehension in recount text grade ten in SMA Kampus FKIP Pematangsiantar. Based on the result of the result, the researcher concludes that in teaching reading by using Number Head Together Technique to the the students' reading comprehension in recount text is more effective than without using Number Head Together Technique.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

After describing an overview about the effect of Number Head Together Technique to the students` reading comprehension in recount text. the conclusion can be drawn is there is effect of of Number Head Together Technique to the students` reading comprehension in recount text grade ten in SMA Kampus FKIP Pematangsiantar beside of that, By using Number Head Together Technique in learning process, the students are interesting in English and more fun in studying English so that the students are easier to understand the text.

5.2   Suggestions
        Related to conclusion above, some points are suggested as follows :
1. The English teacher should be more careful in choosing the suitable technique or method in teaching English in order to motivate and encourage the students.
2. The teacher should know what technique mostly suitable for their students. It is hoped that the teachers to be innovative and creative in implementation the technique.
3. Since the use of Number Head Together Technique has significant effect to the students' reading comprehension, it is suggested that the teachers use Number Head Together Technique.

        The researcher realizes that this research has much weakness due to to the limitation of knowledge and experiences. So, the researcher needs the constructive comments and critics for the improvement of the research is kindly welcomed. The researcher also hopes that this research will be useful for the readers especially the students of English Department who want to expand and have a further knowledge about reading comprehension in recount text.

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The Effect of Picture Series on Students' Ability in Writing Descriptive Text

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Abstract: *The objective of research is to find out whether there is any significant effect of picture media to the students' ability in writing descriptive text. In order to gain the objective of this research, the researcher conducted an experiment in pre-test and post-test design. Then, the researcher found the differences between the mean scores of pre test and post test. Based on the data analysis it can be concluded that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. In others words it can be said that picture media significantly effects to the students' ability in writing descriptive text at grade eleven of SMA SW YP HKBP Pematangsiantar.*

Key Words: *picture series, writing ability, descriptive text*

I. INTRODUCTION

Writing is one way to express the result of thinking. Although the people can also tell their thoughts by speaking, but it often spontaneously and so the problems of grammar and its structure can not be always controlled throughly. But if the language is ordered and completed by the style and intonation, incompetency will not be seen and the mistakes can not be improved directly.

According to Hyland (2002: 98), "Writing is central to children's intellectual, social and emotional development and plays a critical role in learning". It is therefore essential that the early teaching of writing should draw on research which describes of the types of texts the students have to write at different stages." Writing process required a writer to think about and to do many different things at once, takes time and also requires a conscious strategy for managing time, writing can be meant as an intellectual control of a subject, discovering that one wants to say about something.

In writing students can also take some advantages like they can convey their ideas in their mind by organizing them into good texts so that others know them and they can think critically. Langan (2003: 12) stated that writing is a skill, so it can be learnt by using many kinds of techniques. It is necessary for the writer to choose the appropriate idea that she wants to express in writing. Descriptive writing as one of type of genre is a sort writing, which usually found in our life. According Knapp and Watkins (2005: 154), explained that we need to be compotent in this genre. Students are expected to gain a competence understanding of English works in all categories of text. It is clear that writing is an important part of curriculums in school from the earliest grade onward, and that most children in countries that have a formal education system will learn to write. Based on the writer's experience in teaching training practice, the students can not write descriptive text. Knapp and Watkins (2005: 156), stated that many

children flounder when they are expected to reproduce a sequence of steps in writing. For this reason, it is important to use concrete activities.

Most of students are not able to create descriptive writing, they cannot form their knowledge by themselves to arrange a descripitive writing without media like picture. The gain of process technique to descriptive writing can only be realized if teachers have an understanding of the various roles. They play in helping students become more proficient researchers. The teacher is no longer simply a setter and corrector of assignment. The teacher is a researcher along with the students as well as an instructor and supporter. They do not know how to write down their ideas, how develop the topic they are confused. The causes of these problems are: the teacher used technique lecturing in teaching English and it makes the students become bored in studying English, the teacher always used the text book as their source. The teacher do not have any supporting media that help the students in constructing a good writing. So that is the problem for the teacher. The teacher must find out an appropriate method or technique when teaching to be more interesting. The teacher should make preparation before they enter into the class then the teachers have to create many ways to explain the subject so that it can be understood by the students and teaching and learning process run well.

Many efforts have been done in teaching learning writing for the students, one of them is using pictures as the media. In this research, the teacher uses picture as the media to make learning writing easier. By using a picture, the attention of students will be more focused, so pictures can create their inspirations, their wishes to know the content of the message of that picture and they can write it in a composition.

Picture is one of visual material that can help teacher or students in teaching process. Picture is an illustration of picture, person, place or thing. It means that picture has important thing for students to understand the material. By using picture the students can write about she/he looks. And it can be interesting for students to study with using picture. Another reason pictures can trigger the student's creativity through various languages. In addition, pictures have some powers; pictures are able to clarify a problem. It means that by seeing the clear pictures, the students will understand more about the topic being taught. Based on the phenomenon described above, the researcher interest in doing research in the school under the title "The effect of picture media on the students' ability in writing descriptive text at grade eleven of SMA Sw. YP HKBP Pematangsiantar."

Based on the research background mentioned previously, the research problems are formulated as follow: Is using picture more significant than without using picture on students' ability in writing descriptive text at grade eleven of SMA Sw. YP HKBP Pematangsiantar?

II.   THEORETICAL REVIEW

Writing

Writing is the activity or occupation of composing text for publication. It is the process of arranging letters, words, sentences, and the paragraphs on the base of structure and some others related to each other. It is one of the four basic language skills which students are required to master if they want to learn English.

It is one way of providing variety in classroom procedures. It provides a student with physical evidence of his achievements and becomes a course whereby he can measure his improvements. It helps to consolidate the students' grasp of vocabulary, structure and complements of the other language skills. So, writing is a tool of communication in which we have to be able to compose a text.

Writing is a process of putting thoughts and ideas in words, into a sequence of words combined into sentences in the form of paragraph in which every sentence is related to one another semantically. According to Byrne (1979:1), "Writing is the act of forming these symbols: making marks on a flat surface of some kind". The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. It produces a sequence of sentences arranged in a particular order and linked together in certain ways."

Aspects of Writing

In writing process, the researcher can be said successful if their writing contains some aspects of writing. According to Jacob et al (1981: 90) there are five aspects of writing. They are:

1. Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a researcher presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the researcher want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

Descriptive text
Definition

Description is a verbal picture of a person, place, or thing. It describes what something look, sounds, feels, taste, or smells in detail. According to Lincoln (1980:83), "Descriptive text is writing about the way persons, animals, or things appear."

According to Knapp and Watkins (2005:98), "Description enables the categorisation or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the researcher. Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of narrative texts providing the means for developing characterisation, sense of place and key themes.

Descriptive paragraph is a paragraph which consists of three important qualities such as dominant impression, mood, and logical development. It is used to give vivid details of an object either it is person, place, or thing. Descriptive paragraphs include details that appeal to the five senses: sight, taste, touch, smell, and hearing. In a descriptive paragraph, the researcher must convey information that appeals to all the senses, in order to give the best possible description to the reader.

Generic Structure

According to Kane (2000: 352) The Generic structure of description text is:

• Identification : identifies phenomenon to be described and description. The writer must introduce the person, thing or phenomenon that will be described. It deals with the identity of the phenomenon.

For example:

I have an idol. His name is Niall James Horan. He is a singer and one of the boy group One Direction. He is teenagers. He was born on September 13, 1993 in County West- meat, Ireland. He likes music and Justin Bieber. His favorite color is blue. He loves to eat very much. He is known as Niall Horan.

• Description   : describes parts, qualities and characteristics. The writer must convey information that appeals to all the senses (touch, taste, sight, smell, and sound) in order to give the best possible description to the reader.

For example:

Niall has slim body with height 171 cm. He has cute oval face with sexy lips. His nose is pointed. Brunette wavy hair makes him different from other boys in the band. He also has beautiful skin which is white. Then, he likes his eyes very much, because it is beautiful.

(source: http://www.sekolahoke.com/2011/11/descriptive-text-niall-james-horan.html)

Pictures

Pictures are an important visual aids in making the instruction clear and interesting. They can be used to express ideas, present information and make instruction more efficient. According to Wright (1989:2), "Picture are not just an aspect method but a representation of place, object and people".

Picture is a visual representation or image painted, drawn, photograph, or otherwise rendered on a flat surface. A picture can also be defined as a visual representation of something such as a person, scene, produced on a surface, as in a

photograph and painting. Picture as reflection thing is not only provides an important aids to interpreting primer and first-reader stories, but they also contribute to development of language ability and serve to widen experience background. Pictures can be used to give clues to class records.

Now, the point is that picture can be very helpful in a teaching learning process because it supports the material that teacher give. It also enables the teacher to teach the material to the students.

According to Wright (1989:2), "There are some sources of picture to help the teacher to think of effective ways of any type of pictures material, they are: newspaper, magazine, text book, holiday or business. It means that pictures are among the cheapest and most readily available of all learning materials".

Picture Series as Media in Teaching Writing

Picture series is a kind of media which belongs to picture category. Yunus (1981: 49-53) classifies picture into three types. They are composite picture, picture series and individual picture. These picture can represent the image of people, animals, things or events. Picture series consist of a number of picture which relate each other and they place in sequence. Picture series is usually to tell a series of event or to tell a story (Yunus, 1981 :49).

Pictures are media which can be easily modified to adjust the teaching and learning condition.

III. RESEARCH METHOD

Research Design

According to Khotari (2004:3) research design is a plan and procedure for research that spam the discussions from broad assumption to detailed methods of data collection and analysis. The design of this research based on the quantitative research doing with using a number, statistics process and structure.

