

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a communication tool that is a means for delivering information to others. Language has a close relationship with people because they need language to interact with other people. People usually use the language to express their thoughts, feelings, ideas, and everything's they mean. By using language, people can also understand what other people say. It means language is very important for communication.

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. One of the language skills that will be focused in this study is writing skill.

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know.

Reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text. It means that students more than understand what we called comprehend. They have to comprehend the text in order to grab some ideas from

the text. Ability or skill of comprehending a message in the text is the goal of reading in language instruction. However, comprehending a message of the text is difficult, especially in English. It can be seen from the students' reading comprehension is still far from what is being expected.

Based on the writer's experience when doing in Teacher Training Practice (PPL) at SMP Swasta Methodist 7 Medan, when the writer taught in that school, the writer found that most of the students had problem in reading comprehension. Most of them didn't interest to learn reading comprehension, because their teacher that teach them in that school only focus to the pronunciation of the text not to the meaning of the text. The students could read English word and sentence in text, but they just read it without trying to understand the content of the text that they have read. Therefore, the process of teaching reading comprehension cannot run well because most of the students passive in the class, they just read the text without know the meaning of the text and the students do not know what the text talking about and what is the main idea of the text.

Based on the background above, the writer will be conduct a research entitled "The Effect of Using GOGO Strategy Towards Students' Reading Comprehension at SMP Swasta Methodist 7 Medan."

1.2 The Problem of the Study

Based on the background of study, the problem of study is formulated as follows: “Is there any significant effect in student’s reading comprehension by using Give One - Get One Strategy in teaching reading?”

1.3 The Objective of the Study

The objectives of this research is, To find out whether there is a significant effect in student’s reading comprehension by using Give One - Get One Strategy in teaching reading.

1.4 The Scope of the Study

There are so many kinds of reading text and kinds of levels of reading comprehension, in this research, the writer use descriptive text and interpretive level of comprehension that relate in GOGO Strategy because there is material using descriptive text in the eighth grade. The topics are place, thing and people. This material is based on students of VIII Grade SMP Swasta Methodist 7 Medan.

1.5 The Significances of the Study

This research is expected that the result of this research will be useful in theoretically and practically as follows:

1.5.1 Theoretically

The result of the research will give significance for theoretically, they are:

- 1) To give a new perspective in strategy of teaching reading comprehension.
- 2) As a new model in teaching reading comprehension.

1.5.2 Practically

The result of the research for practically, they are:

- 1) For the teachers especially English teachers as a feedback to improve their strategy on teaching reading comprehension.
- 2) For the students, they will get experience of using Give One – Get One Strategy and help them to improve their ability in reading comprehension.
- 3) For the researcher, it is hope that the result of the research will be useful and to improve the knowledge about teaching reading using GOGO Strategy.

1.6 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

Ha : There is a significant effect of using Give One Get One strategy towards students' reading comprehension.

Ho : There is no significant effect of using Give One Get One strategy toward students' reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, some theories are needed to explain some terms that have relation in this research. The terms are exactly not far away from the title of this research. Some terms are used in this study and they need to be explained theoretically

2.2 Reading

Anderson (2006:4) states that reading is a unique human skill which we tend to perform somewhat below maximum capacity. Reading slowly and not understanding what is read often go together. They are symptoms of lack of reading skill. With reading, just as with talking, it is sometimes necessary to reach the objective as quickly as possible.

Based on explanation above, the writer concludes that reading is an active process to get meaning or information from printed page or written language shared by the writer. Reading process also needs the reader background knowledge to build the readers' comprehension. By reading, the reader will know what they read and the ideas of the writer. Reading is also important in our daily activity. Through reading, we can get new information, knowledge and information about world development.

Grabe (2009:4) states that reading is about understanding written texts. It is a complex activity that involves both perception and thought. There are many definitions about reading given by linguists, but most of them agree that reading is one of four basic language skill.

