



**THE EFFECT OF SEMINAR STRATEGY ON STUDENTS' READING
COMPREHENSION IN DESCRIPTIVE TEXT**

AT MAS AL-WASLIYAH 22 TEMBUNG

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU
Medan as a Partial Fulfillment of the Requirement for the Degree of Bachelor*

By:

WIWIK NURHIDAYAH

34.13.3.150

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2017



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By:

Wiwik Nurhidayah

34.13.3.150

Advisor I

Advisor II

Dr. Mhd Dalimunte S.Ag, SS, M.Hum
NIP.19710328 1999031 0 003

Utami Dewi S.Pd, M.Hum
NIP.198202272008012009

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2017

Nomor : Istimewa

Medan, 20 April 2017

Lamp : 1 (satu)

kepada Yth,

Perihal: Skripsi

Bapak Dekan Fakultas Ilmu

An. Wiwik Nurhidayah

Tarbiyah dan Keguruan

UIN SU

Di-

Medan

Assalamu'alaikum Wr.Wb

Assalamu'alaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara:

Nama : Wiwik Nurhidayah

NIM : 34133150

Jurusan : Pendidikan Bahasa Inggris

Judul : "THE EFFECT OF SEMINAR STRATEGY ON STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT MAS AL-WASLIYAH 22 TEMBUNG IN ACADEMIC YEAR 2016/2017"

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum Wr. Wb.

Advisor I

Advisor II

Dr. Mhd Dalimunte S.Ag, SS, M.Hum
NIP.19710328 1999031 0 003

Utami Dewi S.Pd,M.Hum
NIP.198202272008012009

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Wiwik Nurhidayah

NIM : 34133150

Jurusan : Pendidikan Bahasa Inggris

Judul : “THE EFFECT OF SEMINAR STRATEGY ON STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT AT MAS AL-WASLIYAH 22 TEMBUNG IN ACADEMIC YEAR 2016/2017”

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya kecuali kutipan-kutipan di dalamnya yang disebutkan di dalamnya sebagai sumbernya.

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Medan, Mei 2017
Yang membuat pernyataan,

Wiwik Nurhidayah
NIM. 34133150

ABSTRACT

WIWIK NURHIDAYAH, 34133150. THE EFFECT OF SEMINAR STRATEGY ON STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT MAS AL-WASLIYAH 22 TEMBUNG IN ACADEMIC YEAR 2016/2017"

Thesis. Department of English Education. Faculty of Tarbiyah Science and Teachers' Training. State Islamic University of North Sumatera, Medan. 2017..

This research was conducted to know the effect of applying the effect of seminar strategy on students' reading comprehension in descriptive text at mas al-wasliyah 22 tembung in academic year 2016/2017". The population of this research was taken from the students grade Tenth of MAS AL-Washliyah 22 Tembung in the academic year of 2016/2017, which consist of two classes. The total number of students in each group, 20 students for experimental group and the other 20 students for control groups. The experimental group was taught by seminar strategy while the control group was taught without using by seminar strategy.

The researcher used a reading test to collect the data. The test consisted of two types, namely pre-test and post-test. The data were analyzed by using t-test formula. After analyzing the data, the result of the research showed that the value of t-observed was higher than the value of t-table ($6,500 > 1.684$) at the level significance of $\alpha = 0,05$ and at the degree of freedom ($df = 38$). It can be concluded that applying peer response technique has significant effect on students' achievement in writing descriptive or in other words the alternative hypothesis (H_a) was accepted.

Keywords: *Seminar Strategy, Reading, Descriptive Text.*

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Wiwik Nurhidayah
Nim 34133150

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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Teaching english has four skills and one of them is reading. Reading is the most critical academic skill. It mean that we must have the ability to judge the accurancy and the value of what we read. Many advantages can be got from reading such as getting information, spending leisure time, improving knowledge, changing our attitude and getting relaxation, that written text can change our belief, knowledge attitude and experience.

The are two criteria should be filled to comprehend reading text. The first criterion is the student should have at least 300 words and prior knowledge about what they read based on their interest. It is supported by Nation that the students should have many vocabularies at least 300-400 words to comprehend what the read. And the second criterion is the way of teaching reading. Most of the teachers get failed in teaching reading. They stil apply the conventional method in teaching-learning process. It means that at least, the students should have vocabularies and prior knowledge in comprehending reading text.¹

Reading involves in the interaction between the readers knowledge and interest, text variables and the quality of teaching. It means that in reading, our prior knowledge interacts with written text. From oral text, the students must have

¹ I.S.P. Nation, *Teaching And Learning*, (U.S America: Hennley Publisher 1990).

their vocabularies and prior knowledge that comprehension means relating new experience to the already known. While in oral text, readers can ask writer directly if there are difficulties.

To fulfill those criteria, the student should practice reading continuously in order to comprehend the text. For this purpose, the teacher as participant in teaching-learning process is needed to design teacher reader more effective and easier. In making the design, strategy, method, technique or approach is offered to be used in teaching reading. The teacher as a designer should be able to choose one of them which are more effective to comprehend reading text.

Reading is taught to the students when they are still in elementary school. They are expected to be able to comprehend the text well. In teaching practice program has been found by researcher in MAS AL-WASLIYAH 22 TEMBUNG, that most of the students are difficult in reading especially to comprehend reading text.

Reading like any skills, can be improved by strong motivation and steady practice. Being a good reader means reading actively, effeciently, fairly quickly, and with a maximum comprehension. It also means reading for the author's general ideas, not for specific words. If you come to an unfamiliar vocabulary word, try to guess the meaning from the context of the sentence and paragraph.²

Your literal comprehension of the main idea, major points and supporting details in the article is shown by your ability to answer these questions. The

² Myra Shulman, *Selected Readings In Business*, Cet Pertama, (University Of Michigan Press : Binarupa Aksara. 1993), p. 8

answer can be found in the text, and you are asked to identify the paragraphs that contain the relevant information. The main idea is the central subject or unifying theme of the article and is often composed of several sentence stated in more than paragraph.³

Related to the reality that the students reading comprehension is low, the researcher offers one of the strategies which is appropriate in comprehending reading text.

Seminar strategy is a strategy which is the process is begun with individual work. Every student has to comprehend his/her text part by using evidence from the text to support his/her thesis and assertion in group. One group then presents his/her analysis in order to how he/she appears in the text. The conclusion of presentation, the audience poses questions and the member of small group will answer the questions.

In this strategy, the students should not read whole the text to comprehend it, but they just comprehend text-part, because all of the content of the text will be presented by a small group.⁴

Based on the explanation above, the researcher tries to study the effect of using seminar strategy on students reading comprehension. So, based on the reason above, the researcher is interested in conducting a research with the title, **“THE EFFECT OF SEMINAR STRATEGY ON STUDENTS’ READING**

³ Ibid, h 9.

⁴ Nanang suryani sipahutar, *The Effect of Seminar Strategy On Students Reading Comprehension In Narrative Text*, (Medan:Unimed 2010). Karya ilmiah

COMPREHENSION IN DESCRIPTIVE TEXT AT MAS AL-WASLIYAH 22 TEMBUNG”

1.2 The Identification of Study

Based on the background of the study mentioned above, some problem are identified as follow :

1. The student have less vocabulary to support them in comprehending of the text.
2. The student have low ability in understading the meaning of the text.
3. The student have less reading books to learn reading text.
4. The student have less interest and motivation to read English text.
5. Poor reading strategies make students poor understanding of reading comprehension.
6. The students do not have enough understand yet in using seminar strategy and in using question strategy to comprehend the text.

1.3 The Limitation of the Study

There are so many strategies that can be used in teaching reading. One of them is seminar strategy. There are many kinds of reading text such as narrative, descriptive and exposition text. This study is focused on the effect of using seminar strategy on students reading comprehension, especially in comprehending descriptive text.

1.4 The Problem of the Study

Based on the background of the study, the researcher problem of this study is formulated as the following:

1. Is there any significant effect of seminar strategy on reading comprehension in descriptive text?

1.5 The Objectives of the Study

The objective of the study is to find out that seminar strategy significantly affects students reading comprehension in descriptive text.

1. To know significant effect of seminar strategy on students' reading comprehension in descriptive text.

1.6 The Significances of the Study

The findings of this study are useful:

1. Students : To improve their reading comprehension in order to understand English well.
2. Teachers : To provide information especially for the teachers on how to use the seminar strategy in teaching reading in the classroom.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

A set of theories and ideas are needed to explain the relationship between the terms that are used in the study. The use of the theories and ideas is also to clarify the terms themselves, in order to avoid ambiguity and misunderstanding. The terms will be clarified in the following.

2.1.1 Reading

Reading is a activities interactive to pick up with understand the meaning or mean get in element of writer.⁵

Reading is the process of getting meaning from the book and bringing meaning into it.⁶

Reading is an incredibly active occupation. To do it succesfully, we have a understanding what the words mean, see the pictures the words are understand the arguments, and work out if we agree with them.⁷

The receptive written language skill is called reading. It is the skill of a reader or group of reader to interpret information transferred by a writer. This skill is also realized by the ability of the readers' to identify the rules of the language

⁵ Samsu Somadayo, *Strategi Dan Teknik Pembelajaran Membaca*, Cet Pertama, (Yogyakarta:Graha Ilmu, 2011) P 4-5

⁶ [Http://Omanajhoanacom.Weebly.Com/Lesson-4-Kinds-Of-Reading.Html](http://Omanajhoanacom.Weebly.Com/Lesson-4-Kinds-Of-Reading.Html). Accesed on December 25,2016 at 11.00 p.m.

⁷ Jeremy Harmer, *How To Teach English*, cet pertama, (Malaysia : 1998), p. 71

used by the writer to transfer the information she/he puts in the language she or he is writing.⁸

2.1.2 Types of Reading

In the previous chapters we saw that both listening and speaking could be subdivided into at least five different types of listening and speaking performance. In the case of reading. Variety of performance is derived more from the multiplicity of types of texts (the genre listed above) than from the variety of overt types of performance. Never theless, for considering assesment procedurs, several type of reading performance are typically identified, and these will serve as organizer of various assesment task.

1. *Perceptive*. In keeping with the set of categories specified for listening comprehension, similar specification are offered here, except with some differing terminology tto capture the uniqueness of reading. Perceptive reding task involve attending to the components of larger stectches of discourse: letters, words, punctuation, and other graphemic symbols.
2. *Selective*, this category is largely and artifact of assesment format. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-qed tasks,matching, true / false, multiple choice, etc.