The writer chooses two classes of grade grade XI SMA Sw. YP HKBP Pematangsiantar which is at the same number of student. The classes are divided into Experimental Group and Control Group

The Instrument of Collecting The Data

Instruments are designed to collect the data. The instrument that will be used is written test. Data is needed to answer the research problem to examine the hypotheses which have been performed before. If we talk about the data, we also talk about the instrument used. To collect the data, the researcher will give the test for the students. The students will be asked to write a descriptive text which describing a particular object- person, thing or place. Then the researcher analyzed it.

Techniques of Collecting Data

Instrument is tool that used by the researcher in collecting data. The kinds of instruments, here based on the kinds of the research. So, the write used test method to collect the data. They are pre-test, treatment, and post-test.

Pre-test

Pre-test had given to the population of the students to see the prior knowledge of the students before having any treatment. The function of the pre-test is to know the mean scores of the control and the experimental group before getting treatment. In this test, the teacher asks the students to write a descriptive text based on the picture that given by teacher.

Treatment

The experimental and the control groups are taught by using the same material but different technique. In the experimental group, the teacher teaches writing to the students by using pictures as the media of teaching. In the control group, the teacher teaches writing to the students by using conventional teaching without pictures.

Post-Test

Having given the treatment, the students are given a post test which is similar to pre-test. The function of the post test is to know the mean scores of the control group and experimental group after getting treatment. It is also used to know whether there is a different finding in both groups. In this test, the teacher asks the students to write a descriptive text by using picture that given by teacher.

IV. RESULT AND DISCUSSION

Result

Pre-Test and Post Test Scores of Experimental Group

No	Students	Pre Test (X)	Post Test (Y)	XY
1	AS	53	69	3657
2	ASS	64	75	4800
3	AW	66	77	5082
4	DIS	80	90	7200
5	DP	72	77	5544
6	EMP	70	80	5600
7	EIM	58	76	4408
8	FA	65	77	5005
9	FWS	67	79	5293
10	IM	67	76	5092
11	IDS	64	81	5184
12	KH	60	71	4260
13	LHS	60	75	4500
14	LTD	62	75	4650
15	MS	70	80	5600
16	MH	68	80	5440
17	MIS	69	84	5796
18	MRS	72	76	5472
19	MS	65	78	5070

20	NKB	60	70	4200
21	PA	75	85	6375
22	R	70	81	5670
23	RAP	65	80	5200
24	RSS	65	83	5395
25	SS	65	76	4940
26	ST	64	71	4544
27	VAP	79	85	6715
28	WAY	70	81	5670
29	YFS	71	82	5822
30	YSS	60	70	4200
	SUM	$\sum X= 1997$ $MX=66.56$	$\sum Y= 2341$ $MY=78.03$	$\sum XY =156384$

The result of Pre-Test and Post-Test of Control Class

No	Students	Pre Test (X)	Post Test (Y)	XY
1	AY	44	52	2288
2	BK	40	45	1800
3	BS	66	68	4488
4	CSDS	50	60	3000
5	CYS	63	64	4032
6	DN	40	60	2400
7	DS	45	50	2250
8	DS	47	55	2585
9	DDM	40	43	1720
10	EJB	64	65	4160
11	ESN	45	55	2475
12	FSS	58	65	3770
13	GPYP	60	62	3720
14	IPS	66	72	4752
15	LHM	54	62	3348
16	MFB	45	51	2295
17	MRT	40	50	2000
18	NER	50	60	3000
19	OO	55	62	3410
20	PVS	63	70	4410
21	RDT	48	55	2640
22	RS	49	52	2548
23	RLB	59	65	3835
24	SS	50	60	3000
25	SPNS	58	60	3480
26	SRL	50	57	2850
27	S	50	60	3000
28	TWP	57	66	3762

29	VLM	65	70	4550
30	YH	56	63	3528
	SUM	$\sum X= 1577$ MX=52.56	$\sum Y= 1779$ MY=59.3	$\sum XY$ =95096

The classification of level score of the students in experimental group

Level Ability	The criteria	Frequency number of the students	Percentage
Highest	More than 81,859	5	16,7%
Medium	Between74,201↔81,859	20	66,6%
Lowest	Less than 74,201	5	16,7%
Total		30	100%

The classification of level score of the students in control group

Level Ability	The criteria	Frequency number of the students	Percentage
Highest	More than 62.205	10	33,3%
Medium	Between 56,395 ↔ 62,205	9	30%
Lowest	Less than 56,395	11	36,7 %
Total		30	100%

Using T-Test Formula

$$\text{T-test} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$= \frac{11,73 - 6,4}{\sqrt{\left(\frac{4570 + 1482}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

T-test = 2,93

From the result of calculation above, the total t- test value of the research is 2,93 with that degree of freedom (df) is (30+30)-2=58 and level of significant 5%(0. 05), so the value table of t-table is 1,67. It shows that t–test value is higher than t-table (2,93>1,67). It means Ha is accepted.

The criterion of the test is used to refuse Ho. If the t –test is higher or same t-table (t-test>or =t-table), it means Ha is accepted and t-test value is lower or same t-table (t-test<t table) Ho is rejected. The calculation shows that t-test value higher than t-table. It means that the students` ability in writingdescriptive text that were taught by using picture media was better than the students` ability who were taught without using picture media, so Ha is accepted.

V. CONCLUSION

Based on the result of the T-test, it is found of what the T-test is greater than T-table. The effect of picture series is more significant than the effect of without picture series to the students' writing descriptive text. The t-test value is 2,93 and t–table value is 1.67. So, it shows that there is a significant difference in the students` achievement between they who were taught a writing descriptive text by using picture series and they who were taught without using it. It means that using picture series in teaching writing descriptive text to the eleventh grade students of SMA SW YP HKBP Pematangsiantar is effective.

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The Effect of STAD on Students' Writing Recount Text

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Abstract : *This research aimed to know the effect of student team achievement division (STAD) teaching method to the ability of Eighth grade students in writing recount text at SMP Negeri 1 Pematangsiantar. This research design is quantitative research which the population was all of students at eighth grade students in SMP Negeri 1 Pematangsiantar in the academic year 2016/2017. The sample of this research is gotten by using random clustering sampling. The total sample in this research is 60 students which is divided into two class, namely experimental class and control class. The instrument of collecting data was the written test form. After the treatment was done, the writer found that t-test is higher than t-table. The writer concluded that STAD teaching method could develop the students' ability in writing recount text.*

Keywords: *Recount text, STAD, Writing*

I. INTRODUCTION

In Indonesia, English is implemented as a foreign language. Students in Indonesia learn English as a foreign language in a subject. Harmer (2007:19) explains that "EFL described situations where students were learning English in order to use it with any other English speaker in the world...". In this case, students know well about the sentence patterns and diction and they should be implemented in four skills, such as listening, speaking, reading, and writing. There are two productive skills in learning English namely writing and speaking. From these productive skills, writing is the focus of this research.

According to Heaton (1981:138), writing is more complex and difficult for teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgement. From Heaton's opinion, it can be concluded that writing is a very important subject because it trains us to share ideas from our brain. It is not easy to translate concept in our brain to be a written language.

Since writing is the most difficult process in language, students have to study harder to be able to write effectively. There are some reasons which make writing is difficult. First, writing requires good grammar. A non native person has to remember a large number of rules in structures which are quite different from their own language. Second, people are often known to spend more time to write than to listen, to speak, and even to read. Third, when students of English as a foreign language write something, they have a big question in their mind whether their writing is correct or not.

Based on the researcher's experience when teaching practice, the researcher found some difficulties of students especially in writing recount text. When the teacher asked the students to write an example of recount text, they are tend to confused to write it. It looks like they have had an idea but they are difficult to

construct it become a text. Besides, they are also difficult to choose the appropriate words especially in past tense in their writing. The difficulties of students looked when they have to use irreguler verbs. There are many of students who are not able to differentiate reguler verbs and irreguler verbs. These situations make them to spend much time in writing especially recount text. Oftentimes, they became bored and passive in teaching learning process.

To increase the students writing achievement especially in recount text, the researcher suggests the using of STAD teaching method as a new method is recommended. An observation of English teaching has conducted by applying Robert Slavin's cooperative system, students are grouped by mixed-ability and gain points for the group based on a comparison of their own individual learning expectation. The reason for this application is based on the assumption that by applying this learning strategy, it is acknowledge that the writing skill, in this case is recount text can be facilitated effectively.

In this study, the problem of the research What is the effect of Student Team Achievement Division Teaching Method to the ability of eighth grade students in writing recount text at SMP Negeri 1 Pematangsiantar?

II. LITERATURE REVIEW

Student Team Achievement Division (STAD) Teaching Method

STAD (Student Team Achievement Division) is a one of the oldest and most extensively researched form of cooperative learning. Robert Slavin and John Hopkins, his colleagues in University developed STAD teaching. Slavin states: "STAD system is one of the simplest and most flexible of the cooperative learning method, having will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender. "(1995: 33).

Gross (1991:56) also said that STAD is a technique in the teaching learning process that is effective to increase students motivation and enthusiasm, and it can develop their responsibility in their own group. It is considered a good model because as one the CL techniques, it can raise students' motivation in learning by exchanging and sharing information, reinforcing each other, giving feedback and having the responsibility for their tasks in group work. Furthermore, Arends (2007:352) states that in the STAD model of cooperative learning; students in heterogeneous teams help each other by variety of cooperative study method and quizzing procedures. Because the students will be divided into some groups and each members in a group will divided in different sex, ethnic, ability. Therefore, they can share it together.

Based on the description above, it can be concluded that STAD is one of the Cooperative Learning method that is assigned students into four-member learning teams that are mixed in performance level, gender, ethnicity. In this method, all of the students have the same responsibility for their tasks in group work. So, the researcher hopes that by using this method, the students will be more enthusiasm and encouraged on writing recount text in learning process.