Based on the explanation above, the writer can conclude that reading is a process of activating prior knowledge to help a reader in understanding a certain text. Reading is the ability to draw meaning from the printed page and interpret this information appropriately. By reading, students are able to gain information and to improve their knowledge.

Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Based on explanation above, the writer concludes that in reading the reader should combine their own background of knowledge and information of the text to get the idea and meaning from text. In other word, the reader tries to transform meaning from the words they have read in order to get message and information from writer.

2.2.1 The Purpose of Reading

Grabe and Stoller (2002:13-15) states that the purposes of reading are:

1) Reading to Search for Simple Information and Reading to Skim

Reading to search for simple information is a common reading ability, although some researchers see it as relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to research, we typically scan the text for a specific piece of information or a specific word. As an example, we usually search through atelephone directory to find key information, either an address or a phone number. In prose texts, we sometimes slow down to process the meaning of a sentence or two in search of clues that might indicate the right page, section, or chapter. Similarly, reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies, for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2) Reading to Learn from Texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information of a text. It requires to remember main ideas, as well as a number of detail that elaborates the main and supporting ideas in the text, link the text to the reader's knowledge base. Reading to learn usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information). In addition, it makes stronger differencing demand than general comprehension to connect text information with background knowledge (e.g. connecting a character, event or concept to other known characters, events or concepts; or connecting possible causes to known events).

3) Reading to Integrate Information, Write and Critique Texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and like restricting of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique maybe task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

4) Reading for General Comprehension

The notion of general reading comprehension has been intentionally save for last in this discussion for two reasons. First, it is most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

2.2.2 Types of Reading

Brown (2003:189) states that types of reading are:

1) Perceptive Reading

Perceptive reading is type of reading which involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphic symbols.

2) Selective Reading

Selective reading is large part of assessment formats in which to ascertain one's reading recognition of lexical, grammatical of language within a very short stretch of language. This type of reading uses certain typical tasks: pictured-cued, tasks, matching, true/false, multiple choice, etc.

3) Interactive Reading

This type of reading forces the readers to interact with the text in which the readers should be able to bring a set of schemata to the text for understanding it. Typical reading genres that lend themselves to interactive reading are anecdotes, short narrative, direction, recipes, and other forms similar to those genres, the main focus in interactive

reading task is to identify relevant features (lexical, symbolic, grammatical, and discourse).

4) Extensive Reading

This type of reading is when a reader reads texts of more than a page. For instance, professional articles, essays, technical report, short stories, and books. It should be justified here that “extensive reading” refers to longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour and it’s focus is to tap into a learner’s global.

2.3 Comprehension

Nunan (2005:71) states that comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the readers’ mind. Reading comprehension is understanding a text that is read, or the process of constructing meaning from the text.

Based on the explanation above, the writer concludes that comprehension is the ability to derive and understand information from text. In reading comprehension, the reader also relates the idea from the text to prior experience and their knowledge. This ability is indicated from the test given to measure students’ reading comprehension in finding main idea, expression/phrase/idiom,

2.4 Reading Comprehension

Janette (2007:32) states that 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 and skill) as well as variables related to the text itself (interest in text,

understanding of text type).

Based on explanation above, the writer concludes that reading comprehension is interaction between readers with the text and reader also relate the idea from the text to prior experience and their knowledge. In reading a text, the readers have purpose to get information and understand about the text, and the readers can get message from the text.

Simarmata (2014:1) states that reading comprehension is the ability to read text, process it and understand its meaning. It means that reading comprehension is the reader ability to comprehend text to get meaning from text.

Based on explanation above, the writer concludes that reading comprehension is interaction between readers with the text and reader also relate the idea from the text to prior experience and their knowledge. And also to understand or remember what is read, the child must be able to relate new information to the previous knowledge.

Hasibuan (2007:128) states that reading comprehension is an activity with a purpose. It is very useful for all learners. It is an interactive process that goes on between the reader and the text. A person may read in order to gain information to verify existing knowledge, or in order to review a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

Based on explanation above, the writer concludes that reading comprehension is the ability to derive and understand information from text. In reading comprehension understands a written text means extracting the required information from it as efficiently as possible. Reading with comprehension means understanding what has been read.