⁸ Sanggam Siahaan, *The English Paragraph*, first publication, (Yogyakarta: Graha Ilmu, 2008) p.3

3. *Interactive*. That is reading is a process of negotiating meaning; the readers brings to the text a set of schemata for understanding it. And in take is product of that interaction.
4. *Extensive*. Extensive reading applies to texts of more than page, up to and including professional articles , essay, technical report, short story and book.⁹

2.1.3 Reading Comprehension

Reading comprehension processes, seen in this way, highlight the miraculous nature of reading comprehension. Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. In fact, the many processes described here all occur in working memory, and they happen very quickly unless there are comprehension problems. So, roughly, in the space of any two second of reading time, fluent readers accomplish numerous operation.

Three conclusion become clear when we consider the number of reading processes occurring each and every two seconds:

1. Reading comprehension processes work in parallel when some skills are relatively automotic.
2. Some processes need to be relatively automatic if reading is going to work effeciently.

⁹ Brown H Douglas. 2003,*language ssestment: principles and classroom practices*, Longman. P:189

3. Fast and efficient processing is the hallmark of fluent reading comprehension abilities.

Difficulties may arise when readers do not have adequate background information, do not have necessary linguistic resource or have not read enough in the language to have developed efficiencies in reading. In the first case, working memory efficiencies cannot operate well; in the latter case, a situation model unconnected to text information is imposed on reading comprehension, activating inappropriate background information and leading to poor comprehension. In either case, successful reading comprehension is not likely to occur.¹⁰

2.1.4 Aspects of the Comprehension Model

The following are examples of the four aspects of the comprehension model: comprehension units, processing skill, knowledge base, and strategic knowledge.

1. Comprehension units

The first aspect of the comprehension model is the increasingly larger units that a reader processes. Young readers who attend to one word at a time, forgetting what they read earlier, will have difficulty comprehending a single sentence.

¹⁰ William Grabe And Fredricka L: Stoller, *Teaching And Researching Reading*, First Edition , Malaysia 2002, p. 29-30.

2. Processing skills

The second aspect of the direct instruction comprehension model includes the various skills students apply to what they read. These skills include identifying specific information, rapid decoding, summarizing, simplifying syntactic and semantic information, critical reading, and various study skills including dictionary skill, outlining and skimming.

3. Knowledge base

The knowledge base consists of several components such as: (1) acceptable word orderings (syntax), (2) word meanings (semantics), (3) factual information, (4) logic, and (5) frameworks for incorporating new experiences (schema). An example of each component follows.

4. Strategic knowledge

Like the decoding model, the fourth aspect of the direct instruction. Comprehension model is concerned with the reader's ability to monitor his or her performance adjustments in comprehension when the text doesn't make sense or square with the reader's experience.¹¹

¹¹ Douglas Carmine, *Direct Instruction Reading*, cet kedua,

2.2 Teaching Reading

Teaching is a profession, a vocation that requires years of preparation. Long school education is a characteristic of a profession that sets it apart from other vocations. Medicine, law, and engineering are professions.¹²

For many children, however, the messages conveyed through written text are not well understood; this has potentially far-reaching consequences for their learning. Development and well-being. This chapter outlines the richness of written language and the complexities of the processes involved in reading for meaning. This serves to highlight the many ways in which children's ability to understand text can break down, and will provide points to consider when teaching and developing interventions to improve reading comprehension.¹³

Reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and in turn is the product of the interaction.¹⁴

Reading is the key to success in American society. Everything our society is and does depends on that one word.¹⁵

Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Reading text also provides opportunities to study

¹² Carsie Hammonds, *Teaching Vocation*, Cet pertama (The Interstate Printers & Publisher, Inc. 1968), p. 13

¹³ Paula J. Clake [And Three Others], *Developing Reading Comprehension*, Cet Pertama, (UK 2013,

¹⁴ Brown, H Douglas, *Language Assessment Principles And Classroom Practices*, Cet Pertama, (America:2004), Page. 189

¹⁵ John Langan, *Reading And Study Skills*, Seventh Edition, (North America:2002), Page.524.

language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well rounded, fascinating lessons.

There has been frequent discussion about what kinds of reading texts are suitable for English language students.

1. Principle 1 : reading is not a passive skills

Reading is an incredibly active occupation. To do successfully we have a understand what the word mean. See the pictures the words are painting understand the arguments, and work out if we agree with them.

2. Principle 2 : student need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text-not actively intrested in what they are doing- are less to benefit from it.

3. Principle 3 : student should be encouraged to respond to the the context of a reading text, not just to the language.

Of course, it is important to study reading texts for the way the use language, the number of pharaghraps they contain and how many times the use relative clauses.

4. Principle 4 : prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually read.

5. Principle 5 : match the task to the topic

Once a decision has been taken about what reading text the student is going to read, we need to choose good reading tasks—the right kind of question, engaging and useful puzzles etc.

6. Principle 6 : good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, description etc.¹⁶

So, the conclusion from the explanation above is in teaching reading the teacher should be able to choose or find out the text which .

The receptive written language skill is called reading. It is the skill of a reader or a group of reader to interpret information transferred by a writer.¹⁷

2.3 Strategy

Strategy According To Henry Mintzberg

Henry Mintzberg, In His 1994 Book, *The Rise And Fall Of Strategic Planning* [3], Points Out That People Use "Strategy" In Several Different Ways, The Most Common Being These Four (Pp.23-27):

1. Strategy Is A *Plan*, A "How," A Means Of Getting From Here To There.
2. Strategy Is A *Pattern* In Actions Over Time; For Example, A Company That Regularly Markets Very Expensive Products Is Using A "High End" Strategy.
3. Strategy Is *Position*; That Is, It Reflects Decisions To Offer Particular Products Or Services In Particular Markets.

¹⁶ Jeremy Harmer, *How To Teach English*, cet pertama, (Malaysia : 1998), p. 68-71.

¹⁷ Sanggam Siahaan, *The English Paragraph*, First Edition, (Yogyakarta: Graha Ilmu, 2009), page. 3

4. Strategy Is *Perspective*, That Is, Vision And Direction.¹⁸

Strategy is one of the important way for the teacher to improving their ability in teaching their student, to make the student more active and easy to understand according to the teacher goals as good teacher. According some experts, there are some definition of strategy, some of them are as follows. According to A.S Hombry in oxford advanced learners dictionary states that strategy is a plan designed for a particular purpose.¹⁹

2.3.1 Seminar Strategy

A seminar is a genuine discussion. As the opening quote suggests, a seminar is meant to be a different kind of class (or instructional strategy). The seminar isdesigned to enable students to explore a text, a problem, an experience; it is not amore conversational form of teacher-led instruction. Rather, it is the students'opportunity to ask and consider questions and explore each others' answers. In short,it becomes the student's opportunity and responsibility to develop habits and skillsthat are traditionally reserved for the teacher.²⁰

Learning activities by asking good questions in the filed problem nor in answering questions introduced by the so-called method of dialogue Socrates Socrates. Socrates himself called this method: "maieutic" which means "the art of

¹⁸ [Www.Nickols.us/Strategy_Definitions.Pdf](http://www.Nickols.us/Strategy_Definitions.Pdf) Accessed 25-Desember-2016 Pkl 11.30 11p.m.

¹⁹ A S Hombry, *Oxford advanced learners dictionary*, oxford university press, New york 1995, p 1179

²⁰ (<https://www.Authenticeducation.Org/Documents/Whatseminar04.Pdf>) Accessed : 09-Dec-2016. 10.47 p.m.

delivering". The method was also developed into a seminar Socrates (Socrates seminar) that promotes the activity of questions and answers in class. The learning objectives using Socrates seminar is that students are able to communicate ideas clearly, solve problems abstracts, read the text carefully, and think critically.²¹

According Copelend (in Afidah, et al, 1012: 5) Socratic circles is a method of student-centered learning. Socratis circles dominant method by using questions in the learning process, these questions will help students to find and develop the concept of knowledge itself conformed to his ability. The process of debriefing in circles Socratic method can deepen students' knowledge and encourage students to divergent thinking.

According to (Martinis, 2013: 54) Socratic method called circles or learning methods seminar is a group of learners to discuss the topic, a particular problem. Each seminar group members are required to play an active role, and to those charged with the responsibility to get the solution of the topic, the problem is solved.

2.3.2 Implementation of Using Seminar Strategy

A people of group gathered for the research study under the leadership of an expert.

Purpose : for getting information through discussion and study.

²¹ Ridwan Abdullah Sani, Inovasi Pembelajaran, Cet Pertama, (Jakarta: Bumi Aksara, 2013),
Page 208

Leader

1. Guiding the selection of a problem or issue that right to be study group.
2. Request a report from the group members about the areas examined.
3. Invited group members to respond to the reports.
4. Summarize the main points than the study reports.
5. Suggest a follow-up or a way to utilize information
6. Evaluate the learning experience of the group.

Members of the group:

1. Choose an area of concern that will be studied.
2. Conducting research on the field of the attention.
3. Presenting the research results to the members of other groups.
4. In response to the presentation members of other groups.
5. Determine the follow-up or how to use information
6. Helps evaluate group learning experience.²²

2.3.3 Advantages of Seminar Strategy

Seminars are simply a group of people coming together for the discussion and learning of specific techniques and topics. Usually there are several keynote speakers within each seminar, and these speakers are usually experts in their own fields, or topics. Several topic reviews are scheduled each day throughout the

²² A. Surjadi, *Membuat Siswa Aktif Belajar (65 Cara Belajar Dalam Kelompok)*, Cet Pertama, (Bandung: Mandar Maju, 1989), Page 103

seminar, and attendees can usually make their choice of topics from among these scheduled events.

Advantages of Seminar Strategy they are:

1. A wealth of knowledge usually, presented by many speakers at one time in one place. A lot of "learning" at one clip, with most material compressed into two or three days' worth of time.
2. A sense of camaraderie, where individuals can meet others with the same interests/problems/concerns that they may have in their chosen field.
3. A sense of renewed hope and inspiration (this is especially true for Internet marketing seminars), as sometimes business concerns are lessened by sharing experiences with others. Being with others that "understand" individual's problems or concerns, is usually a great morale booster!
4. A great way for those that don't like to read, or attend classes, to improve their knowledge of a specific subject.
5. A nice vacation, in usually, a good hotel. Most seminars take place in quality hotels, as this is part of the incentive to attracting attendees.²³

²³http://www.streetdirectory.com/travel_guide/277/business_and_finance/advantages_and_disadvantages_of_a_seminar.html Accessed : 25-Desember-2016 , pkl 12.24 wib

2.3.4 The Procedures of Using Seminar Strategy

The procedure of using seminar strategy is very important. It gives a brief explanation on how to apply seminar strategy in teaching reading. The procedure consists of several steps in using seminar strategy in the classroom.