The Components of STAD

Slavin (1995: 72) stated that cooperative learning of STAD type consists of five major components. They are: class presentation, teams, quizzes, individual scores, and team recognitions.

1) Class Presentation

Material in STAD is introduced in a class presentation. In class presentation, most often direct instruction or a lecture-discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD is different from usual teaching; it must be clearly focusing in STAD unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes. The quizzes score determine their team score.

2) Teams

After the teacher presents the material, the team meets to study worksheet or other material. Sometimes, the study involves students' discussion of the problems together, comparing answers and correction of any misconception if their teammates make mistakes. The team is the most important feature in STAD. At every point in STAD, emphasis is placed on the team members, doing their best for team and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as inter-group relation, self-esteem and acceptance of main stream students. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of teams is to make sure that all in team members are learning and more specifically to prepare its members to do well on quizzes.

3) Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during quizzes. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

4) Individual Improvement Scores

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past. Any student can attribute maximum points to his or her teams in this scoring system. Each student is given a 'base' score, derived from the student's average past performance on similar quizzes. Students earn points for their team based on score. And the group improvement scores are got from the individual score of each member. The students earn points for their teams based on the degree to which their quizzes score (percentage correct) exceed their base score.

5. Team Recognition

Teams may earn certificates or other reward if their average score exceed a certain criterion. Student's team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given most recognition.

The Process of STAD Teaching Method in the Classroom

The process of using STAD method in the classroom deals with the preparation and schedule of activities as the implementation of the STAD method is proposed by Slavin (2009: 151).

Before using STAD method we need some preparation in order to make the learning process run successfully. The preparation is as follows:

a) Material

STAD can be used with curriculum material specifically design for student's team learning or it can be used with material adopted from text books or other published source or with teacher-made material. However, it is easy to make your own material as simple making worksheet, answer sheet and a quiz for each unit you play to teach. Each unit should occupy three to five day's instruction. In this study, the researcher used some texts which are available in the source book as the material.

b) Assigning students to teams

As we know, STAD represents a cross-section of the class. A good team in the class is a four to five persons that re half male and half female. The team would also have higher performer, a low performer and two average performers. Of course, high performer is relative team; it means high for the class not necessarily high compared with national norms. The researcher may take likes, dislike and deadly combination of students into account in assigning students to team, but in deciding teams do not let the students choose their own because they will tend to choose others like themselves. Instead follow these steps:

- Make copies of team summary sheet
  The researcher makes one copy of a team summary sheet for every four to five students in her class.
- Rank students
  On a sheet of paper, the researcher ranked the students in her class from the highest to lowest in past performance. The researcher used whatever information she had to do this.
- Decide on the number of teams
  Each team should have five members if possible. To decide how many teams the researcher would have, she divided the number of students in the class by five. The students of VIII-11 consist of 30 students, so the researcher divided the students into six groups; each group consisted of five students with different performers.
- Assign the students to teams
  In assigning students to teams, balance the team so that 1) each team is composed of students whose performance levels range from low to average to high and 2) the average performance levels of all the teams in the class is about equal.
- Fill out team summary sheet
  Fill in the name of the students on each team summary sheet, leaving the team name of space blank. In this study, the researcher assigned the students into team. In this phase, the researcher used the students' result of the last test they have done. Because the total of the students was 30 students, so they were divided into 6 groups.

c) Determining initial base score

Base score represent students' average score on the past quizzes.
  d) Team building
      Before starting any cooperative learning program, the researcher started off with one or more team building exercises just to give members a chance to do something funny and to get to know one another.

The Steps of Activities in STAD Teaching Method

According to Slavin (2009: 151) STAD consists of a reguler cycle of instructional activities, as follows:

(a) Teach. The teacher presents the lesson
(b) Team study. During team study, team member's task are to master the material presented by the teacher and to help their teammates master the material. Students have worksheets and answer sheets they can use to practice their skill.
(c) Test. Students take individual quizzes. It is not allowed for team to work together on the quiz.
(d) Team recognition. Team scores is calculated based on progress score.
  - Calculate Improvement score. Students earn points for their teams based on the degree to which their quiz scores exeed their base scores.
  - Recognize team achievement.

The Advantages and Disadvantages of STAD Teaching Method

A learning strategy has advantages and disadvantages. STAD cooperative learning has several advantages (Slavin, 1995:17) in Karmawati Yusuf (2010) as follows:

(1) Students work together in achievement its objectives by upholding the norms of the group.
(2) Actively assist and motivate students to succeed shared passion.
(3) Active role as a peer tutor to further enhance the success of the group.
(4) Interaction among students with increasing their ability to argue.

In addition, STAD also has disadvantages, concluded as follows:
(1) Require a longer time for students, so it is difficult to achieve the target curriculum
(2) Require a longer time for teachers so that teachers generally do not want to use cooperative learning.
(3) Require special skills of teachers so that not all teachers can do cooperative learning
(4) Specific nature of students' demand, such as the nature of love to work together.

Writing

According to Kern (2000:172), "Writing is functional communication, making learners possible to create imagined worlds of their own design." Writing as one of four language skills is considered as a difficult skill because the researcher should make some aspects in writing such as content,

organization, purpose,vocabulary, punctuation, and spelling in a balance way.

Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions; it is a process that has several steps.

Finnochiaro (1974:86) said that writing has been characterized as written thinking. It means that writing is a way to produce language that comes from our thought. In the writing process, the researcher tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other. So, it can be concluded that writing is a process to share idea or opinion's researcher to a written text.

The Writing Process

The writing process is about how the stages of writing applied by the researcher. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The researcher should think the topic that they want to write down on a paper. Harmer (2004: 11) explains the some stages of the writing process. The stages are presented as follows:

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students re-write their draft after revisingwith peers and teachers. The students have a good written text in the final product since they do the editing process before.

Text

Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or view a piece of text, there are interpreting its meaning. In general, text is an article which often read.

According to Hartono (2005), text is a unit of meaning which is coherent and appropriate for its context. Human beings are different from other creatures that live in a world. When these words are put together to communicate a meaning, a piece of text iss created. They will think to express their expressions; it is mean human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the researcher uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

Halliday and Hasan(1984) said that a text is a social exchange of meanings. The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the meaning of that sentence is one drink for all or one drink for each. Therefore, the teacher must be able to develop students' abilities to exchange the meanings in different points of sentence.So,based on the opinions above, it can be concluded that text is a collection of word has function to communicate message.

Genre of Writing

Knapp and Watkins (2005:17) stated that genre, text, and grammar model of written language proposed here is primarily concerned with 'what's going on' in writing. Genre is the important one in writing, because genre can guide the students or someone who wants to start writing. Genre is kinds of text with describe the general of text. Generally, the writing text can be provided into narrative, descriptive, news item, expository and argumentative text.

Genre is one of the most important and influential concepts in language. A genre can be defined as cultural specific test-type which result from using language written or spoken to help accomplish something. According to Gerrot and Wrignell (1994) stated that there are many kinds of genre,such as:

a) Spoof
   Social function is to retell an event with a humorous twist.
b) Recount
   Social function is to retell or inform an event or activity in the past.
c) Report
   Social function to describe the way things are, with reference or to a range of natural phenomenon or things in the world.
d) Exposition
   Social function is to persuade the reader or listener that something in case or not.
e) News Item
   Social function is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f) Anecdote
Social function is to share with others an account of an unusual or amusing story.

g) Narrative
Social function to amuse, entertain or to deal with actual or vicarious experience in different ways.

h) Procedure
Social function is to describe how something is accomplished through a sequence of actions or steps is done.

i) Description
Social function is to describe a particular person, place or thing.

j) Explanation
Social function is to explain the processes involved in the information or workings of natural or social phenomena.

k) Discussion
Social function is to present (at least) two points of view about an issue.

l) Review
Social function is to give critique an art work or event for a public audience.

In this study, the researcher uses recount text will be taught to the students by using STAD teaching method.

Recount Text

According to Anderson (1997: 48), " a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened". In this study, students are assigned to write a recount text. Gerot and Wignell (1994:194) found that recount text has social function, generic structure, and linguistic features that are as follows:

a. Social function of recount text is to retell events for the purpose of informing or entertaining.

b. Generic structure:
1) Orientation provides the setting and introduces participants. It tells who was involved, what happened, where the events took place, and when it happened.
2) Events tells what happened and in what sequence.
3) Re-orientation consists of optional-closure of events.

c. Linguistic features
1) Focus on specific participants
2) Use of material processes
3) Circumstances of time and place
4) Use of past tense
5) Focus on temporal sequence

Example of recount text:

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. *(Orientation)*

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ". *(Event 1)*

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch. *(Event 2)*

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride the motorcycle. *(Reorientation)*

(Quoted from http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html)

III. RESEARCH METHOD

Research Design

The researcher applies quantitative research for this research. According to Ary (2010:22), "Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". This research is designed to describe and to prove the effectiveness of applying Student Team Achievement Division (STAD) teaching method to the students' ability in writing recount text and to attract the students, so they are motivated to learn.

Population

According to Ary (2010: 148), "a population is defined as all members of any well-defined class of people, events, or objects".The population of this research is the eighth grade students of SMP Negeri 1 Pematangsiantar . It consists of 12 classes (VIII-1 – VIII-12) . There are 30 students in each class so the number of population is 360 students.

Sample

According to Ary (2010:148), "a sample is a portion of a population". The researcher chooses random sampling to take the sample. The sample is taken from the population. The researcher takes students as samples by a suitable technique of sampling. Random sampling technique means withdraw the number

of population randomly (Arikunto 1995:126). Through this technique will give the same opportunity to the population to be a sample because chosen randomly. Here the researcher takes two classes (VIII-11 and VIII-8) from twelve classes as the samples that consist of 30 students of each class. One class will be control class (grade VIII-8) and the other one as experimental class (VIII-11). In experimental group the researcher will apply Student Team Achievement Division and in control group the researcher does not use Student Team Achievement Division.