2.5 Levels of Reading Comprehension

Berry (2005:25) states that the levels of reading comprehension are:

2.5.1 Literal Level of Comprehension

The literal level of comprehension is the simplest category, the basic level of comprehension: it is the common type of thinking that asked what actually stated in the text is, regarding the facts and detail, rote learning and memorization, surface understanding only, by using the *who, what, when and where* questions.

2.5.2 Interpretive Level of Comprehension

The interpretive level of comprehension when the readers are attempting to understand what the author meant, to see the implication of the author's words. At this level, readers do some process to get meaning deeper: drawing inferences, tapping into prior knowledge/experience, attaching new learning to old information, making logical leaps and educated guesses, reading between the lines to determine what is *meant* by what is *stated*. To get the implication of the text, the question asked by open-ended, thought provoking questions like *why, what if, and how*.

2.5.3 Applied Level of Comprehension

The applied level of comprehension when the readers are attempting to elevate or raise their thinking more critically and analyzing level. They have already reached the previous two levels; taking what was said (literal) and then what was meant by the text (interpretive) and then extend (apply) the concepts or ideas beyond the situation. At this level readers are analyzing or synthesizing information and applying it to other information.

2.6 Concept of Teaching Reading

Brown (2007:7) states that teaching is a process to transfer knowledge. Brown states teaching is showing of helping someone to learn how do something, giving instructions, guiding

in the study of something, providing with knowledge, causing to know or understand.

Based on explanation above, the writer concludes that teaching is sharing knowledge, giving instruction, guiding in the study to build students' knowledge and to find information in learning process. Teaching reading is teacher's way to make the students understand about the text.

Hibbard (2003:10) states that teaching reading is a complex process involving decoding skills, fluency and reading comprehension. It means that teaching reading is a process with involving decoding skill and reading comprehension.

Based on the explanation above, the writer concludes that teaching reading is the teacher's way to make the students understand about the text. The teacher can give instruction to the students to learn how to comprehend English texts easily and develop students' skill that they can read English text effectively. Thus, they will know or understand something in reading. In addition, as the teacher we also must pay attention how to increase reading text in classroom.

2.7 Concept of Genre of Text

Gerot and Wignel (2000:192-220) states that classify the genre of text into thirteen types, they are:

- a) **Spoof** is a text to retell an event with a humorous twist.
- b) **Recount** is a text to retell events for the purpose of informing or entertaining.
- c) **Report** is a text o describes the way things are with reference to a range of natural, made and social phenomena in our environment.
- d) **Analytical Exposition** is a text to persuade the reader or listener that something in the case.
- e) **News Item** is a text to inform readers, listeners or viewers about events of the

day which are considered news worthy or important.

- f) **Anecdote** is a text to share with others an account an unusual or amusing incident.
- g) **Narrative** is text to amuse, entertain and to deal with actual or vicarious experience in different ways.
- h) **Procedures** is a text to describe how something is accomplished through a sequence of actions or steps.
- i) **Description** text is a text to describe a particular person, place or things.
- j) **Hortatory Exposition** text is a text to persuade the reader or listener that something should or not be the case.
- k) **Explanation** text is a text he processes involved in the formation or workings of natural or sociocultural phenomena.
- l) **Discussion** text is a text to present two points of view about an issue.
- m) **Reviews** is a text to critique an art work for a public audience.

Based on explanation above, the writer concludes that genre of text is a type of writing that provides systematic and characteristic feature and also has in social interaction to full fill human social purpose. Generic structure and language feature dominantly used, text are divide into several type. They are narrative, descriptive, spoof, recount, and etc. In this research, the researcher only focuses on descriptive text.

2.8 Descriptive Text

Wardiman (2008:16) states that descriptive text is a text that describes the features of someone, something or a certain place. It means that descriptive is a text describes the features of something like person, place or things.