The process is begun with working in small groups, moving to big groups and coming back again to small group's collaboration and culminates in a formal presentation of the analysis to be entire class.

The procedures of using seminar strategy in the classroom are as follow:

1. The student work in a small group. Each small group consist of five student.
2. One text for one small group. A text will be devided into five parts.
3. Each member of small group has to comprehend one part of the text.
4. All of the students who have the same text-part will work together. This group is called big group.
5. In big group they work together. Each student creates a written outline with her/his own words that uses evidence from the text.
6. After finishing their work, they move to small group to combine their own main point from each part that they have.
7. The teacher chooses one small group to present the result of their discussion in front of the class. The other small groups who are not presenting will take a note what the speakers tell about.
8. Answer the student's question and make a brief conclusion from the presentation.

2.4 Descriptive Text

Your experience your world through your senses: sight, hearing, taste, smell, and touch. Description is writing that enables you to recreate your experiences vividly and share them with others. Most descriptive writing contains.

- Sensory language that shares what the writer sees, hears, tastes, smells, and touches
- Precise language, including vivid verbs and precise nouns.
- Figurative language, such as personification, exaggeration, simile, and metaphor.
- A logical organization, such as chronological or spatial order.

2.4.1 Types of Description

Most writing that contains description. Following are a few types of writing that depend heavily on descriptive language:

- Description of a person, place, or thing contain sensory details that bring to life actual people, places, and things.
- Observations describes an event the writer has witnessed, often, the event takes place over an extended period of time.
- Travel brochures contain factual information as well as persuasive language to encourage tourism.

- Character sketches describes functional characters-their appearances, personalities, hopes, and dreams.²⁴

2.5 Conceptual Framework

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. However, without quibbling over the exact wording of such a definition, it is nonetheless, insufficient as a way to understand the true nature of reading abilities. There are four important reason why reasons why this simple definition is indcate:

1. First, it does not convey the idea that there are a number of ways to engage in reading.
2. Second, it does not emphasise the many criteria that define that nature of fluent reading abilities; it does not reveal the many skills, processes and knowledge bases that act in combination, and often in parallel, to create the overall reading comprehension abilities that we commonly think of as reading
3. Third, it does not explain how reading is carried out as a cognitive process that operates under intense time constraints; yet, these very rapid time-processing constraints are essential to understanding how reading comprehension works for the fluent reader.
4. Fourth, it does not highlight how the ability to draw meaning from a text and interpret this meaning varies in line with the second language.²⁵

²⁴ Prentice-Hall, *Writing And Grammar*, Cet Pertama, (New Jersey :2001), P. 101

Letter Iqro 'or surat Al' Alaq is a letter that was first revealed to the Prophet sallallaahu 'alaihi wa sallam. The letter is a letter Makkiyyah. At the beginning of the letter containing the read command. Which can be known by reading the commands and prohibitions of Allah. So humans are not created just like that in the world, but he also commanded and forbidden. That urgency,read,read,read! Allah Ta'ala says :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ ۝

الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Means : *Read the (call) the name of your Lord who created, He has created man from a clot, Read and your Lord is the Most merciful, Who taught (man) with qalam [1589],he teaches man what he did not know.*

²⁵ William Grabe And Fredricka L: Stoller, *Teaching And Researching Reading*, First Edition, Malaysia 2002, p. 9-10

2.6 Hypothesis

Based on the above related literature state, i can formulate the following alternative hypothesis as follow:

Ha: There is a significant effect of seminar strategy on students' reading comprehension in descriptive text

H0: There is no significant effect of seminar strategy on students' reading comprehension in descriptive text.

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

This researcher was conducted by using experimental design. It means that in conducted the experimental research, the sample was divided into two groups, namely experimental group and control group. The experimental group was the group which is given the treatment by using seminar strategy, while the control group was given the conventional method. The design of this study was presented as follows:

Table 3.1
Research Design

| Group | Pre-test | Treatment | Post test |
|--------------------|----------------|------------------------|----------------|
| Experimental group | X ₁ | Seminar strategy | X ₂ |
| Control Group | Y ₁ | Conventional method | Y ₂ |

Where: X₁ = Pre-test of the experimental group

X₂ = Post-test of the experimental group

Y₁ = Pre-test of the control group

Y₂ = Post-test of the control group

3.2 Population and Sample

1. Population

The Population is the whole subject of research. If someone wants to examine all elements within the study area, the research is the study population.²⁶ The population of this study was all of MAS Al-Wasliyah Tembung in academic year of 2016/2017, which consist of five parallel classes.

2. Sampling

Sampling is partially or representative of the population studied. Named the study sample, if we intend to generalize the results until.²⁷ cluster sampling was using to take sample, because the unit of choosen is not individual but a group of students who are naturally together (Ary 2002: 17) two of the five classes will select as sample. Two classes that have approximately similar mean scores of pre-test was assigned become a sample.

3.3 Operational Defenition of Variables

In this study, there are two variables, they are independent variable and dependent variable.

The independent variable is the implementation of seminar strategy and student reading comprehension in descriptive text, the seminar strategy on student reading comprehension is a the strategy that used in teaching comprehension as variable X.

²⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Cet Limabelas, (Jakarta: Rineka Cipta, 2014), Page 173

²⁷ Ibid, Page 174

In this case on seminar strategy was focused by researchers and the students ability reading comprehension in descriptive text is as variable Y.

3.4 The Instrument of Collecting Data

In doing reasearch, it was very important to prepare the instrument to collect the data that suitable. The instrument will the test.

Test will the question that given to the students as the respondens or the subjects in order to measure their knowledge about certain topic. Kind of the test that wias using in this research was achievement test. Achievement test was achievement test that used to measure students achievement after learning something. In using test method, researcher instead the instrument test or question the test consist of how many items than each test measures one kind of variable.²⁸

3.5 The Teaching Prosedures

This study was an experimental research, which compared achievement of reading by using seminar strategy and without using seminar strategy. There are four meetings included these four steps. Every meeting will finish in the same procedure and the students have chance to discuss and to ask the question. For further elaboration of teaching prosedure, the process of teaching in both classes:

²⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Cet ketigabelas, (Jakarta: Rineka Cipta, 2006), Page 151

3.5.1 Pre-Test

Before starting the experimental process, the experimental group and control group will the same pre-test. The aim of giving the pre-test was to figure out the student's ability on answering questions reading text in the first time before having the treatment.

3.5.2 Treatment In Experimental Group

Treatment was given to the experimental group for same periods of time. The experimental group will teach by using seminar strategy while the control group was taught by using conventional way. The steps of treatment of experimental are shown as follows:

1. The teacherl introduced to students a simple descriptive text and explain the characterization of it.
2. The teacher was explained how to find out main idea and to make a conclusion from the text.
3. The teacher was asked the students to ask him if they did not still understand about his explanation.
4. The teacher together with the students will try to find out the main idea from the simple descriptive text.
5. The students was worked in small group. Each small group consist of five students.
6. One text for one small group. A text was devided in to five parts.
7. Each member of small groups will to comprehend one part of the text.

8. All of the students who have the same text-part worked together. This group was called a big group.
9. In a big group, they worked together, each student created a written outline with his/her own words that used evidence from the text.
10. After finishing their working, they will move to small group to combine their own main point from each part that they have.
11. The teacher choosed one small group to present the result of their discussion in front of the class. The other small groups who were not presenting took a note what the speakers told about.
12. Answered the student's question and made a brief conclusion from the presentation.
13. The teacher give multiple choice test about the text.

3.5.3 Teaching Procedures in Control Group.

There will be some teaching procedures that were done in control group.

They are as follows:

1. The teacher introduced the students a simple descriptive text and explained the characterizations of it.
2. The teacher explained how to find out main idea and to make a conclusion from the text.
3. The reading text was given to the students, namely descriptive text.
4. The students read the text.
5. The students was tried to find out the difficult words by checking dictionary.
6. The students was tried to comprehend what the text tells about.

7. Multiple choice tests given to the students.
8. Answered the question
9. Evaluated by the teacher.

3.5.4 Post Test

After having the treatment, the post-test was given to the students. The post-test was the same as the pre-test. This post test will be the final test in this research, especially in measuring the treatment, whether it was significantly affected.

3.6 Validity and Reliability of the Test

3.6.1 Validity of the Test

Validity is the ability of a test to measure what it is supposed to measure, in general, a test is valid to the extent that it measures what it claims to measure. In this case, content validity will be used. It refers to the degree to which the test actually measures.

3.7 Scoring of the Test

In scoring the test, the score ranging from 0-100 will be used to count the number of correct answers and applied this formula:

$$s = \frac{R}{N} \times 100\%$$

where : s : Score Of The Test

R : Number of correct answer

N : Number of the questions

3.8 Technique of Analysis Data

A t-test formula use in this research is to prove the hypothesis. It is aim to analyze the significant differences between the means score in experimental and control groups. The formula of the t-test is:

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

x_1 =Average value of sample owning of the first group

x_2 =Average of sample owning of the second group

S =Marger of standard deviation

n_1 =Nominal of sample owning of the first group

n_2 = Nominal of sample owning of the second group

3.9 The Normality of Test

Normality test of data the students' interest in learning English at tenth grade who are taught by using Peer Responsetechnique. Normality of the data would be found by using Calculating average and standard deviationby this following formula:

- a. Perception X_1, X_2, \dots, X_n made permanent number $z_i, z_1, z_2, \dots, z_n$ by using

$$\text{formula } Z1 = \frac{x1-x}{s}$$

- b. To every this permanent number and by using enlist of permanent normal distribution, and the calculating the opportunity $F(Z_i) = P(Z < Z_i)$

- c. Here, after calculating a proportion z_1, z_2, \dots, z_n , the smaller equals to z_i .
- d. Counting the difference $F(Z_i) - S(Z_i)$, and then determine its absolute price
- e. Taking the biggest price among absolute price of the difference and mentioning the price by L_0
- f. If $L_0 < L$ obtained from the critical value test, the Liliefors with the real level $\alpha = 0,05$, hence the distribution is normal

3.8. Homogeneity of Test

To test whether the variants of both homogenous samples, variants equality test, that is:

$$F = \frac{\text{biggest varians}}{\text{smallest varians}}$$

Latter in comparing with F table.

Its criterion, if $F_{\text{count}} < F_{\text{table}}$ so all of the sample homogenous.