Technique of Collecting Data

According to Arikunto (2013:266), in conducting the test, there will be applied into 3 steps : pre-test, treatment, and post-test.

Technique of Analyzing Data

After the data are collected, then the researcher analyzed the data by the following steps:

1. The researcher calculated the mean (M) of variable X and Y by using the following formula :
   The form : (Arikunto, 2010)

   1. $Mx = \sum \frac{x}{Nx}$
   2. $My = \sum \frac{y}{Ny}$

2. The researcher calculated the Standard Deviation of each class or variable by using the following formula:
   The form : (Arikunto, 2010)

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

   $$SDy = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

3. After that, the two classes are compared using t-test to know what is the effect of using STAD teaching method on the students' ability in writing recount text. The t-test formula (Arikunto, 2010:354) is used as follow :

   $$t = \frac{Mx - My}{\sqrt{\left\|\frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2}\right\| \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

IV. RESULT AND DISCUSSION

The Result of Pre-Test and Post-test in Experimental Class

Pre-test in Experimental Class

a) N =1914

b) Mean $= \frac{pre-test}{N} = \frac{1914}{30} = 63.8$

c) Standard Deviation (SD)

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

$$SDx = \sqrt{\frac{30(123944) - 1914^2}{30(30-1)}}$$

$$SDx = 7.94$$

Post-test in Experimental Class
a) N= 2298
b) Mean $= \frac{post-test}{N} = \frac{2298}{30} = 76.6$
c) Standard Deviation (SD)

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

$$SDx = \sqrt{\frac{30(177284) - 2298^2}{30(30-1)}}$$

$$SDx = 6.58$$

The Result of Pre-Test and Post-test in Control Class
Pre-test in Control Class

a) N= 1879
a) Mean $= \frac{pre-test}{N} = \frac{1879}{30} = 62.63$
b) Standard Deviation (SD)

$$SDx = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

$$SDy = \sqrt{\frac{30(119271) - 1879^2}{30(30-1)}}$$

$$SDx = 7.38$$

Post-test in Control Class
a) N=2108
b) Mean $= \frac{post-test}{N} = \frac{2108}{30} = 70.26$
a) Standard Deviation (SD)

$$SDy = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

$$SDy = \sqrt{\frac{30(149394) - 2108^2}{30(30-1)}}$$

$$SDy = 6.62$$

Testing the T-test Formula

To find out whether the Student Team Achievement Division (STAD) teaching method had the effect of students' ability in writing recount text, the data had been calculated by using t-test formula. The formula is as follow :

Mx   = 12.8 $\sum x^2$ = 1132.8   Nx   = 30
My   = 7.63 $\sum y^2$ = 190.97   Ny   = 30

$$t = \frac{Mx - My}{\sqrt{\left\|\frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2}\right\| \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{12.8 - 7.63}{\sqrt{\left\|\frac{1132.8 + 190.97}{30 + 30 - 2}\right\| \left[\frac{1}{30} + \frac{1}{30}\right]}}$$

T-test = 4.20

The data showed the score of the students that using Student Team Achievement Division (STAD) teaching method is higher than the student's score without using Student Team Achievement Division (STAD) teaching method. It can be proved from the mean of post-test in experimental group was 76.6 and the mean of post-test in control group was 70.26. It showed that the score of the students in experimental group was higher than control group.

So based on the analysis of the data, t-test is higher that t-table (4.20 > 2.00) at the level of significant (0.05). It shows that there is an effect of using Student Team Achievement Division (STAD) teaching method to the ability of students in writing recount text at SMP Negeri 1 Pematangsiantar.

Discussion

The purpose of this research is to find out whether teaching by using Student Team Achievement Division (STAD) teaching method is more significant than without using Student Team Achievement Division (STAD) teaching method to the ability of eighth grade students in writing recount text at SMP Negeri 1 Pematangsiantar.

According to Slavin (1995: 33), STAD is a teaching method which students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender. The main idea behind STAD is to motivate students to encourage and other master's skill present by the teacher. It is shown by the students' enthusiasm in doing discussion group and most of the students more understand what the teacher said. It indicates that by applying Student Team Achievement Division (STAD), the students' ability in writing recount text has increased.

In this research, the reseacher used two classes as the sample that consists of 30 students of each class. One class was chosen to be the experimental group and this group received treatment by using Student Team Achievement Division (STAD) teaching method and the other one as the control group received a

different treatment or without Student Team Achievement Division (STAD) teaching method.

To know the effect of Student Team Achievement Division (STAD) teaching method, the researcher gave the student a pre-test and post-test. The test is essay test. From the analysis of the data, the researcher found that the mean of pre-test in experimental group is 63.8 and the mean of post-test in experimental group is 76.6 , and the mean of pre-test in control group is 62.63 and the mean of post-test in control group is 70.26. Then, T-observed is higher than T-table (4.20 > 2.00) at the level of significant is 0.05 with df = 58 (Nx + Ny – 2 = 30 + 30 - 2 = 58) , it means that there is an effect of using Student Team Achievement Division (STAD) teaching method to the ability of eighth grade students in writing recount text at SMP Negeri 1 Pematangsiantar.

Based on the result of the research, the researcher concludes that in teaching writing by using Student Team Achievement Division (STAD) to the ability of eighth grade students in writing recount text is more effective than without using Student Team Achievement Division (STAD) teaching method.

V. CONCLUSION

The success in teaching learning process does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. The result of t-test shows that t_{obs} is higher that t_{table} 4.20 > 2.00 ; p = 0,05, it can be concluded that Student Team Achievement Division (STAD) teaching method significantly affects on students' ability in writing recount text. The result of the test showed that using STAD teaching method to the ability of students in writing recount text is more effective than without using STAD teaching method to the ability of students in writing recount text.

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Improving Students' Abilty in Listening by Using English Movie

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Abstract: *This article talks about improving students ability in listening by using English movie. To get the data the writer gave a test in form of multiple choices. The test is arranged in 20 items. After the data have been analyzed, it was discovered that English movie improved the students' ability in listening. It was proved from t- test= 2,81, is higher than t- table= 2 and p=0,05. Finally, the writer made conclusion that English animation as the media of teaching and learning process, can improve the students ability in listening. It helps the students in understanding the oral text they were listening.*

Keywords : *Animation movie, listening ability, media.*

I.   INTRODUCTION

Everybody has learned their language since they were children. The process occurs naturally and properly with a view to communicate in society. Listening ability in English foreign language also has an important role in building communication skill, especially in improving their learning language skill in listening. All human interaction are form of communication by language .Language is a structure of communication. Those symbols are primarily vocal but may also be visual. Language also means of communication, operates in speech community (Brown,2007 : 5). And no one can deny that language is the most perfect instrument of communication. There are many kinds of languages all over the world. Some of them are used as international language. English is one of those languages. Harmer (1992 : 199) said that in learning English, there are four language skill that can be categorize as receptive and productive skill. Receptive skills : listening skill (Understanding the spoken language) and reading skill (Understanding the written language and productive skills are speaking skill (Producing the spoken language) and writing skill (Producing the spoken language). Phonological, structure vocabulary, rate and general fluency are the components of those four skills (Harris, 1969 : 1). The first step to speak is listening. Listening is a receptive skill, and receptive skills give way to productive skills. Listening is one of the most important skill in learning language beside speaking, writing, and reading. Listening as one of an important skill in communicatation while speaking is also important. By mastering the listening skill, English learner will be able to grasp the message sent by the speaker and then able to express the message to the others. Otherwise, they will be able to to response creatively about what the speaker meant. So it can be said that listening is an active and creative skill.

In learning English, everyone should be able to master listening as one of the English skill, because lisening is the basic process of learning the language, especially English in which the students are introduced to sequence of sound language. Therefore, English is very important to be taught in school. Listening is

the first skill which will be learned before they haved mastered the three other skill,speaking, reading, and writing. The students do listening in order to begin the process of learning, to comprehend and produce the language. In teaching listening , the teacher can use media to help the students be easier to understands the material . There are varios medias used for teaching ang improving their listening skill which could make the students feel interest with the learning process and enjoy it, such as picture, sounds of music, animation video, English song, English movie and computers. Using English animation movie as the media of teaching English help sensibilty of the students' skill of hearning. The influence of using English animation movie is improve the students ability in listening. Many students like English animation movie and it could make the learning process be easier. They will be interested and happy to learn English by using English animation movie. English animation movie also can use as the media to improve students' ability in listening

II.   THEORITICAL REVIEW

2. 1 Listening Skill

      Listening as one of the basic process of learning the language, in which the learner is introduced to sequence of sound of the language. And it is the most fundamental one, because without listening skill, it is impossible for learner to able to speak. Harmer (1992 : 199) says "Listening is an active and purposeful processing of making sense of what we hear. It is the way in which people extract meaning form the discourse they hear." Listening is the natural precursor to speaking ; the early states of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening (Newton, 2009, p 37) . Lynch and Mendelsohn (2002) quoted in Newton (2009: 39), listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. "The important of listening in language teaching can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence. Is it any wonder, then that is recent years the language teaching profession has placed content emphasized on listening comprehension?" (Brown, 1994:233).

      In listening skill, there are at least two persons involved. The first is communicator / sender, and the second one is called as the receiver. The communicator of the message uses the spoken form in order to communicate the ideas. These skills called productive skills. And on the other hand, the receiver of the message utilized the listening skill in order to interpret the message. These skills named receptive skill.