Based on the explanation above, the writer concludes that descriptive text is a text which describes something and includes of the characteristic of something, someone, or somewhere. It tells the readers with detail information can help them to imagine and to describe in their mind about what the content of the text. Descriptive text also has social function that is to describe a particular person, person or thing.

2.8.1 Generic Structure of Descriptive text

Generic structure is the part of explaining the descriptive text to identify the object. Descriptive text has two parts of generic structures. They are:

- 1) Identification is a general opening statement in the first paragraph which identifies phenomenon to be described.
- 2) Description is series of paragraph about the subject which describes parts, qualities, characteristics.

Based on the explanation above, the researcher concludes that descriptive text consist of two generic structures which are identification to introduce the object and description is to describe characteristics, parts and qualities. By identifying the general structure of the text, it can make the reader easier to understand of the text.

2.8.2 Example of Descriptive Text

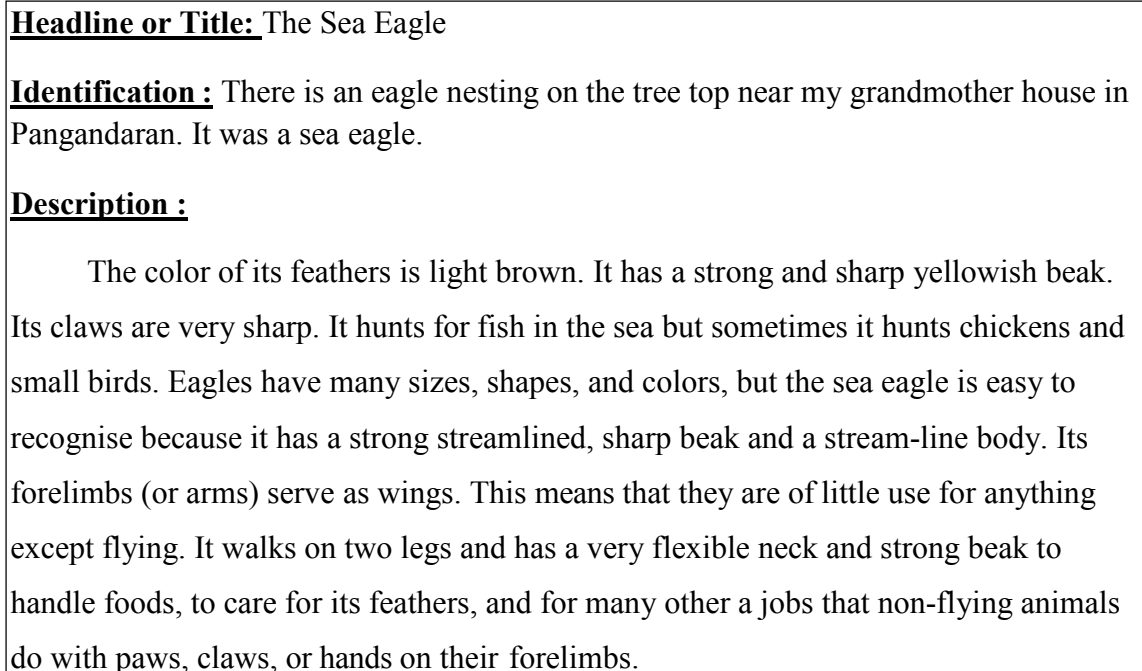


Figure 1

2.9 GOGO Strategy

Give One Get One strategy is a discussion strategy where students actively and intentionally seek and share information with one another. Give One Get One can be used to help students generate ideas about a new topic, review key concepts after a unit, or gather evidence in response to a text-based question.

2.9.1 Concept of Give One Get One Strategy

Preszler (2005:22) states that give one get one is a strategy with a social way for students to tap into and build background knowledge for a text". It is similar to a brainstorm session but has more communicative twist. It means that GOGO strategy is a kind of strategy which can build background knowledge through a social way. GOGO is allowed struggling students to gather new knowledge and information about a content topic.

It means that the students should gather new knowledge and information about the text.