The statistik that is used to test the hipotesis is used the formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{a_1} + \frac{1}{a_2}}}$$

explanation:

\bar{x}_1 = The group average value sample that has highest score

\bar{x}_2 = The group average value sample that has lowest score

S = standard deviation merger

CHAPTER IV
THE DATA ANALYSIS AND RESEARCH FINDINGS

4.1 Data

Having done the research for the eleventh grade students of MAS AL-WASLIYAH 22 TEMBUNG, the writer got the data of students' score in pre-test and post-test from both experimental and control group. The researcher gave the treatment to students in the experimental group by seminar strategy, while control group without seminar strategy.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

Tabel 4.1
The Score of Pre Test and Post Test of Experimental Group

| NO | Initial Name | Pre-test (T1) | Post-test (T2) |
|----|--------------|------------------|-------------------|
| 1 | NASR | 40 | 60 |
| 2 | A | 75 | 80 |
| 3 | AS | 45 | 75 |
| 4 | NF | 40 | 65 |
| 5 | AM | 70 | 60 |
| 6 | MRA | 65 | 70 |
| 7 | SA | 70 | 70 |

| | | | |
|----|--------------|-------------------|-------------------|
| 8 | MHZ | 75 | 75 |
| 9 | RR | 60 | 80 |
| 10 | MRHH | 70 | 75 |
| 11 | SHD | 45 | 70 |
| 12 | IIB | 40 | 70 |
| 13 | BF | 55 | 60 |
| 14 | YAR | 50 | 60 |
| 15 | MNR | 45 | 70 |
| 16 | TWW | 60 | 70 |
| 17 | NRSH | 55 | 85 |
| 18 | JMS | 50 | 75 |
| 19 | KMA | 60 | 80 |
| 20 | TA | 55 | 85 |
| | Total | $\sum x = 1125$ | $\sum x = 1435$ |
| | Mean | $\bar{x} = 56.25$ | $\bar{x} = 71.75$ |

Based on the table above, the student's achievement in writing descriptive text in experimental group showed the lowest score of pre-test was 40, and the highest score of pre-test was 75 and the mean of pre-test was 56.25 Furthermore, the lowest score of post-test was 65, and the highest score of post-test was 85 and the mean of post-test was 71.75

Tabel 4.2
The Score of Pre Test and Post Test of Control Group

| NO | Initial Name | Pre-test (T1) | Post-test (T2) |
|----|--------------|------------------|-------------------|
| 1 | NH | 50 | 50 |

| | | | |
|----|--------------|-------------------------------------|-------------------------------------|
| 2 | B | 40 | 50 |
| 3 | ZH | 40 | 45 |
| 4 | NS | 55 | 60 |
| 5 | SMW | 35 | 40 |
| 6 | IS | 45 | 50 |
| 7 | DA | 40 | 50 |
| 8 | KN | 45 | 50 |
| 9 | RA | 55 | 60 |
| 10 | AL | 65 | 70 |
| 11 | IHP | 70 | 70 |
| 12 | TKAW | 30 | 40 |
| 13 | C | 45 | 45 |
| 14 | AW | 40 | 40 |
| 15 | CA | 70 | 75 |
| 16 | NK | 45 | 50 |
| 17 | NS | 45 | 55 |
| 18 | YAL | 65 | 65 |
| 19 | UHN | 35 | 40 |
| 20 | FHS | 40 | 50 |
| | Total | $\sum x = 955$ | $\sum x = 1055$ |
| | Mean | $\bar{x} = 47.75$ | $\bar{x} = 52.75$ |

Based on the table above, the student's achievement in writing descriptive text in experimental group showed the lowest score of pre-test was 35, and the highest score of pre-test was 70 and the mean of pre-test was 47.75. Furthermore, the lowest score of post-test was 45, and the highest score of post-test was 75 and the mean of post-test was 52.75.

Based on the explanation above, it shows that the student's score in experimental group where in pre-test (56.25) and post-test (71.75) was higher than

student's score in control group, where in pre-test (47.75) and the score in post-test (52.75). The total score of the mean score in experimental and control group showed that there was a significant effect in reading comprehension of student's score between pre-test and post-test.

4.2 The Data Analysis

4.2.1 Normality Test

Normality test is done by using Liliefors test. To accept or reject the hypothesis, we compared L_o (L observation) with L_t (L table) from Liliefors table a 0,05. If $L_o < L_t$ = Data has normal distribution (accepted). If $L_o > L_t$ = Data does not have normal distribution (rejected).

1. The Computation of Data Normality of the Pre Test in Experimental Group

Tabel 4.3
Frequency Distribution of Pre Test in Experimental Group

| No | (Score) x_i | f_i | $f_i x_i$ | x_i^2 | $f_i x_i^2$ |
|----|---------------|-----------|-------------|----------|--------------|
| 1 | 40 | 3 | 120 | 1600 | 4800 |
| 2 | 45 | 3 | 135 | 2025 | 6075 |
| 3 | 50 | 2 | 100 | 2500 | 5000 |
| 4 | 55 | 3 | 165 | 3025 | 9075 |
| 5 | 60 | 3 | 180 | 3600 | 10800 |
| 6 | 65 | 1 | 65 | 4225 | 4225 |
| 7 | 70 | 3 | 210 | 4900 | 14700 |
| 8 | 75 | 2 | 150 | 5625 | 11250 |
| | Total | 20 | 1125 | - | 65925 |

Based on the data above, the result of $f_i x_i^2$ is 65925 and $f_i x_i$ is 1125. Then the following is the calculation of mean and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable } x \\ \sum f_i x_i &= \text{Total number of score} \\ \sum f_i &= \text{Number of sample} \end{aligned}$$

So,

$$\begin{aligned} \bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1125}{20} \\ &= 56.25 \end{aligned}$$

b. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}} = \sqrt{\frac{20(65925) - (1125)^2}{20(20-1)}} \\ &= \sqrt{\frac{1318500 - 1265625}{20(19)}} \\ &= \sqrt{\frac{52875}{380}} \\ &= 11.79 \end{aligned}$$

$$S^2 = 139.00$$

After getting the calculation of mean, variance and standard deviation, then the next step is to find out the normality of the test. It means that the test was given to

the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table 4.4
Normality Testing of the Pre-Test in Experimental Group

| No | (Score) | F | F _{kum} | Z _i | F (Z _i) | S (Z _i) | F(Z _i) - S(Z _i) |
|--------------------|---------|---|------------------|----------------|---------------------|---------------------|---|
| 1 | 40 | 3 | 3 | -1.37 | 0.0853 | 0.15 | 0.0647 |
| 2 | 45 | 3 | 6 | -0.95 | 0.1711 | 0.3 | 0.1289 |
| 3 | 50 | 2 | 8 | -0.53 | 0.2981 | 0.4 | 0.1019 |
| 4 | 55 | 3 | 11 | -0.10 | 0.357 | 0.55 | 0.193 |
| 5 | 60 | 3 | 14 | 0.31 | 0.1217 | 0.7 | 0.5783 |
| 6 | 65 | 1 | 15 | 0.74 | 0.2704 | 0.75 | 0.4796 |
| 7 | 70 | 3 | 18 | 1.16 | 0.3770 | 0.9 | 0.523 |
| 8 | 75 | 2 | 20 | 1.59 | 0.4441 | 1 | 0.5559 |
| Lo = 0.5783 | | | | | | | |
| Lt = 0.190 | | | | | | | |

Finding Z_i (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{40 - 56.25}{11.79} = -1.37$$

$$7. Z_i = \frac{70 - 56.25}{11.79} = 1.16$$

$$2. Z_i = \frac{45 - 56.25}{11.79} = -0.95$$

$$8. Z_i = \frac{75 - 56.25}{11.79} = 1.59$$

$$3. Z_i = \frac{50 - 56.25}{11.79} = -0.53$$

$$4. Z_i = \frac{55 - 56.25}{11.79} = -0.10$$

$$5. Z_i = \frac{60 - 56.25}{11.79} = 0.31$$

$$6. Z_i = \frac{65 - 56.25}{11.79} = 0.74$$

Finding $S(Z_i)$ can be done by using this formula:

$$S(Z_i) = \frac{F_{\text{Kum}}}{N}$$

1. $S(Z_i) = \frac{3}{20} = 0.15$

2. $S(Z_i) = \frac{6}{20} = 0.3$

3. $S(Z_i) = \frac{8}{20} = 0.4$

4. $S(Z_i) = \frac{11}{20} = 0.55$

5. $S(Z_i) = \frac{14}{20} = 0.7$

6. $S(Z_i) = \frac{15}{20} = 0.75$

7. $S(Z_i) = \frac{18}{20} = 0.9$

8. $S(Z_i) = \frac{20}{20} = 1$

From the table above, it can be seen that Liliefors observation or $L_o = 0.5783$ with $n = 20$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.190$. It is known that the coefficient of $L_o (0.5783) < L_t (0.190)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**. (L-Table see appendix D)

2. The Computation of Data Normality of the Post Test in Experimental Group

.Tabel 4.5
Frequency Distribution of Post Test in Experimental Group

| No | (Score) x_i | f_i | $f_i x_i$ | x_i^2 | $f_i x_i^2$ |
|--------------|---------------|-----------|-------------|----------|---------------|
| 1 | 60 | 4 | 240 | 3600 | 14400 |
| 2 | 65 | 1 | 65 | 4225 | 4225 |
| 3 | 70 | 6 | 420 | 4900 | 29400 |
| 4 | 75 | 4 | 300 | 5625 | 22500 |
| 5 | 80 | 3 | 240 | 6400 | 19200 |
| 6 | 85 | 2 | 170 | 7225 | 14450 |
| Total | | 20 | 1435 | - | 104175 |

Based on the data above, the result of $f_i x_i^2$ is 104175 and $f_i x_i$ is 1435. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$x_i = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

- x_i = Mean of variable x
- $\sum f_i x_i$ = Total number of score
- $\sum f_i$ = Number of sample

So,

$$\begin{aligned}\bar{x}_i &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1435}{20} \\ &= 71.75\end{aligned}$$

b. Standard Deviation

$$\begin{aligned}S &= \sqrt{\frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}} = \sqrt{\frac{20(104175) - (1435)^2}{20(20-1)}} \\ &= \sqrt{\frac{2083500 - 2059225}{20(19)}} \\ &= \sqrt{\frac{24275}{380}} \\ &= 7,99\end{aligned}$$

$$S^2 = 63,88$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Tabel 4.6
Normality Testing of the Post-Test in Experimental Group

| No | (Score) | F | F _{kum} | Z _i | F (Z _i) | S (Z _i) | F(Z _i) - S(Z _i) |
|--------------------|---------|---|------------------|----------------|---------------------|---------------------|---|
| 1 | 60 | 4 | 4 | -0.18 | 0.4286 | 0.2 | 0.2286 |
| 2 | 65 | 1 | 5 | -0.10 | 0.4602 | 0.25 | 0.2102 |
| 3 | 70 | 6 | 11 | -0.02 | 0.4920 | 0.55 | 0.058 |
| 4 | 75 | 4 | 15 | -0.05 | 0.4801 | 0.75 | 0.2699 |
| 5 | 80 | 3 | 18 | -0.12 | 0.4522 | 0.9 | 0.4478 |
| 6 | 85 | 2 | 20 | -0.20 | 0.4207 | 1 | 0.5793 |
| Lo = 0.5793 | | | | | | | |
| Lt = 0.190 | | | | | | | |