2.2   Types of Listening.

      Listening to some talk isn't at all like listening to their words played on a machine. What you hear when you have a face before you is never you hear when you have before you a winding tape. (Oriana Fallaci, Italian writer and Journalist,

The Egotist). Newton (2009 : 40) said that there are two board types of listening, namely :

    1. One-way listening

One-way listening also known as passive listening, occurs when a listener tries to understand the speaker's remarks without actively trying to provide feedback. One way listening typically associated with the transfer of informational (transactional listening). This type can be categorized as passive listening because listening because it is listening without reacting. It means that, the listener only listen to something in order to get message as the information from what they listens. The listener may deliberately, or unintentionally, send non-verbal messages such as eye contact, smiles, yawns or nods. However, there is no verbal response to indicate how the message is being received. A transactional use of language is more message oriented and it is used primarily to communicate information.

    2. Two-way of listening.

Two-way listening is typically associated with maintaining social relation (interactional listening). This type can be categorized as active listening, because it is listening with reacting. It means that , the listener not only listen to something but also gives his reaction like asking clarification if there is unclear, and giving the response. So there is social interaction between the listener with the speaker directly. Two-way listening involves verbal feedback. Interaction use of language is social oriented, existing largely to satisfy the social needs of the participants. There are two types of feedback that the listener can give. One type of verbal feedback involves a questioning response. The listener can ask for additional information to clarify your idea of message. The second type of verbal feedback is paraphrasing. The listener need to demonstrate that the listeners have understood about what they listened.

2.3. The Process of Listening

    2.3.1 Bottom-up Process

Bottom-up process is activated by the new incoming data. The feature of data pass into the system through the best fitting, bottom level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds from the smallest meaningful unit (phonemes) to complex text. Thus, phonemic units are decoded and connected together to construct phrases, phrases are connected together to construct complete meaningful text. This process is closely associated with the listener's linguistics knowledge. Bottom up process has its own weak points. Understanding the text is an interactive process between the listener's previous knowledge and the text. Bottom-up processes involve perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetics, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretative (Field, 2003 : 326).

    2.3.2 Top-down Process

Top-down process involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In the other hand, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct,

or add to this. Top-down listening means making as much use as you can of your knowledge and the situation. From your knowledge of situations, contexts, texts, conversations, phrases and sentences, you can understand what you hear.

2.4 Audio-Visual Media.

In teaching English the teacher should know the technique and the media that they use in teaching. Many kinds of media that the teacher can use in teaching, one of them is video. In learning English, the students sometime bored with certain atmosphere of the teacher techniques in teaching, that's why the teacher use media to make students not be bored and they become interesting with their lesson. The reason to use media in teaching that there is a historical recurring expectation that the students motivation and performances may be enhanced by them. More recent media as widely used in classroom teaching. There are some media that can used by the teacher while doing teaching and learning process. One of the media is video, and English animation movie is kinds of video.

III. RESEARCH METHODOLOGY

3.1 Research Design

In this research, the writer will follow the Methodology in Descriptive Quantative. It is descriptive because the writer wants to find out the use of using English animation movie to improve the on the students' ability in listening at the second grade of Senior High School.

Group	Pre-Test	Treatment	Post-Test
Experimental	X	✓	X2
Control	Y	-	Y2

3.2 Population and Sample

The population in this research was the second year students of SMA Negeri 1 Pematangsiantar in academic year of 2013/2014. There were 12 classes of the second year students which consist of 34 students for each class. So the total number of population was 408 students.

The writer used two classes from the eight classes as the sample that consists of 34 students of each class. One class was chosen to be the experimental group and the other one as the control group.

The control group was the group treated as usual and experimental group was the group that received treatment by using English animation movie.

3.3 Instrument of Collecting Data

The students were given the listening test where the answer was included in the movie that they listen. The data was collected by administering multiple choice items. It consists of 20 questions.

3.4 The Technique of Collecting Data

In conducting the test, there were three steps applied; doing pre-test, treatment and doing post-test.

Pre-Test

The pre-test was conducted to find out the homogeneity of the sample and its result will be available to arrange the groups as supposed. The function of the pre-test is to find out the mean score of the group A and group B

Treatment

The experimental group and experimental group were given the same material but in different way. Using English animation movie was treated to the experimental group. And the control group was not treated by using English animation movie. This was applied in the treatment only because it was expected to result different of the test at post test, to find out the use of English animation movie to improve students' ability in listening.

Post-test

Having treatment, the entire subjects were given a post-test as the pre-test before. The post-test was used to know the use of English animation movie in experimental group.

3.5   Technique of Analyzing Data

There are two groups of data, those of experimental group and control group. To analyze the data, the t-test formula was used as followed:

The form:

$$T = \frac{Mx - My}{\sqrt{\left[\frac{d\,x^2 + dy^2}{|Nx + Ny| - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

Mx	= Mean of experimental group
My	= Mean of control group
dx	= The standard deviation of experimental group
dy	= The standard deviation of control group
Nx	= Total sample of experimental group
Ny	= Total sample of control group

IV.   FINDING AND DISCUSSION

4.1 Findings

Some findings can be formulated as follow:

1. The mean of experimental group was 15.73 and the mean of control group was 11.17. It showed that the score of the students in experimental group was higher than control group.
2. The validity of experimental group was 0.79
3. The reliability of experimental group was 0.88
4. From the analysis of the data, t-observed was higher than t-table (2,81 > 2) at the level of significant is 0.05 with df = 66 (Nx + Ny – 2).

4.2 Discussion

The writer had done the research at SMA Negeri 1 P.Siantar, and she got the data from two classes. One class was experimental class and the other one was control class. In this research the writer wants to know how English animation movie improve the students ability in listening at grade XI of SMA Negeri 1 P.Siantar. In the research the writer asked the students to answer the test. The students answered the questions based on the listening material. All the students got the same material in the learning. The result of the test show that the students get improvement in listening by using English animation movie than the students who do listening without English animation movie. It concludes that English animation movie make easier the students to do listening as the media of learning.

V. CONCLUSION

The writer concluded that:
1. English animation movie as the media of learning helps the students to get easier to do listening at grade XI of SMA Negeri 1 P.Siantar.
2. The students who listen by using English animation movie is more enjoyable and not bored while do listening than the students do listening without English animation movie.
3. English animation movie improve the students ability in listening.

In teaching English, the writer suggests to do the following :
1. The English teacher can use the media in teaching and learning process. The media can be visual, and also audiovisual as the stimulation to students.
2. The English teacher should know what kinds of media that can they use to make the students are easier to understand the material.
3. The English teacher can use English animation movie as the media to improve the students' ability in listening.

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The Effect of TGT and STAD Method on Students' Reading Comprehension

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Abstract: *This study attempted to find out the effect of Teams Games Tournament (TGT) and Student Teams-Achievement Division (STAD) method on reading comprehension. The total numbers of population were 240 grade eight students of SMP N 2 Siantar. There were three classes of the grade eight as the sample chosen with random sampling cluster. The result revealed that the effect of TGT is more significant than STAD or than the effect of Grammar Translation Method on students' reading comprehension. The critical value of F_{test} = 6.75 in the degree of freedom (2; 87), while the F_{table}, with df (2; 87) F(2;87 ;0.05) = 3.12 and F(2;87 ;0.01) = 4.89. So, the result showed that F_{test} is higher than F_{table} (3.12 <6.75> 4.89). In conclusion, TGT method should be applied by teacher in teaching reading comprehension.*
Keywords*: Reading Comprehension, STAD, TGT, Teaching Technique*

I. INTRODUCTION

In the structure of curriculum program in Junior High School, English is one of the most important subjects for students in the seventh grade until ninth grade by having four hours lesson every week. English has been identified as the most important parameter in the curriculum development that should be mastered by Indonesian students. It means that students in Junior High School have three years opportunity to learn English and they are expected to master it.

Reading as one of the two receptive skills has an important role in the learning process (Alderson, 1999:88). Reading links the reader, the text, and the interaction between the reader and the text in forming meanings as information. Through reading, students can get much information in or out of the classroom.

Although English has been taught to students in primary school level or even in some kindergarten, students still have difficulties in learning reading skill. As it was found from the result of the observation in the classroom and the discussion with English teachers, the most common problem in teaching and learning reading was when students feel difficulties to read an English text because they did not understand the meaning of words in the text. The teacher did not apply method that can make them easier to comprehend the text. Conventionally, teachers often apply Grammar Translation Method by asking students to read texts and then answer questions based on the texts. Grammar Translation Method is one of the most traditional methods which focus on learning the rules of grammar and their application in translation passages from one language into the other (Lasrse, 2008:3). In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the source language and their native language. This method is not effective because the students are bored and need much time to be able to

master English Reading. Therefore in general, students' score in English is low. It's proven through the writer's observation in SMP N 2 Siantar, the students' mark of English Reading was under the Kriteria Ketuntasan Minimal (KKM). The list of score observed by the researcher in this school can be shown through the table below:

Table 1. English Semester Data of SMP N 2 Siantar

No	Year of Study		The scores Average				Mean	KKM
			Reading	Writing	Listening	Speaking		
1	2012/ 2013	Semester I	60,4	62,8	61,08	63,5	61,9	65
		Semester II	60,8	62,6	62,4	63,2	62,2	65
2	2013/ 2014	Semester I	60,03	63,7	62,5	65,01	62,8	65

(source: Semester data of students result in SMP N 2 Siantar 2012/ 2013)

Based on the table above, the result of the students' achievement in English is not good enough. It is still under the standard score of English which is specified by SMP N 2 Siantar, which is 65. Arikunto (2006: 86) classifies five levels of students' achievement; 0-29 is failed, 30-55 is poor, 56-65 is average, 66-79 is good and 80-100 is excellect.