GOGO strategy is a strategy used to initiate physical movement to promote students to think divergently and to generate many ideas quickly. It means that the students do not only read the text but also move to share and collect the information to other students to get new the information.

Based on explanation above, the writer concludes that GOGO strategy is a strategy to help students brainstorm key ideas on a topic/reading to activate prior knowledge, or to help students to summarize and synthesize key concepts in reading. Thus, the students can get many ideas from text quickly. Moreover, this strategy emphasizes interaction between students. The students have the same role and function to share their knowledge with other students.

Lim in Chersia's journal (2015:01) states that Give One Get One is a reading strategy that can get every student to participate every time. It allows the students to engage in discussion with group or peers. It also stimulates the students before they share the idea in the classroom. It means that Give One Get One strategy allows the students to engage in discussion with group or peers. It is also stimulates the students before they share the idea in the classroom. In addition, through Give One Get One strategy, the students can share their idea or opinion based on their background knowledge. Give One Get One strategy can help students to be more active in reading because they have to do social interaction with their teacher and their classmates.

Based on the explanation above, the writer concludes that Give One Get One is a strategy where the students can get information from their friends' thought and share the information from their own thought. The students will share each other about a topic being discussed. In their community, the students can get new information and also the students will deliver their information for other students in their community.

2.9.2 Procedures of GOGO Strategy

Zwiers (2004:74) states that some steps of GOGO strategy in classroom, they are:

1. The teacher selects a topic from the content being studied.
2. Provide students with Give One Get One worksheet. Students fold a piece of paper in half lengthwise to form two columns and write, “Give One” at the top of the left-hand column and “Get One” at the top of the right-hand column.
3. The teacher poses a question or a topic with multiple answers and gives a time limit.
4. The teacher asks students list as many things as they know in the “Give One” column.
5. After making the list, the teacher asks students to stand up and circulate through the room and find a partner to exchange their idea.
6. After finding a new partner, each student gives one and gets one idea. Write the idea they got in the “Get One” column of their worksheet.
7. The pairs separate, raise their hand, find a new partner and repeat step 6-7.
8. When students have complete giving one and getting one, the teacher asks them to return to their seats and share with the class the idea they heard from other students.

Based on the explanations above, the writer concludes that GOGO strategy makes the students active in the class, the students gather the information from the texts not only from their knowledge from the text but also from the other students. So, the students are not only silent in the class, but also they are sharing ideas to get information and the students also get information from text quickly. In addition, the researcher conducted the research by allowing those steps. The main purpose of the process is to make the students easier in understanding the text.

2.10 Previous Research

The researcher takes the review of relate literature from graduating paper as the principles or comparison with this research. Here are some previous research about reading comprehension:

1. Windi Chersia, a student from State University of Padang. The research of her study conduct experimental research. The subject of her study was the tenth grade of Senior High School, SMAN 7 Padang.

From the research that she had done, she found “Give One-Get One” strategy gave a significant effect on students reading comprehension of the text compared than group discussion strategy.

2. Rizki Amalia, a student from State Islamic University Raden Intan Lampung. Based on his reseach, the finding of the research, it was found that the students who were taught by using Give One - Get One strategy gave increased their reading comprehension. It might be due to in Give One - Get One Strategy the students were felt more fun and they were not bored in the classroom during the process of teaching learning.

3. Arbiansyah, about The Effect of Using Give One Get One Strategy on Students’ Reading Comprehension on Narrative Text of the Second Year at SMA Negeri 12 Pekanbaru. The result of previous research showed that there is significantly progress for students reading comprehension taught using Give One - Get One strategy. This strategy made students interesting in learning reading comprehension. The students not only read the text but they are also share the information what they got from the text to other students. Moreover, Judy states that Give One - Get One strategy is a strategy used to initiate

physical movement to promote students to think divergently and to generate many ideas quickly.

Based on the three previous research above, the writer concludes that the three have the same strategy and the same skill with the writer's research entitle namely, The Effect of Using GOGO Strategy Towards Students' Reading Comprehension.