Finding Z_i (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{60 - 71.75}{63,88} = -0.18$$

$$2. Z_i = \frac{65 - 71.75}{63,88} = -0.10$$

$$3. Z_i = \frac{70 - 71.75}{63,88} = -0.02$$

$$4. Z_i = \frac{75 - 71.75}{63,88} = -0.05$$

$$5. Z_i = \frac{80 - 71.75}{63,88} = -0.12$$

$$6. Z_i = \frac{85 - 71.75}{63,88} = -0.20$$

Finding $S(Z_i)$ can be done by using this formula:

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$1) S(Z_i) = \frac{4}{20} = 0.2$$

$$2) S(Z_i) = \frac{5}{20} = 0.25$$

$$3) S(Z_i) = \frac{11}{20} = 0.55$$

$$4) S(Z_i) = \frac{15}{20} = 0.75$$

$$5) S(Z_i) = \frac{18}{20} = 0.9$$

$$6) S(Z_i) = \frac{20}{20} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.5793$ with $n = 20$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.190$. It is known that the coefficient of $L_o (0.5793) < L_t (0.190)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

3. The Computation of Data Normality of the Pre Test in Control Group

Table 4.7

Frequency Distribution of Pre Test in Control Group

| No | (Score) x_i | f_i | $f_i x_i$ | x_i^2 | $f_i x_i^2$ |
|--------------|---------------|-----------|------------|----------|--------------|
| 1 | 30 | 1 | 30 | 900 | 900 |
| 2 | 35 | 2 | 70 | 1225 | 2450 |
| 3 | 40 | 5 | 200 | 1600 | 8000 |
| 4 | 45 | 5 | 225 | 2025 | 10125 |
| 5 | 50 | 1 | 50 | 2500 | 2500 |
| 6 | 55 | 2 | 110 | 3025 | 6050 |
| 7 | 65 | 2 | 130 | 4225 | 8450 |
| 8 | 70 | 2 | 140 | 4900 | 9800 |
| Total | | 20 | 955 | - | 48275 |

Based on the data above, the result of $f_i x_i^2$ is 48275 and $f_i x_i$ is 955. Then the

following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x}_i = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

$$\begin{aligned} x_i &= \text{Mean of variable } x \\ \sum f_i x_i &= \text{Total number of score} \\ \sum f_i &= \text{Number of sample} \end{aligned}$$

So,

$$\begin{aligned} \bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{955}{20} \\ &= 47.75 \end{aligned}$$

b. Standard Deviation

$$S = \sqrt{\frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}} = \sqrt{\frac{20(48275) - (955)^2}{20(20-1)}}$$

$$\begin{aligned}
&= \sqrt{\frac{965500 - 912025}{20(19)}} \\
&= \sqrt{\frac{53475}{380}} \\
&= 11.86
\end{aligned}$$

$$S^2 = 140.65$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Tabel 4.8
Normality Testing of the Pre-Test in Control Group

| No | (Score) | F | F _{kum} | Z _i | F (Z _i) | S (Z _i) | F(Z _i) - S(Z _i) |
|--------------------|---------|---|------------------|----------------|---------------------|---------------------|---|
| 1 | 30 | 1 | 1 | -1.49 | 0.0681 | 0.05 | 0.0181 |
| 2 | 35 | 2 | 3 | -1.07 | 0.1423 | 0.15 | 0.007 |
| 3 | 40 | 5 | 8 | -0.65 | 0.2578 | 0.4 | 0.1422 |
| 4 | 45 | 5 | 13 | -0.23 | 0.4090 | 0.65 | 0.241 |
| 5 | 50 | 1 | 14 | 0.18 | 0.0714 | 0.7 | 0.6286 |
| 6 | 55 | 2 | 16 | 0.61 | 0.2291 | 0.8 | 0.5709 |
| 7 | 65 | 2 | 18 | 1.45 | 0.4265 | 0.9 | 0.4735 |
| 8 | 70 | 2 | 20 | 1.87 | 0.4693 | 1 | 0.5307 |
| Lo = 0.6286 | | | | | | | |
| Lt = 0.190 | | | | | | | |

Finding Zi (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. \quad Z_i = \frac{30 - 47.75}{11.86} = -1.49$$

$$2. \quad Z_i = \frac{35 - 47.75}{11.86} = -1.07$$

$$3. Z_i = \frac{40 - 47.75}{11.86} = -0.65$$

$$4. Z_i = \frac{45 - 47.75}{11.86} = -0.23$$

$$5. Z_i = \frac{50 - 47.75}{11.86} = 0.18$$

$$6. Z_i = \frac{55 - 47.75}{11.86} = 0.61$$

$$7. Z_i = \frac{65 - 47.75}{11.86} = 1.45$$

$$8. Z_i = \frac{70 - 47.75}{11.86} = 1.87$$

Finding $S(Z_i)$ can be done by using this formula:

$$S(Z_i) = \frac{F_{\text{Kum}}}{N}$$

$$1. S(Z_i) = \frac{1}{20} = 0.05$$

$$2. S(Z_i) = \frac{3}{20} = 0.15$$

$$3. S(Z_i) = \frac{8}{20} = 0.4$$

$$4. S(Z_i) = \frac{13}{20} = 0.65$$

$$5. S(Z_i) = \frac{14}{20} = 0.7$$

$$6. S(Z_i) = \frac{16}{20} = 0.8$$

$$7. S(Z_i) = \frac{18}{20} = 0.9$$

$$8. S(Z_i) = \frac{20}{20} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.6286$ with $n = 20$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.190$. It is known that the coefficient of $L_o (0.6286) < L_t (0.190)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

4. The Computation of Data Normality of the Post Test in Control Group

Table 4.9

Frequency Distribution of Post Test in Control Group

| No | (Score) x_i | f_i | $f_i x_i$ | x_i^2 | $f_i x_i^2$ |
|--------------|---------------|-----------|-------------|----------|--------------|
| 1 | 40 | 4 | 160 | 1600 | 6400 |
| 2 | 45 | 2 | 90 | 2025 | 4050 |
| 3 | 50 | 7 | 350 | 2500 | 17500 |
| 4 | 55 | 1 | 55 | 3025 | 3025 |
| 5 | 60 | 2 | 120 | 3600 | 7200 |
| 6 | 65 | 1 | 65 | 4225 | 4225 |
| 7 | 70 | 2 | 140 | 4900 | 9800 |
| 8 | 75 | 1 | 75 | 5625 | 5625 |
| Total | | 20 | 1055 | - | 57825 |

Based on the data above, the result of $f_i x_i^2$ is 57825 and $f_i x_i$ is 1055. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

\bar{x}_i = Mean of variable x

$\sum f_i x_i$ = Total number of score

$\sum f_i$ = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1055}{20} \\ &= 52.75\end{aligned}$$

b. Standard Deviation

$$\begin{aligned}S &= \sqrt{\frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}} = \sqrt{\frac{20(57825) - (1055)^2}{20(20-1)}} \\ &= \sqrt{\frac{1156500 - 1113025}{20(19)}} \\ &= \sqrt{\frac{43475}{380}} \\ &= 10.69\end{aligned}$$

$$S^2 = 114.27$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Tabel 4.10

Normality Testing of the Post-Test in Control Group

| No | (Score) | F | F _{kum} | Z _i | F (Z _i) | S (Z _i) | F(Z _i) - S(Z _i) |
|----|---------|---|------------------|----------------|---------------------|---------------------|---|
| 1 | 40 | 4 | 4 | -1.19 | 0.1170 | 0.2 | 0.083 |
| 2 | 45 | 2 | 6 | -0.72 | 0.2358 | 0.3 | 0.0642 |
| 3 | 50 | 7 | 13 | -0.25 | 0.4013 | 0.65 | 0.2487 |
| 4 | 55 | 1 | 14 | -0.21 | 0.4168 | 0.7 | 0.2832 |
| 5 | 60 | 2 | 16 | -0.67 | 0.2514 | 0.8 | 0.5486 |
| 6 | 65 | 1 | 17 | 1.14 | 0.3729 | 0.85 | 0.4771 |

| | | | | | | | |
|--------------------|----|---|----|------|--------|------|--------|
| 7 | 70 | 2 | 19 | 1.61 | 0.4463 | 0.95 | 0.5037 |
| 8 | 75 | 1 | 20 | 2.08 | 0.4812 | 1 | 0.5188 |
| Lo = 0.5486 | | | | | | | |
| Lt = 0.190 | | | | | | | |

Finding Zi (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{40 - 52.75}{10.69} = -1.19$$

$$2. Z_i = \frac{45 - 52.75}{10.69} = -0.72$$

$$3. Z_i = \frac{50 - 52.75}{10.69} = -0.25$$

$$4. Z_i = \frac{55 - 52.75}{10.69} = -0.21$$

$$5. Z_i = \frac{60 - 52.75}{10.69} = -0.67$$

$$6. Z_i = \frac{65 - 52.75}{10.69} = 1.14$$

$$7. Z_i = \frac{70 - 52.75}{10.69} = 1.61$$

$$8. Z_i = \frac{75 - 52.75}{10.69} = 2.08$$

Finding $S(Z_i)$ can be done by using this formula:

$$S(Z_i) = \frac{F_{\text{Kum}}}{N}$$

1. $S(Z_i) = \frac{4}{20} = 0.2$
2. $S(Z_i) = \frac{6}{20} = 0.3$
3. $S(Z_i) = \frac{13}{20} = 0.65$
4. $S(Z_i) = \frac{14}{20} = 0.7$
5. $S(Z_i) = \frac{16}{20} = 0.8$
6. $S(Z_i) = \frac{17}{20} = 0.85$
7. $S(Z_i) = \frac{19}{20} = 0.95$
8. $S(Z_i) = \frac{20}{20} = 1$

From the table above, it can be seen that Liliefors observation or $L_o = 0.5486$ with $n = 20$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.190$. It is known that the coefficient of $L_o (0.5486) < L_t (0.190)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**. Based on the data above, it can be concluded that all of the data distribution was normal, because $L_o < L_t$. Can be seen in the table below:

Table 4.11
Normality Testing

| No | Data | N | α | $L_{observed}$ | L_{table} | Conclusion |
|----|---------------------------------|----|----------|----------------|-------------|------------|
| 1 | Pre test of experimental group | 20 | 0.05 | 0.5783 | 0.190 | Normal |
| 2 | Post test of experimental group | 20 | 0.05 | 0.5793 | 0.190 | Normal |
| 3 | Pre test of control group | 20 | 0.05 | 0.6286 | 0.190 | Normal |
| 4 | Post test of control group | 20 | 0.05 | 0.5486 | 0.190 | Normal |

4.2.2 Homogeneity Test

Homogeneity testing used-test to know what the sample come from the population that homogenous or not, with the following formula:

$$F_1 = \frac{\text{thebiggestvariant}}{\text{thesmallestvariant}}$$

1. Homogeneity Testing of Pre Test

$$F_1 = \frac{\text{thebiggestvariant}}{\text{thesmallestvariant}}$$

$$= \frac{140.65}{139.00} = 1.01$$

Based on the computation above, it was found the coefficient of variant from the pre-test in writing descriptive text at real $\alpha=0.05$ and the numerator $df= N-1= 20 -1= 19$ and denominator $dk =N-1= 20 -1= 19$. By using the list of critical value at F distribution is found $F_{0.05 (19,19)}= 2.15$. It showed that $F_{\text{count}} < F_{\text{table}}$ atau $(1.01 < 2.15)$ so it can be concluded that the variant is homogenous.