There are some factors which have been considered as the causes of the difference on the students' assessment in reading as Educational Testing Service says in Guidelines for the Assessment of English Language Learners (2004:6) such as: different background of linguistics (social), educational and cultural. It is not easy to solve these complicated problems. Based on my observation in interviewing the teachers and lesson plan, it can be concluded that English teachers still use the traditional methods such as Grammar Translation Method in teaching at school particularly English is still regarded as foreign language in our state. The teachers always use the ordinary ways of teaching like giving some questions, discussion and homework without any challenges activities that will train their brain to think critically. And of course it will affect much the students' achievement in reading. The students become not interested in learning English. So it is needed to find ways in order to overcome the students' low achievement of reading.

Based on the semester data of final semester, the achievement of the students in reading is also low. The low achievement in reading needs to be increased, because most of test in final semester examination (UAS) are Reading Comprehension. Actually as mentioned by Brown (2001:121), teachers have important role in helping students optimizing their reading skill in the classroom. Moreover, Brown also points out that teachers have roles as: "controller-who creates or organizes good condition in the classroom to learn; director-who directs students in to the learning process effectively, manager- who manages the learning process, facilitator- who facilitates and helps student in learning process, and resource-who gives advice and counsel when students seek it". From those roles, teachers can support students to improve their reading comprehension

through the appropriate strategy. Strategy or technique to comprehend the text is one of the three different elements which impact reading beside the student's background knowledge and student's linguistics knowledge of the target language. The teaching method needed are those able to connect the students' prior knowledge with the new information in given text.

Here are two methods which are selected in this study. They are Teams Games Tournament (TGT) and Students Team-Achievement Division (STAD). TGT is a part of cooperative learning involved group from heterogenic students, group discussion, and tournament/game (Slavin, 2010:94). In TGT, students are divided into 4-6 students from different level of competency, gender, and background. Meanwhile, STAD is a cooperative teaching strategy involving students in a group to discuss the material presented by a teacher before having quiz individually (Slavin, 2008: 74).

Based on the explanation above, the research is conducted to investigate the effect of Teams Games Tournament (TGT) and Student Teams- Achievement Divisions (STAD) on reading comprehension of grade eight students of SMP N 2 Siantar. Teams Games Tournament (TGT) and Student Teams- Achievement Divisions (STAD) are effective to increase the reading comprehension.

II.   THEORETICAL REVIEW

2.1 Definition of Reading

Many definitions of reading come out along the time. Generally, reading is interpreted as the ability to transform the printed words into meaning (Grabe and Stoller, 2002:8). When the reader gets meaning, it is reading. On the other hand, when the reader could not construct meaning, he has not already read yet. From that definition, it is illustrated that the existence of the reader and the texts only do not assure for doing reading.

Reading is not only the activity of understanding written language because it must be a link between the reader and the text (Wallace, 1992:132). Further, Rumelhart (1977:78) states, "Reading involves the reader, the text, and the interaction between the reader and the text". The instruction between the reader and the texts makes communication. By this communication, the reader gets meaning or information from what he had read.

2.2 Reading Comprehension

Comprehension means that a hierarchical relationship which is requiring some skills be taught before other and it is also a complex process in which a reader applies various skills and knowledge almost simultaneously (Carnine, Silbert and Kameenui, 1990). It is a what is stated by Scarcella (1992:96) in her book.

William (1984:3) states that comprehension is the minds act or power understanding what has been written. From quotation above, it means that is terms of comprehension reader are expecting to understand fully. Thus, it is clear that reading and comprehension are regarded as one activity, which cannot separate each other. Reading is an activity that one does. For example a reader who

understands what he has read, he can answer the question about it or he can reproduce the gist what he has read.

Actually, reading comprehension has different level, Quandt, Ivan J. (1977) uttered that there are three level of reading comprehension namely literal comprehension, interpretive comprehension and critical comprehension.

Literal Comprehension

Literal comprehension is the most obvious. Comprehension at this level involves surface meanings. At this level, teacher can ask students to find information and ideas that are explicitly stated in the text. Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of it and also a prerequisite for higher level understanding.

Recognizing stated main ideas details, causes, and effects, and sequences is the basis of literal comprehension, and through understanding of vocabulary, sentences meaning, and paragraph meaning is important.

Interpretive Comprehension

Interpretive reading involves reading between the lines or making inference. It is process of driving ideas that are implied rather than directly stated. At his levels, readers go beyond what is said and read for deeper meaning. They must be able to read critically what they have read. Reader need to able to see relationship among ideas, for example ideas go together and also see the implied meanings of these ideas.

Interpretive or reverential comprehension includes inferring main ideas of passages in which the main ideas are not directly stated, referents of pronouns, referents of adverbs, omitted words, detecting mood, detecting the author's purpose in writing, and drawing conclusions.

Critical Comprehension

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standards drawing conclusions about their accuracy, appropriateness and timelines. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all the material. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

At this level, students can be tested on the following way.

a) The ability to differentiate between facts and opinion.
b) The ability to recognize persuasive statement.
c) The ability to judge the accuracy of the information given to the text.

2.3 The Assessment of Reading Comprehension

The assessment of reading comprehension is a test containing some questions related with the information in the text. It is used to measure students'

ability in getting general information, finding specific information, finding explicit meaning of main idea, finding detail information, getting implicit information, and interpreting meaning of words, phrase and sentences based on the context. In fact, comprehension is something that cannot be examined directly (Coldwell, 2008:34) because it is a process happened in students' mind. Automatically, the assessor cannot actually see what is occurring in students' head as their comprehension.

To measure students reading comprehension, Weir (1990:56) suggests seven methods: 1) multiple-choice questions, 2) short answer questions, 3) cloze, 4) selective deletion gap filling, 5) C-test, 6) cloze elide, and,7) information transfer.

A multiple choice test is chosen as the test to measure reading comprehension. Multiple choice is the most frequent to be used because it is kind of objective test which is able to show students' comprehension objectively by their choice in the test. That is why this study this study also uses this test as the assessment of reading comprehension.

2.4 The Concept of Cooperative Learning

Andreas (2006:45) clarifies six phases of cooperative learning

Table 2. Cooperative Learning Phases

No	Phases	Description
1	Giving objectives and motivating students	Teachers give objectives and motivation
2	Explaining material	Teachers explain material
3	Grouping students	Teachers divide students in groups and explain how to do peer teaching
4	Monitoring students in group	Teacher monitors students in peer-teaching and doing students worksheet
5	Giving test	Teacher test students understanding about the material individually and group
6	Rewarding	Teachers give appreciation students achievement

Practically, cooperative learning was divided into various methods. Slavin (2010:5) divides cooperative learning into Students Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), Team-Assisted Individualization, Cooperative Integrated Reading and Composition (CIRC), and Jigsaw. Kagan (2002:12) also adds some methods as parts of cooperative learning which are Numbered Head Together, Circle the Sage, Team Pair Solo, Round-Robin Brainstorming, and Three-Step Interview. Basically, all methods of cooperative learning emphasize on learning in groups.

2.5 Teams-Games Tournament (TGT)

As it has been explained before that TGT is one of methods within cooperative learning, TGT is the first learning method as a part of cooperative learning; TGT also puts students into small groups (Slavin, 2010:94). As the

words that form its acronym, TGT has three basic elements. The first element is teams. Teams are made at the beginning of the activities. Students are divided into small groups about 4-5. The placement is based on students' achievement level on their initial test score of their score in raport. Ideally, each group consists of one high-achieving student, two average-achieving students, two average-achieving students, and one low-achieving student. This group stays together until the next placement.

The second element of TGT is games. Games are played during weekly tournament. Short-answered questions about what have been taught are given in game to examine students' understanding after group discussion. Many researchers say that games are effective as media of teaching and learning language (Chen 2005:21). Games are offer students comfortable atmosphere to learn and to experience the language. Thus, games here are not only used as the ice-breaker to kill the rest time.

Generally, TGT is arranged in teaching and learning process with series of activities, consists of:

1. Preparation
   In this activity, teacher prepares the teaching material, student's worksheet, and all requirements needed in tournament as numbered cards, questions and answers, placement sheet of tournament table, and rewards.
2. Grouping
   a. Ranks students' achievement score
      Teacher puts the students in right order based on the students' initial achievement level. Teacher then ranks them into the high-achieving, average-achieving, and low-achieving.
   b. Determines team member
      In this activity, teacher spreads out students into teams in average. Perfectly, each team has four members, so teacher can divide students into four. But if students are in even numbers, there will be team in five, four or three members.
   c. Puts students into team
      After making students by their achievement, teacher puts them into a group by the composition of one high-achieving student, two high-achieving students and one low-achieving student. Beside the same number of members, a team has to emphasize on heterogeneity. The composition of team is illustrated in Table 2.2.
   d. Takes note student names into team summary sheet
3. Giving the material
   Teacher gives the material to the students but not comprehensively because after that students should discuss together in teams.
4. Game
   After giving the material, teacher gives worksheet to the students as the guide the discussion time. All curiosity about the material should be solved by their own discussion before asked to the teacher. In this activity, teacher only controls the teams whether they all work together or not and checks if the discussion is running well or not. This activity is completely finished after all members of the teams understand the material. Thus, all members have to take part and learn each other.
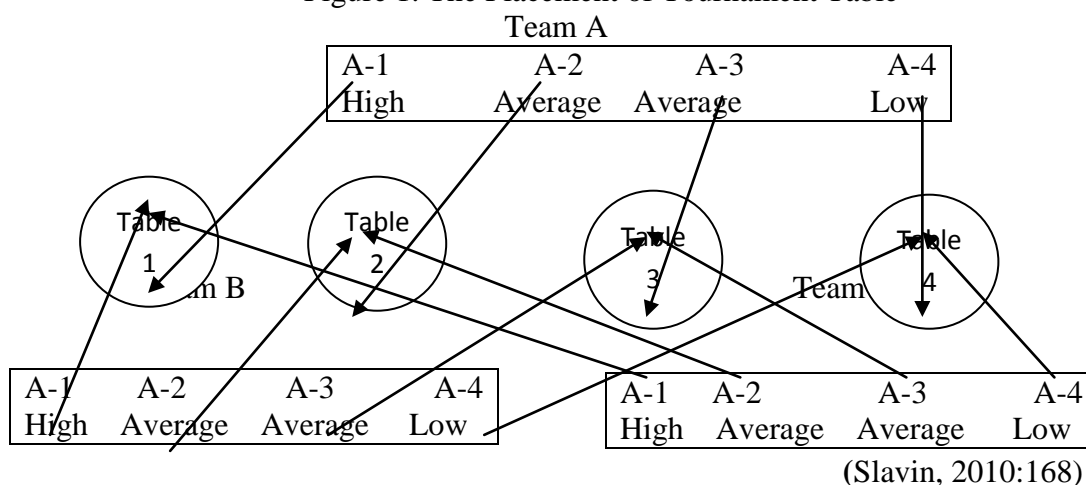
5. Tournament