2.11 Conceptual Framework

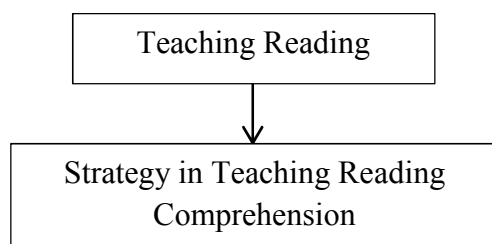
Reading is active process of comprehending where the students need strategy to read more efficiently. While reading, students need to understand a text or to increase their comprehension. We are difficult to comprehend what we read if we are not able to process the words at the thinking level and if we don't have connection.

Reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text. It means that students more than understand what we called comprehend. Ability or skill or comprehending a message in the text is the goal of reading in language instruction. Meanwhile, comprehending a message of the text is difficult, especially in English. It means that the students have some problems in reading comprehension the text. The problems are caused by some causes. They are lack of background knowledge, lack of vocabulary, memory weaknesses in holding information when they read so they are difficult to perceive how to paragraph build upon ideas or how ideas are linked together, lack of active processing to process the material they read, and lack of strategy in teaching reading comprehension.

Considering to the problem above, the writer proposes the GOGO strategy. GOGO strategy is an interesting strategy to teach reading effectively in the classroom. In which GOGO

strategy use to check the students understanding about the content of the text they read, increase the students mastery of reading skills, thinking skills, communication skills, and information sharing.

In order to produce good reading comprehension especially in descriptive text, students need to use appropriate strategy in learning reading skill namely. As a conclusion, teaching reading through GOGO Strategy will have significant improvement of the students' reading comprehension.