2. Homogeneity Testing of Post Test

$$F_1 = \frac{\text{thebiggestvariant}}{\text{thesmallestvariant}}$$

$$= \frac{114.27}{63.88} = 1.78$$

Based on the computation above, it was found the coefficient of variant from the pre-test in writing descriptive text at real $\alpha=0.05$ and the numerator $df= N-1= 20 -1= 19$ and denominator $dk =N-1= 20 -1= 19$. By using the list of critical value at F distribution is found $F_{0.05 (19,19)}= 2.15$. It showed that $F_{\text{count}} < F_{\text{table}}$ atau $(1.78 < 2.15)$ so it can be concluded that the variant is homogenous.

Based on the data above, it can be concluded that the variant is homogenous, because $L_0 <$

Lt. $F_{\text{observed}} < F_{\text{table}}$ ($1.01 < 2.15$) and ($1.78 < 2.15$). Can be seen in the table below:

Table 4.12
Homogeneity Test

| No | Data | Variant | F_{observed} | F_{table} | Conclusion |
|----|------------------------------|---------|-----------------------|--------------------|------------|
| 1 | Pre test of experiment class | 140.65 | 1.01 | 2.15 | Homogenous |
| 2 | Pre test of control class | 139.00 | | | |
| 3 | Posttest of experiment class | 114.27 | 1.78 | 2.15 | Homogenous |
| 4 | Posttest of control class | 63.88 | | | |

4.3 Hypothesis Testing

T-test Formula

$$\text{Experiment group} : \bar{X}_1 = 71.75 \quad ; \quad S_1^2 = 63.88 ; n_1 = 20$$

$$\text{Control group} : \bar{X}_2 = 52.75 \quad ; \quad S_2^2 = 114.27 ; n_2 = 20$$

With:

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

$$S^2 = \frac{(20 - 1)63.88 + (20 - 1)114.27}{20 + 20 - 2}$$

$$S^2 = \frac{(19)63.88 + (19)114.27}{38}$$

$$S^2 = \frac{1213.72 + 2171.13}{38}$$

$$S^2 = \frac{3384.85}{38}$$

$$S^2 = 89.075$$

$$S = \sqrt{89.075}$$

$$S = 9.43$$

So:

$$t_{\text{count}} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{\text{count}} = \frac{71.75 - 52.75}{9.43 \sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$t_{\text{count}} = \frac{19}{2,923}$$

$$t_{\text{count}} = 6,500$$

From the computation above, it can be seen that $t_{\text{observed}} = 6,500$. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 38 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 1.684. So it can be seen that $t_{\text{table}} = 1.684$. (See Appendix F)

After the scores were calculated, it was found that in this study the t_{observed} is higher than the t_{table} . It can be seen as follow:

$$t_{\text{observed}} > t_{\text{table}}(\alpha = 0.05) \text{ with } df \ 38$$

$$6,500 > 1.684$$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that reading by using seminar strategy on students reading comprehension in reading descriptive text.

4.3 Discussion

According to the result of the statistical computation, there was a significant difference on students' achievement in writing descriptive text by using seminar strategy. The students that were taught by using seminar strategy have higher score than were taught by conventional strategy.

It was explained in chapter II that seminar strategy is an excellent way to teach students about reader(s)-audience, to show them how to read closely and make comments and suggestions about a partner's reading, and to build a community of writers. Seminar strategy is the one mostly employed because it allows the students to construct knowledge through social sharing and interaction. The students might not be accustomed to commenting on their peer's work, but they can learn and adjust themselves to the learning environment. Moreover, it encourages contributions from all participants and also opportunities for both social and academic language development of students.

From the calculation above it found that $t_{\text{observed}} = 6,500$ where as the $t_{\text{table}} = 1.684$. It shows that students' achievement in writing descriptive text by using seminar strategy was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in reading descriptive text that were taught by seminar strategy. This means that the students' achievement in reading descriptive text that were taught by seminar strategy on students reading comprehension in reading descriptive text by conventional strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The result of data analysis, it was found that seminar strategy significantly affects students' comprehension, since the $t_{obs} > t_{table}$ ($p=0.05$) $df(38)$, or $6.500 > 1.68$ ($p=0.05$) $df(38)$. the using of seminar strategy in teaching reading comprehension in the classroom enables the students to read systematically and guide to read the text to find information both explicitly and implicitly stated.

Refer to the findings of the study, it is derived that the students who were taught readings comprehension by using seminar strategy have higher ability than the students who were taught by using seminar strategy. In other words, seminar strategy gave significantly effects to the students' ability at reading comprehension, as they more systematic to read the text to comprehend the contents of the text.

5.2 Suggestions

Related to the conclusion above, some suggestion are stated as the following:

1. To the principle of MAS Al-Wasliyah 22 Tembung, it is good to motivate the teachers, especially English teacher to teach the students by using seminar strategy, because the method is effectively can increase the students' achievement in reading text.
2. To the English teacher, it's suggested to use the Seminar strategy as one alternative strategy to improve the students' ability at reading comprehension.

3. For the students, it is expected to more reading comprehension by using seminar strategy so it can be easier for them to reading comprehension. By using this strategy, the students' can be more active during learning process.

4. For the principal, suggested to motivate the english teacher to use this strategy in order to improve the quality of teaching learning process

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APPENDIX A

Multiple Choice

Instruction:

1. Write your name and class in the top left of your answer sheet.
2. Answer Multiple choice test,
3. The time is 60 minutes.

APPENDIX B

LESSON PLAN**(Control Group)**

| | |
|----------------|--------------------------|
| School | : AL-WASLIYAH 22 TEMBUNG |
| Subject | : English |
| Class/Semester | : X/II |
| Time | : 2x45 Minutes |
| Topic | : Descriptive text |
| Skill | : Reading Comprehension |
| Meeting | : 1-3 |

I. Standard Competence : Express the meaning in short functional text and simple essay in recount descriptive and procedural text in daily context.

II. Basic Competence:

- a. Students are able to understand the unfamiliar words
- b. Students are able to make a summary from the text
- c. Students are able to identify generic structure of the text
- d. Students are able to conclude what the text tells about

III. Teaching technique

Seminar strategy

IV. Source and Media of Teaching

1. Source : English book, dictionary, LKS

2. Media : Pict

V. Material:

Among pets, i like dogs the best because they are tame animals and they can be trained as a man's friend. I have a wonderfull dog. I named him volvo. You know, volvo is a male dog. He is Pomeranian dog and is about.....uhmTwo years old. That's right, two years old.

My dog is great. He has grayish-white fur, small ears, and a cones haped mouth. His paws are strong.

Well, my dear Volvo is a clever dog. He always barks loudly and noisily when there is a stranger coming to my house. You know what ? He also can do many things such as sitting down quickly, bringing the the newspaper to me, standing on his two hind feet, and shaking my hand.

I always take him to a grooming salon twice a month to have him bathed and to trim his fur neatly. Volvo eat's dog's food, fresh meal and uhm.... drinks fresh milk. I don't let him eat bones because they are not good for him.

VI. Teaching and Learning Activities

| TEACHER | STUDENT |
|---|---|
| 1. Teacher greets the students 2. Teacher tells the material 3. Teacher distributes the material to the students and asks the students to read the material 4. Teacher asks the students to find out | 1. Answer teachers greeting 2. Listen to the teacher 3. Take the material and read it |

| | |
|---|--|
| <p>the difficult words by cheking the dictionary</p> <p>5. Teacher asks the student to translate the text and try to comprehend the text</p> <p>6. Teacher discusses the text together with the students and asks thestudents to answer the question</p> <p>7. Teacher concludes the material</p> <p>8. Teacher gives the assigment</p> | <p>4. Do what teacher's asking</p> <p>5. Do what teacher's asking</p> <p>6. Discuss together with the teacher and answer the question</p> <p>7. Listen to the teacher</p> <p>8. Do the assisment</p> |
|---|--|

VII. Method : Explanation and discussion

VIII. Evaluation : Students' assignment

VII Assesment :

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

Where : S = Score of the Test

R = Number of Correct Answer

N = Number of Question

Minimum score = 0

Maximum score = 100

Acknowledge by,

Medan, April 17 2017

Researcher

Marni Rama, S.Pd,

Wiwik Nurhidayah

NUPTK. 7442752654300123

NIM. 34133150

Knows:

The Headmaster of MAS AL-WASHLIYAH 22 TEMBUNG

Nurhalimah, S.Ag

NUPTK. 4559754658300003

LESSON PLAN

(Control Group)

| | |
|----------------|--------------------------|
| School | : AL-WASLIYAH 22 TEMBUNG |
| Subject | : English |
| Class/Semester | : X/II |
| Time | : 2x45 Minutes |
| Topic | : Descriptive text |
| Skill | : Reading Comprehension |
| Meeting | : 4-6 |

I. Standard Competence : Express the meaning in short functional text and simple essay in recount descriptive and procedural text in daily context.