Here are the steps in tournament activity:

a. Placement of Tournament Table

Before starting the tournament, teacher replaces students into tournament table firstly (Slavin, 2010:104). The replacement must be equal, which means that students compete with the same achievement level students from other teams. The high-achieving student from team A meets the high-achieving students from team B, C, and D. The average-achieving student meets other average-achieving students and the low-achieving student meets other low-achieving student. By this rule, all students have their balanced rival in tournament table. The example of placement of tournament table can be seen below

Figure 1. The Placement of Tournament Table

(Slavin, 2010:168)

b. Regulation of Tournament Table

Regulation of Tournament Table is the rule of play followed by the students in doing tournament (Slavin, 2010:169).Teacher ask students to sit in the tournament table and give them the equipments like numbers cards, question and answer sheets, and score sheets.. then, teacher explains the tournament rule. All the students have to understand correctly about the rule before starting to keep the tournament on the right path.

After all are prepared, students take one numbered card from box to determine who go first as the reader, the first challenger, the second challenger, and the third challenger (if the tournament consists of four students). Then the first reader starts the tournament by shuffling the cards and takes one on the top. What number he got on the card means that the number of question he have to answer. Next he reads the question aloud complete with the options. He has opportunity to guess if he does not know the answer. If the other challengers have different answer, they can say the answer one by one. The first challenger can give different answer if e wants or passes. If the first challenger passes that opportunity, the second challenger can take the chance the answer if he wants or just gives the chance to the last challenger.

When all challengers already got the chance to answer, the last challenger checks the right answer on the answer sheet. Whoever answered correctly can store the card. When the reader' answer is not correct, he does not get penalty.

While if the challengers answer incorrectly, they should return one card they have already had to the box.

For the next round, roles of the all members change but rule of tournament is still same. The first challenger becomes the reader, the second challenger becomes the first challenger, the third challenger becomes the second challenger, and the reader becomes the last challenger. The reader then starts the tournament by shuffling the cards and takes one on the top. After that, the tournament continues until the time is up or the cards in the box are played out.

During this tournament time, teacher walks around the class checking the students' work. 10 minutes before the time is up, teacher should make sure that the tournament is finished and asks students to score their work in score sheet.

6. Team recognition

As a part of cooperative learning, TGT has two kinds of assessment. The first assessment is individual assessment. This kind of assessment is got from students' own score in test. In cooperative learning, students help each other to make all members in group understand and ready to have a test. Then, they do their test individually without any helps from group mates.

The second assessment is group assessment which is got from every member contribution. The contribution is counted from the difference between students' scores and students' tournament scores. The difference scores from all members in each group then are summed up and averaged to make group score. Therefore, all members feel appreciated not only for high achievement students but also for low achievement students. The high achievement students will not be damaged because they are grouped with low achievement students and the low achievement students will not feel inferior because they also can give contribution to their ability.

At this activity, teams calculate points from each member got in the tournament. All points from members are summed up and averaged get the team score. Then, rewards are given to all teams as the appreciation of all members efforts.

2.6 Students Teams –Achievement Divisions (STAD)

Students Team-Achievement Division (STAD) is one of cooperative learning method in which students work in a group (Slavin, 2008: 74). The group consists of students from different academic level, sexes, and background ethics. They are responsible for discussing and working in group before answering quiz individually.

The main idea behind STAD is to motivate students, to encourage, and to improve each skill presented by teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best.

There are some steps in STAD that a teacher has to follow:
1. Class presentation
   Material in STAD is initially introduced in a class participant. This is most often a lecture-discussion conducted by the teacher, but could include audiovisual presentation. Class presentation in STAD differ from usual teaching only in that they must pay careful attention during the class

presentation, because doing so will help them to do well on the quizzes, and their quiz scores determine their team score.

2. Teams

Teams are composed of four or five students who represent a cross section of the class in academic performance, sex, and race or ethnicity. Firstly, the teacher ranks the students from highest level to lowest one then balance the teams so that each team is composed of students whose performance kevels range from low to average to high. The major function of the team is to prepare its member to do well on the quizzes. After the teacher presents the material, the team meets to study worksheet.

3. Quizzes

After one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during the quizzes. This makes sure that every student is individually responsible for knowing the material.

4. Individual Improvement Score

The idea behind the individual improvement scores is to give each student a performance goal that the student can reach, but only she or he works harder and performs better than in the past.

5. Team recognition

Teams may earn certificates or other rewards if their average scores exceed a certain criterion.

III. RESEARCH METHODS

3.1 Research Design

This study was carried out by applying a quantitative approach with an experimental design. There are three independent variables; the first independent variable is Grammar Translation Method, the second method is STAD, and the third method is TGT method. Dependent variable is students' reading comprehension. The design of study can be seen below

Table 3. Research Design

Group	Method	Class	Pre-Test	Lesson Plan				Post-Test	Performer	Schedule
				1		2				
				Teaching						
				1	2	3	4			
Control	Grammar Translation	VIII-5	X1	✓	✓	✓	✓	Y1	English Teacher	3 Weeks
Experimental	STAD	VIII-2	X2	✓	✓	✓	✓	Y2	Researcher	
	TGT	VIII-4	X3	✓	✓	✓	✓	Y3	Researcher	

3.2 Population and Sample

The population of this study is the grade eight students of SMP N 2 Siantar which consists 8 classes. Each class consists of 30 students. The sample was chosen in three classes participated for the class VIII-2 which uses STAD Method, class VIII-4 which uses TGT Method, and class VIII-5 as control group

which uses Grammar Translation Method. The object of this research is Reading Comprehension analyzed based on there levels of Reading Comprehension such as Literal Comprehension (Main idea, Cause and effects, and Sequences), Interpretive Comprehension (Referents of pronoun/adverb, Omitted words/vocabulary, Writer's intention and Conclusion), and Critical Comprehension (Opinion, Persuasive statement, Accuracy).

3.3 The Instruments of Data Collection

The test consisted of 30 questions with 4 reading comprehension texts with 4 options. The scores that the students got would be processed to get the final scores i.e. the scores in range between 0 -100, by applying the following formula:

$$Score = \frac{obtained\ score}{\max imum\ score\ (30)} \ x\ 100\%$$

3.4 Validity of the test

In order to know the validity of the test, the writer uses the coefficient of correlation product moment formula (Arikunto, 2006:213), namely:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes: r_{xy} = the correlation between two variables
$\sum x$ = the total score of the pre-test
$\sum y$ = the total score of the post-test
N = the number of sample

3.5 Reliability of Reading Comprehension Test

To find out the reliability of the test, the writer used the Spearman-Brown formula (Arikunto, 2006:223):

$$r_{11} = \frac{2\ x\ r\ 1/2\ 1/2}{1 + r\ 1/2\ 1/2}$$

Notes: r_{11} = Coefficient reability
T $r\ 1/2\ 1/2$ = Coefficient between the two tests
Arikunto asserted that the reliability of test can be catagorized as follow :
0.00-0,20 = the reliability is very low
0,21-0,40 = the reliability is low
0,41-0,60 = the reliability is fair
0,61-0,80 = the reliability is high
0,81-above = the reliability is very high

3.6 Technique for collecting Data

In order to answer the problems of the study, the following is the way of collecting the data:
1. Preparing the Reading Comprehension Test to test the groups
2. Testing the groups, correcting their paper and calculating their mean scores to groups taught by Traditional Grammar Method, STAD, and TGT.
3. Preparing the lesson plan for Traditional Grammar Method, STAD, and TGT activities.

4. Dividing the classes which would be taught by Traditional Grammar Method, STAD, and TGT.
5. The three groups were given posttest to measure the effect of Grammar Method, STAD, and TGT.