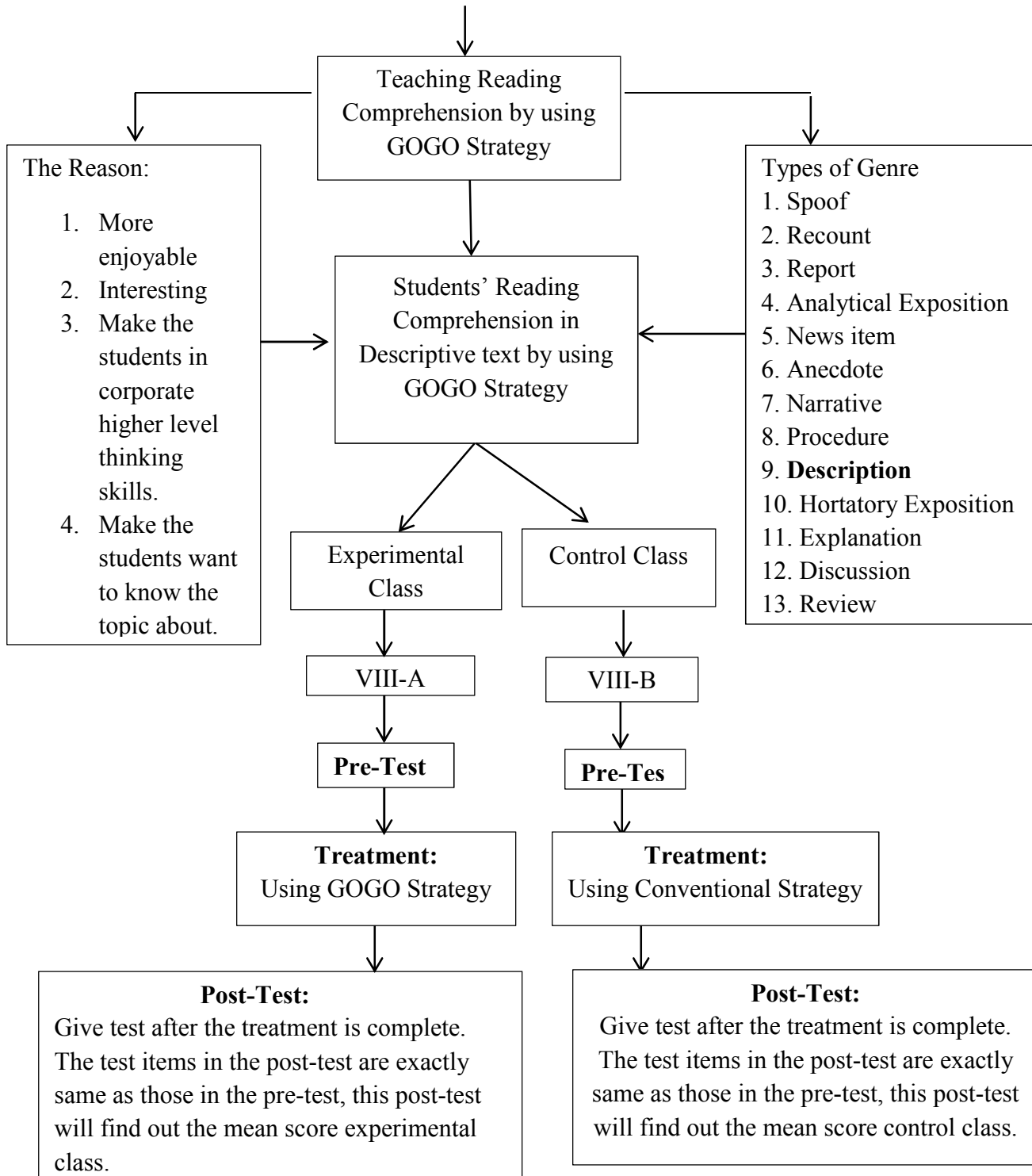


Figure 2.12:

Conceptual Framework of The Effect Of Using Give One-Get One Strategy Towards Students'

Reading Comprehension (Marpaung Novelita Serlina 2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study is an experimental quantitative research. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulate variable is call the experimental treatment or the independent variable. The observe and measure variable is call the dependent variable (Ary et al, 2010:26). The variables are examine in this study where GOGO strategy as Independent Variable and Teaching Reading Comprehension as Dependent Variable.

To collected the data, the writer was choose two classes. They are experimental class and control class. In experimental class were taught by using GOGO Strategy and it consists of 30 students, while the control class were taught by using Conventional strategy and it consists of 30 students.

Table 3.1 Model of Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental	T1E	Xa	T2E
Control	T1C	Xi	T2C

Where: T1E : Pre-test of experimental class

T1C : Pre-test of control class

T2E : Post-test of experimental class

T2C : Post-test of control class

Xa : The experimental class by using GOGO Strategy

Xi : The control class by using Conventional Strategy

3.2 Population and Sample

Population and Sample have a different meaning. Population is a set (or collection) of all elements possessing one or more attribute of interest. While, sample is a part of population.

3.2.1 Population

Arikunto (2010:173) states that population is all the subject of the research. In this study, the population of this research will take from students of SMP Negeri 2 Percut Sei Tuan. There are two classes, namely VIII-A and VIII-B, each class consists of 30 students.

3.2.2 Sample

Arikunto (2010:174) states that sample is a part of population which is researched. In this research, the writer will take two classes as the sample of the research. The writer got the sample by using purposive sampling. They were VIII-A as experimental class consists of 30 students and VIII-B as control class consists of 30 students. So, the total numbers of students are 60 students.

3.3 The Instrument of Collecting Data

An instrument is a tool for measuring, observing, or documenting data. The instrument of collecting data of this study is reading test. In this research, the writer used test as an instrument to collect the data. The kinds of this test used for the reading comprehension test, the writer used two instruments; namely pre-test and post-test. Both of the classes used the same test either in the Pre-test and Post-test.

The reading comprehension test is multiple choices test. Each instrument consists of 20 questions with 4 options (a,b,c and d) so the students have to choose only one between the alternatives. The writer applied multiple choices because the students will be easier and more convenient to mark.

3.4 The Procedure of Collecting Data

This research was conducted by experimental quantitative design. The process in collecting data is giving a pre-test, treatment and post-test so that can find the result.