II. Basic Competence:

- a. Students are able to understand the unfamiliar words
- b. Students are able to make a summary from the text
- c. Students are able to identify generic structure of the text
- d. Students are able to conclude what the text tells about

III. Teaching technique

Seminar strategy

IV. Source and Media of Teaching

1. Source : English book, dictionary, LKS
2. Media : Picture

V. Material:

My pop is called Gregory vitale. He is and old bushman, seventy-eighty years old, and he still goes down the bush on his horse, mustering cattle. He has and old hut out in the bush in which he stays when he's mustering. He has lots of acres of bush lease to muster.

He is full of story and is often invited up to our school when we are looking at life years ago. He's only a small size, but he has a huge personality. He's a bit deaf now, but he's still easy to talk to.

My pop owns a property a hiilgrove near Armidale,as well as the forestry lease. He knows how to make real shingles for a shingles roof. He breaks in horses : not so much now, though.

He loves going down the bush near kunderang. Its really steep gorge country, and he rides all thourgh it.

He takes his cook pot and boils up a cup of tea on the mountainside. He's a very special person. There aren't many old bushmen left like him.

VI. Teaching and Learning Activities

| TEACHER | STUDENT |
|---|---|
| <ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher tells the material 3. Teacher distributes the material to | <ol style="list-style-type: none"> 1. Answer teachers greeting 2. Listen to the teacher |

| | |
|--|---|
| <p>the students and asks the students to read the material</p> <p>4. Teacher asks the students to find out the difficult words by checking the dictionary</p> <p>5. Teacher asks the student to translate the text and try to comprehend the text</p> <p>6. Teacher discusses the text together with the students and asks the students to answer the question</p> <p>7. Teacher concludes the material</p> <p>8. Teacher gives the assignment</p> | <p>3. Take the material and read it</p> <p>4. Do what teacher's asking</p> <p>5. Do what teacher's asking</p> <p>6. Discuss together with the teacher and answer the question</p> <p>7. Listen to the teacher</p> <p>8. Do the assignment</p> |
|--|---|

VII. Method : Explanation and discussion

VIII. Evaluation : Students' assignment

IX. VII Assesment :

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

Where : S = Score of the Test

R = Number of Correct Answer

N = Number of Question

Minimum score = 0

Maximum score = 100

Acknowledge by,

Medan, April/17/2017

Researcher

Marni Rama, S.Pd,

Wiwik Nurhidayah

NUPTK. 7442752654300123

NIM. 34133150

Knows:

The Headmaster of MAS AL-WASHLIYAH 22 TEMBUNG

Nurhalimah, S.Ag

NUPTK. 4559754658300003

LESSON PLAN
(Control Group)

| | |
|----------------|--------------------------|
| School | : AL-WASLIYAH 22 TEMBUNG |
| Subject | : English |
| Class/Semester | : X/II |
| Time | : 2x45 Minutes |
| Topic | : Descriptive text |
| Skill | : Reading Comprehension |
| Meeting | : 7-8 |

I. Standard Competence : Express the meaning in short functional text and simple essay in recount descriptive and procedural text in daily context.

II. Basic Competence:

- a. Students are able to understand the unfamiliar words
- b. Students are able to make a summary from the text
- c. Students are able to identify generic structure of the text
- d. Students are able to conclude what the text tells about

III. Teaching technique

Seminar strategy

IV. Source and Media of Teaching

1. Source : English book, dictionary, LKS
2. Media : Picture

V. Material:

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

VI. Teaching and Learning Activities

| TEACHER | STUDENT |
|---|--|
| 9. Teacher greets the students | 9. Answer teachers greeting |
| 10. Teacher tells the material | 10. Listen to the teacher |
| 11. Teacher distributes the material to the students and asks the students to read the material | 11. Take the material and read it |
| 12. Teacher asks the students to find out the difficult words by cheking the | 12. Do what teacher's asking 13. Do what teacher's asking |

| | |
|--|--|
| <p>dictionary</p> <p>13. Teacher asks the student to translate the text and try to comprehend the text</p> <p>14. Teacher discusses the text together with the students and asks the students to answer the question</p> <p>15. Teacher concludes the material</p> <p>16. Teacher gives the assignment</p> | <p>14. Discuss together with the teacher and answer the question</p> <p>15. Listen to the teacher</p> <p>16. Do the assignment</p> |
|--|--|

VII. Method : Explanation and discussion

VIII. Evaluation : Students' assignment

IX. VII Assesment :

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

Where : S = Score of the Test

R = Number of Correct Answer

N = Number of Question

Minimum score = 0

Maximum score = 100

Acknowledge by,

Medan, April/17/2017

Researcher

Marni Rama, S.Pd,

Wiwik Nurhidayah

NUPTK. 7442752654300123

NIM. 34133150

Knows:

The Headmaster of MAS AL-WASHLIYAH 22 TEMBUNG

Nurhalimah, S.Ag

NUPTK. 4559754658300003

APPENDIX C

LESSON PLAN
(Experimental Group)

| | |
|----------------|--------------------------|
| School | : AL-WASLIYAH 22 TEMBUNG |
| Subject | : English |
| Class/Semester | : X/II |
| Time | : 2x45 Minutes |
| Topic | : Descriptive text |
| Skill | : Reading Comprehension |
| Meeting | : 1-3 |

IX. Standard Competence : Express the meaning in short functional text and simple essay in recount descriptive and procedural text in daily context.

X. Basic Competence:

- e. Students are able to understand the unfamiliar words
- f. Students are able to make a summary from the text
- g. Students are able to identify generic structure of the text
- h. Students are able to conclude what the text tells about

XI. Teaching technique

Seminar strategy

XII. Source and Media of Teaching

- 3. Source : English book, dictionary, LKS
- 4. Media : Picture

XIII. Material:

Among pets, i like dogs the best because they are tame animals and they can be trained as a man's friend. I have a wonderfull dog. I named him volvo.

You know, volvo is a male dog. He is Pomeranian dog and is about.....uhmTwo years old. That's right, two years old.

My dog is great. He has grayish-white fur, small ears, and a cones haped mouth. His paws are strong.

Well, my dear Volvo is a clever dog. He always barks loudly and noisily when there is a stranger coming to my house. You know what ? He also can do many things such as sitting down quickly, bringing the the newspaper to me, standing on his two hind feet, and shaking my hand.

I always take him to a grooming salon twice a month to have him bathed and to trim his fur neatly. Volvo eat's dog's food, fresh meal and uhm.... drinks fresh milk. I don't let him eat bones because they are not good for him.

XIV. Teaching And Learning Activities

| TEACHER | STUDENTS |
|--|---|
| 1. Teacher greets the student 2. Teacher tells the material 3. Teacher distributes the material to the students 4. Teacher explains abot seminar strategy | 1. Answer teacher's greetng 2. Listen to the teacher 3. Take the material 4. Listen to the teacher |

| | |
|---|---|
| <p>5. Teacher explains how to find ot main idea for each paragraph from the text</p> <p>6. Teacher asks the student to read the text</p> <p>7. Teacher asks the student to work in group to comprehend the text</p> <p>8. Teacher asks the students to present their work in front of the class</p> <p>9. The teacher discuss with the students about the summary that they have made</p> <p>10. Teacher concludes the material</p> <p>11. Teacher gives the assignment</p> | <p>5. Listen to the teacher</p> <p>6. Read the text</p> <p>7. Work in group</p> <p>8. Present their work. Another students who are not presenting, take a note and write the summary from the persentation</p> <p>9. Discuss with the teacher</p> <p>10. Listen to the teacher</p> <p>11. Do the assignment</p> |
|---|---|

XV. Method : Explanation, Persentation and Discussion

XVI. Evaluation : Students' Assignment

XVII. Assesment :

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

Where : S = Score of the Test

R = Number of Correct Answer

N = Number of Question

Minimum score = 0

Maximum score = 100

Acknowledge by,

Medan, April 17 2017

Researcher

Marni Rama, S.Pd,

Wiwik Nurhidayah

NUPTK. 7442752654300123

NIM. 34133150

Knows:

The Headmaster of MAS AL-WASHLIYAH 22 TEMBUNG

Nurhalimah, S.Ag

NUPTK. 4559754658300003

LESSON PLAN
(Experimental Group)

School : AL-WASLIYAH 22 TEMBUNG
Subject : English
Class/Semester : X/II
Time : 2x45 Minutes
Topic : Descriptive text
Skill : Reading Comprehension
Meeting : 4-6

I. Standard Competence : Express the meaning in short functional text and simple essay in recount descriptive and procedural text in daily context.

II. Basic Competence:

- a. Students are able to understand the unfamiliar words
- b. Students are able to make a summary from the text
- c. Students are able to identify generic structure of the text
- d. Students are able to conclude what the text tells about

III. Teaching technique

Seminar strategy

IV. Source and Media of Teaching

1. Source : English book, dictionary, LKS
2. Media : Picture

V. Material:

My pop is called Gregory vitale. He is and old bushman, seventy-eighty years old, and he still goes down the bush on his horse, mustering cattle. He has and old hut out in the bush in which he stays when he's mustering. He has lots of acres of bush lease to muster.

He is full of story and is often invited up to our school when we are looking at life years ago. He's only a small size, but he has a huge personality. He's a bit deaf now, but he's still easy to talk to.

My pop owns a property a hiilgrove near Armidale,as well as the forestry lease. He knows how to make real shingles for a shingles roof. He breaks in horses : not so much now, though.

He loves going down the bush near kunderang. Its really steep gorge country, and he rides all thourgh it.

He takes his cook pot and boils up a cup of tea on the mountainside. He's a very special person. There aren't many old bushmen left like him.

VI. Teaching and Learning Activities

| TEACHER | STUDENTS |
|---|-----------------------------|
| 1. Teacher greets the student | 1. Answer teacher's greetng |
| 2. Teacher tells the material | 2. Listen to the teacher |
| 3. Teacher distributes the material to the students | 3. Take the material |
| 4. Teacher explains abot seminar strategy | 4. Listen to the teacher |

| | |
|--|---|
| <p>5. Teacher explains how to find out main idea for each paragraph from the text</p> <p>6. Teacher asks the student to read the text</p> <p>7. Teacher asks the student to work in group to comprehend the text</p> <p>8. Teacher asks the students to present their work in front of the class</p> <p>9. The teacher discuss with the students about the summary that they have made</p> <p>10. Teacher concludes the material</p> <p>11. Teacher gives the assignment</p> | <p>5. Listen to the teacher</p> <p>6. Read the text</p> <p>7. Work in group</p> <p>8. Present their work. Another students who are not presenting, take a note and write the summary from the presentation</p> <p>9. Discuss with the teacher</p> <p>10. Listen to the teacher</p> <p>11. Do the assignment</p> |
|--|---|

VII. Method : Explanation, Persentation and Discussion

VIII. Evaluation : Students' Assignment

IX. Assesment :

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

Where : S = Score of the Test

R = Number of Correct Answer

N = Number of Question

Minimum score = 0

Maximum score = 100

Acknowledge by,

Medan, April 17 2017

Researcher

Marni Rama, S.Pd,

Wiwik Nurhidayah

NUPTK. 7442752654300123

NIM. 34133150

LESSON PLAN
(Experimental Group)

| | |
|----------------|--------------------------|
| School | : AL-WASLIYAH 22 TEMBUNG |
| Subject | : English |
| Class/Semester | : X/II |
| Time | : 2x45 Minutes |
| Topic | : Descriptive text |
| Skill | : Reading Comprehension |
| Meeting | : 7-8 |

I. Standard Competence : Express the meaning in short functional text and simple essay in recount descriptive and procedural text in daily context.