3.7 Technique for Analyzing Data

Generally, the research method is done two groups: first experimental group and second is control group. After the research have finished done and then here the steps to be taken in analyzing the data are below:

1. To Determine the mean of each group
2. F$_{test}$ (F$_t$)

3.7.1 Mean

Mean is obtained by summing the data across individuals in that group, then divided by the number of people who exist in the group Sudjana (2005:94). Mean is used to find out the effect of method on students' Reading Comprehension.The formula below is used to count the mean of each test.

$$\bar{x} = \frac{\sum y}{n}$$

Notes: $\bar{x}$ = the means
   $\sum y$ = the sum of all the scores
      n = number of the scores

3.7.2 F$_{test}$ (F$_t$)

In order to answer the Hypothesis, the data were analyzed by using One – Way ANOVA (F$_{test}$). The diference of mean scores of three groups were calculated by using ANOVA in order to know whether the effect of Teams Games Tournament (TGT) is more significant than the effect of Student Teams-Achievement Division (STAD) or than the effect of Grammar Translation Method on Reading Comprehension of grade eight students of SMP N 2 Siantar. The formula of F$_{test}$ (Arikunto; 2006: 321) is as allows :

$$JK_A = \sum_{i=1}^{a} \frac{\left(\sum X_A\right)^2}{n_A} - \frac{\left(\sum X_T\right)^2}{N}$$

$$JK_E = \sum_{i=1}^{e} X_A^2 - \sum_{i=1}^{a} \frac{\left(\sum X_A\right)^2}{n_A} = \sum_{i=1}^{a} \left\{ \sum X_A^2 - \frac{\left(\sum X_A\right)^2}{n_A} \right\}$$

$$JK_T = \sum X_T^2 - \frac{\left(\sum X_T\right)^2}{N}$$

Notes:

A= Regression
E= Residual
T= Total
JK= sum of squares
N = number of sample
df = degree of freedom
a = number of method

Each variance has degrees of freedom (df) is the magnitude of dfA = a - 1; dfE = N-a, and dfT = N -1. Furthermore, it can be calculated the magnitude of the

mean sum of squares (RJK) for each source of variance is calculated by dividing JK with his df respectively. All values obtained are arranged in a list of analysis of variance (F_{test}) as follows:

Model	JK	Df	RJK	F_{test}
Regression (A Residual (E)	JK_A JK_E	df_A df_E	RJK_A RJK_E	$\dfrac{RJK_A}{RJK_E}$
Total	JK_T	df_T	-	-

If F_o is significant, so there must be t-test to find the magnitude of the mean difference between method 1, 2, and 3 that can be tested by ANOVA t test using the formula (Arikunto, 2006: 325):

$$t(3-1) = \frac{\overline{X}_3 - \overline{X}_1}{\sqrt{RJK_E \dfrac{1}{N3} + \dfrac{1}{N1}}}$$

$$t(2-1) = \frac{\overline{X}_2 - \overline{X}_1}{\sqrt{RJK_E \dfrac{1}{N3} + \dfrac{1}{N1}}}$$

Notes:
1 = Grammar Translation Method
2 = Student Teams- Achieving Division Method
3 = Teams Games Tournament Method
$\overline{X}$ = Mean

IV. FINDINGS AND DISCUSSION
4.1 Findings

After analyzing the data, the problem statement mentioned in the previous chapter were successfully testified. The findings of research are:

1. There is an effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar. It can be proven from the mean score for pretest is 51.8 while the means score in posttest is 61.26
2. There is an effect of STAD Method on reading comprehension of grade eight students of SMP N 2 Siantar. It can be proven from the mean score of pretest is 54.76 while the means score of posttest is 69.3.
3. There is an effect of TGT Method on reading comprehension of grade eight students of SMP N 2 Siantar. It can be proven from the mean score of pretest is 55.83 while the mean score of posttest is 70.1.
4. The effect of Teams Games Tournament (TGT) is more significant than the effect of Student Teams- Achievement Division (STAD) or than the effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar. Based on the calculation of testing hypothesis, the researcher got the critical value of F_{test} = 6.75 in the degree of freedom (2; 87), while the F_{table}, with df (2; 87) F(2;87 ;0.05) = 3.12 and F(2;87 ;0.01) = 4.89. So, the result showed that F_{test} is higher than F_{table} (3.12 <6.75> 4.89).

4.1.1 The Data Descriptions

The significant effect on students' Reading Comprehension when the students were taught by Grammar Translation Method, STAD, and TGT (F_t)

No	Post Test of Grammar Translation (X1)	Post Test of STAD (X2)	Post Test of TGT (X3)	Σ
1	43	63	50	156
2	57	67	73	197
3	57	63	67	187
4	53	63	73	189
5	57	83	63	203
6	57	80	57	194
7	73	63	87	223
8	57	83	67	207
9	73	63	73	209
10	77	83	67	227
11	60	63	73	196
12	53	63	77	193
13	57	67	57	181
14	57	47	77	181
15	73	80	83	236
16	57	80	63	200
17	43	83	73	199
18	57	80	63	200
19	70	67	63	200
20	73	63	73	209
21	60	47	83	190
22	70	63	67	200
23	57	63	80	200
24	53	63	73	189
25	70	80	60	210
26	67	67	70	204
27	73	83	73	229
28	70	80	70	220
29	57	63	73	193
30	57	67	77	201
$\sum X$	**1838**	**2080**	**2105**	**6023**
N	**30**	**30**	**30**	
$\sum X^2$	**114976**	**147336**	**149725**	**412037**
$\sum x^2$	**2367.8**	**34727.8**	**37116.87**	
$(\bar{x})$	**61.2**	**69.3**	**70.1**	

$$JK_A = \sum_{i=1}^{a} \frac{(\sum X_A)^2}{n_A} - \frac{(\sum X_T)^2}{N}$$

$$JK_E = \sum_{i=1}^{e} X_A^2 - \sum_{i=1}^{a} \frac{(\sum X_A)^2}{n_A} = \sum_{i=1}^{a} \left\{ \sum X_A^2 - \frac{(\sum X_A)^2}{n_A} \right\}$$

$$JK_T = \sum X_T^2 - \frac{(\sum X_T)^2}{N}$$

$JK_A = 1204.8$

$JK_E = 7759.7$

$JK_T = 8964.5$

Model	Sum of Squares (JK)	Df	Mean of Square (RJK)	F_{test}
Regression (A)	1204.8	2	602.4	6.75
Residual (E)	7759.7	87	89.19	
Total	8964.5	89	-	-

From the table, df (2; 87) ⟶ F(2;87 ;0.05) = 3.12 and F(2;87 ;0.01) = 4.89. Based on the result, F_{test} was higher than F_{table}. So, the researcher concludes that The effect of Teams Games Tournament (TGT) is more significant than the effect of Student Teams- Achievement Division (STAD) or than the effect of Grammar Translation Method to the students' reading comprehension.

Based on the result above, F_{test} is significant, so there must be t-test to find the magnitude of the mean difference between method 1, 2, and 3 that can be tested by ANOVA t test using the formula:

$$t(2-1) = \frac{\overline{X}_2 - \overline{X}_1}{\sqrt{RJK_E \frac{1}{N3} + \frac{1}{N1}}}$$

$$= \frac{69.3 - 61.26}{\sqrt{89.19 \frac{1}{30} + \frac{1}{30}}}$$

$$= \frac{8.04}{2.31}$$

$$= 3.48$$

For df = 87 so $t_{0.05}$ = 1.66, so $t_{test} > t_{table}$; 3.48 > 1.66 (there is a significant difference).

$$t(3-2) = \frac{\overline{X}_3 - \overline{X}_2}{\sqrt{RJK_E \frac{1}{N3} + \frac{1}{N1}}}$$

$$= \frac{70.1 - 61.26}{\sqrt{9337.7\,\dfrac{1}{30} + \dfrac{1}{30}}}$$

$$= \frac{8.84}{2.31}$$

$$= 3.82$$

For df = 87 so $t_{0.05}$ = 1.66, so t_{test} > t_{table} ; 3.82 > 1.66 (there is a significant difference).

4.2 Discussion

The application of teaching method is affected by students' motivation. Students' motivation contributes to the effectiveness of methods in the teaching and learning process in the class. As the result, the students having high motivation who were taught using TGT have higher reading competence of others. TGT method is more effective than STAD and conventional method for teaching reading. It means, TGT is suitable and effective for students having high motivation. The teacher has to know which method works well according to the students' motivation in the teaching and learning process. TGT is one of the methods requiring highly motivated students in mastering the learning materials. Peer teaching or sharing knowledge is the main aims in the group activities. TGT method is a form of small group learning with different background of members (academic competence, sex, and ethnicity). The success of the group depends on how far the members can master the learning materials through tournament. In mastering the learning materials, students try to share duties, such as: finding out the meaning of words or vocabularies or translating the text among the members. This method will not only emphasize the students in mastering the academic content but it will also make their relationship more familiar. TGT also requires the students to be more active in their teams with a help of teacher. The teacher is to monitor and assist the activity of the groups and their members. In fact, students become more independent and active in mastering the learning materials because they can share with their mates with different background.

The result of one-way ANOVA (F_{test}) computation by using Microsoft Office Excel program reveals that both Teams Games Tournament (TGT) and Students Teams-Achievement Divisions (STAD) method significantly affect students' reading comprehension. F_{test} was higher than $F_{table.}$ So the result 3.12 <6.75> 4.89. Thus, it is concluded that both TGT and STAD methods are effective to teach reading comprehension. The students taught by TGT method has the highest mean of Grammar Translation method and STAD; 61.2 < 70.1 > 69.3. This is because the students are more enthusiastic in learning process while they are taught by TGT. TGT is effective to warm up class atmosphere because TGT gives opportunity to make all students taking parts in the teaching and learning activities and being successful.

On other side, the using of STAD is also important as the method of teaching. Students Team-Achievement Division (STAD) is one of cooperative learning method in which students work in a group. The group consists of students from different academic level, sexes, and background ethics. They are responsible for discussing and working in group before answering quiz individually. Some of

students are also interesting while they were taught by STAD, they work in group while discussing the material. But after implementing both methods and Grammar Translation method in control group, the students are more active in taking part of the learning activities in the classroom while they were taught by TGT, and it affects their Reading Comprehension.

V.   CONCLUSION

After conducting and analyzing the data at grade eight students in SMP N 2 Siantar, the writer concludes that: 1) the effect of Teams Games Tournament (TGT) is more significant than   the effect of Student Teams- Achievement Division (STAD) or than the effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar, and 2) the students understand most in the level of literal comprehension.

Concerning to the conclusion above, the writer suggests that teacher should use TGT method for teaching reading to improve students' reading competence. The students should learn English in different ways, in form of small group with different background of members through TGT in reading activity.

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