3.4.1 Pre-test

The pre-test gave to both experimental class and control class before giving the treatment. In this pre-test, experimental class and control class tested by using the same question. Its purpose is to find out the mean score of both classes.

3.4.2 Treatment

Treatment is the process when the writer applies some strategy in the field. The sample would be treated in a different way namely by using GOGO Strategy in experimental class and using Conventional Strategy in control class, in order to know the effectiveness of GOGO Strategy in teaching reading.

1. Treatment for experimental class

- 1) Introduction

- Before reading, teacher told the students what the reading is going to be about.

- 2) Teaching Process

1. The teacher taught the students by using GOGO Strategy in the classroom.
 2. The teacher told the students about their purpose for reading. The teacher explained about descriptive text to the students.
 3. The students divided into some groups and each group at four students in one group.
 4. The teacher gave a descriptive text.
 5. Then teacher asked students to do exercise in some paper that teacher gives. The paper contains some questions about the descriptive text.
 6. Teacher explained about GOGO Strategy to the students.
 7. The students did the rules of GOGO Strategy.
2. Treatment for control class

The treatment for teaching and learning on reading descriptive text in control class without GOGO Strategy but using Conventional Strategy as the following:

1) Pre-reading activities

Teacher explained the definition of the comprehension and gave the text to the students.

2) While-reading activities

Teacher asked the students to read the text.

3) Post-reading activities

Teacher asked the students to produce their comprehension, answering the question that relate to those texts.

3.4.3 Post-test

After doing treatment, the writer gave post-test to the experimental class and control class. The sample tested by using the same question to find out the differences of their mean scores of the experimental class and control class. Moreover, it purposes to know whether GOGO Strategy has a significant effect on Students' Reading Comprehension in Descriptive Text based on the test specification.

3.5 Scoring of the Test

In scoring the test, the cumulative score range is from 0-100 by counting the correct answer and apply this formula.

$$S = \frac{R}{N} \times 100$$

Where: S = Score

R = Number of the Correct Answer

N = Number of test Items.

100 = Cumulative range, 0-100

3.6 The Technique of Analyzing Data

In analyzing data, the technique is an experimental analysis in order to identify the process of teaching Reading Comprehension in the classroom. There are some steps would be carried to analyze the data such as follows:

- 1) Collecting the data from the scoring of the experimental and control class.

- 2) Tabulating the score of the students in pre-test and post-test of experimental and control class
- 3) Comparing the mean of the two classes.
- 4) Making the conclusion.

3.7 The Validity and Reliability of the Test

The validity and reliability of a test is very important in research. It purposes to know both the accuracy of measurement and consistency of the text. Before administering the test, firstly the instrument should be tried out to the other students. It is better to know whether the test is valid and reliable or not to be tested to the sample. In this below, the writer explained about the validity and reliability.

1) The Validity of the Test

Best (2002:208) states that validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. To get reliability of the test, the writer use Kurder Richardson Formula (KR) 21 as follows:

$$(KR21) = \frac{k}{k-1} \left(1 - \frac{M(K-M)}{K.Vt} \right)$$

Where: KR21 = Reliability of the Test

K = Number of items in the Test

M = Mean of the Test

Vt = Variant total

2) The Reliability of the Test

Best (2002:208) states that reliability is the degree of consistency that the instrument or procedure demonstrates; whatever it is measuring, it does so consistently. A test must be consistent in its measurements in order to be reliable. A test is reliable if it will give the same result under the same condition. Reliability refers to the consistency of the measurement. The criteria of reliability as follows:

0.800 – 0.1000 = Very high

0.600 – 0.800 = High

0.400 – 0.600 = Medium

0.200 – 0.400 = Low

0.000 – 0.200 = Very low

From the criteria of reliability before, it can be conclude that the result of reliability for pre-test had high reliability since it amounted to 0.70 and the result of post-test had very high reliability because it amounted to 0.82. It means that reliability of the test in the research were reliable.