II. Basic Competence:

- a. Students are able to understand the unfamiliar words
- b. Students are able to make a summary from the text
- c. Students are able to identify generic structure of the text
- d. Students are able to conclude what the text tells about

III. Teaching technique

Seminar strategy

IV. Source and Media of Teaching

1. Source : English book, dictionary, LKS
2. Media : Picture

V. Material:

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

VI. Teaching and Learning Activities

| TEACHER | STUDENTS |
|---|-------------------------------|
| 12. Teacher greets the student | 12. Answer teacher's greeting |
| 13. Teacher tells the material | 13. Listen to the teacher |
| 14. Teacher distributes the material to the students | 14. Take the material |
| 15. Teacher explains about seminar strategy | 15. Listen to the teacher |
| 16. Teacher explains how to find out main idea for each paragraph from the text | 16. Listen to the teacher |
| 17. Teacher asks the student to read the text | 17. Read the text |
| 18. Teacher asks the student to work in group to comprehend the text | 18. Work in group |

| | |
|---|---|
| <p>19. Teacher asks the students to present their work in front of the class</p> <p>20. The teacher discuss with the students about the summary that they have made</p> <p>21. Teacher concludes the material</p> <p>22. Teacher gives the assignment</p> | <p>19. Present their work. Another students who are not presenting, take a note and write the summary from the persentation</p> <p>20. Discuss with the teacher</p> <p>21. Listen to the teacher</p> <p>22. Do the assignment</p> |
|---|---|

VII. Method : Explanation, Persentation and Discussion

VIII. Evaluation : Students' Assignment

IX. Assesment :

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

Where : S = Score of the Test

R = Number of Correct Answer

N = Number of Question

Minimum score = 0

Maximum score = 100

Acknowledge by,

Medan, April 17 2017

Researcher

Marni Rama, S.Pd,

NUPTK. 7442752654300123

Wiwik Nurhidayah

NIM. 34133150

Knows:

The Headmaster of MAS AL-WASHLIYAH 22 TEMBUNG

Nurhalimah, S.Ag

NUPTK. 45 59754658300003

APPENDIXD

THE CRITICAL VALUE LILIEFORS TEST

| Ukuran Sampel | Taraf Nyata (α) | | | | |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 0,01 | 0,05 | 0,10 | 0,15 | 0,20 |
| n = 4 | 0,417 | 0,381 | 0,352 | 0,319 | 0,300 |
| 5 | 0,405 | 0,337 | 0,315 | 0,299 | 0,285 |
| 6 | 0,364 | 0,319 | 0,294 | 0,277 | 0,265 |
| 7 | 0,348 | 0,300 | 0,276 | 0,258 | 0,247 |
| 8 | 0,331 | 0,285 | 0,261 | 0,244 | 0,233 |
| 9 | 0,311 | 0,271 | 0,249 | 0,233 | 0,223 |
| 10 | 0,294 | 0,258 | 0,239 | 0,222 | 0,215 |
| 11 | 0,284 | 0,249 | 0,230 | 0,217 | 0,206 |
| 12 | 0,275 | 0,242 | 0,223 | 0,212 | 0,199 |
| 13 | 0,268 | 0,234 | 0,214 | 0,202 | 0,190 |
| 14 | 0,261 | 0,227 | 0,207 | 0,194 | 0,183 |
| 15 | 0,257 | 0,220 | 0,201 | 0,187 | 0,177 |
| 16 | 0,250 | 0,213 | 0,195 | 0,182 | 0,173 |
| 17 | 0,245 | 0,206 | 0,189 | 0,177 | 0,169 |
| 18 | 0,239 | 0,200 | 0,184 | 0,173 | 0,166 |
| 19 | 0,235 | 0,195 | 0,179 | 0,169 | 0,163 |
| 20 | 0,231 | 0,190 | 0,174 | 0,166 | 0,160 |
| 25 | 0,200 | 0,173 | 0,158 | 0,147 | 0,142 |
| 30 | 0,187 | 0,161 | 0,144 | 0,136 | 0,131 |
| n > 30 | $\frac{1,031}{\sqrt{n}}$ | $\frac{0,886}{\sqrt{n}}$ | $\frac{0,805}{\sqrt{n}}$ | $\frac{0,768}{\sqrt{n}}$ | $\frac{0,736}{\sqrt{n}}$ |

Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

APPENDIX E

TABLE OF F DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakan:

F_p : Baris Atas untuk $p = 0,05$ dan Baris Bawah untuk $p = 0,01$)

| $v_2 = dk$ penyebut | $v_1 = dk$ pembilang | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|--|--|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 14 | 16 | 20 | 24 | 30 | 40 | 50 | 75 | 100 | 200 | 500 | ∞ | | | |
| 1 | 161 | 200 | 216 | 225 | 230 | 234 | 237 | 239 | 241 | 242 | 243 | 244 | 245 | 246 | 248 | 249 | 250 | 251 | 252 | 253 | 253 | 254 | 254 | 254 | | | |
| 2 | 18,51 | 19,00 | 19,16 | 19,25 | 19,30 | 19,33 | 19,36 | 19,37 | 19,38 | 19,39 | 19,40 | 19,41 | 19,42 | 19,43 | 19,44 | 19,45 | 19,46 | 19,47 | 19,48 | 19,48 | 19,49 | 19,49 | 19,50 | 19,50 | | | |
| 3 | 10,13 | 9,55 | 9,28 | 9,12 | 9,01 | 8,94 | 8,88 | 8,84 | 8,81 | 8,78 | 8,76 | 8,74 | 8,71 | 8,69 | 8,66 | 8,64 | 8,62 | 8,60 | 8,58 | 8,57 | 8,56 | 8,54 | 8,54 | 8,52 | | | |
| 4 | 7,17 | 6,94 | 6,59 | 6,39 | 6,26 | 6,16 | 6,09 | 6,04 | 6,00 | 5,96 | 5,93 | 5,91 | 5,87 | 5,84 | 5,80 | 5,77 | 5,74 | 5,71 | 5,70 | 5,68 | 5,66 | 5,65 | 5,64 | 5,63 | | | |
| 5 | 6,61 | 5,79 | 5,41 | 5,19 | 5,05 | 4,95 | 4,88 | 4,82 | 4,78 | 4,74 | 4,70 | 4,68 | 4,64 | 4,60 | 4,56 | 4,53 | 4,50 | 4,46 | 4,44 | 4,42 | 4,40 | 4,38 | 4,37 | 4,36 | | | |
| 6 | 5,99 | 5,14 | 4,76 | 4,53 | 4,39 | 4,28 | 4,21 | 4,15 | 4,10 | 4,06 | 4,03 | 4,00 | 3,96 | 3,92 | 3,87 | 3,84 | 3,81 | 3,77 | 3,75 | 3,72 | 3,71 | 3,69 | 3,68 | 3,67 | | | |
| 7 | 5,59 | 4,74 | 4,35 | 4,12 | 3,97 | 3,87 | 3,79 | 3,73 | 3,68 | 3,63 | 3,60 | 3,57 | 3,52 | 3,49 | 3,44 | 3,41 | 3,38 | 3,34 | 3,32 | 3,29 | 3,28 | 3,25 | 3,24 | 3,23 | | | |
| 8 | 5,32 | 4,46 | 4,07 | 3,84 | 3,69 | 3,58 | 3,50 | 3,44 | 3,39 | 3,34 | 3,31 | 3,28 | 3,23 | 3,20 | 3,15 | 3,12 | 3,08 | 3,05 | 3,03 | 3,00 | 2,98 | 2,96 | 2,94 | 2,93 | | | |
| 9 | 5,12 | 4,26 | 3,86 | 3,63 | 3,48 | 3,37 | 3,29 | 3,23 | 3,18 | 3,13 | 3,10 | 3,07 | 3,02 | 2,98 | 2,93 | 2,90 | 2,86 | 2,82 | 2,80 | 2,77 | 2,76 | 2,73 | 2,72 | 2,71 | | | |
| 10 | 4,96 | 4,80 | 3,71 | 3,48 | 3,33 | 3,22 | 3,14 | 3,07 | 3,02 | 2,97 | 2,94 | 2,91 | 2,86 | 2,82 | 2,77 | 2,74 | 2,70 | 2,67 | 2,64 | 2,61 | 2,59 | 2,56 | 2,55 | 2,54 | | | |
| 11 | 4,84 | 3,98 | 3,59 | 3,36 | 3,20 | 3,09 | 3,01 | 2,95 | 2,90 | 2,86 | 2,82 | 2,79 | 2,74 | 2,70 | 2,65 | 2,61 | 2,57 | 2,53 | 2,50 | 2,47 | 2,45 | 2,42 | 2,41 | 2,40 | | | |
| 12 | 4,75 | 3,88 | 3,49 | 3,26 | 3,11 | 3,00 | 2,92 | 2,85 | 2,80 | 2,76 | 2,72 | 2,69 | 2,64 | 2,60 | 2,54 | 2,50 | 2,46 | 2,42 | 2,40 | 2,36 | 2,35 | 2,32 | 2,31 | 2,30 | | | |
| 13 | 4,67 | 3,80 | 3,41 | 3,18 | 3,02 | 2,92 | 2,84 | 2,77 | 2,72 | 2,67 | 2,63 | 2,60 | 2,55 | 2,51 | 2,46 | 2,42 | 2,38 | 2,34 | 2,32 | 2,28 | 2,26 | 2,24 | 2,22 | 2,21 | | | |
| 14 | 4,60 | 3,74 | 3,34 | 3,11 | 2,96 | 2,85 | 2,77 | 2,70 | 2,65 | 2,60 | 2,56 | 2,53 | 2,48 | 2,44 | 2,39 | 2,35 | 2,31 | 2,27 | 2,24 | 2,21 | 2,19 | 2,16 | 2,14 | 2,13 | | | |
| 15 | 4,54 | 3,68 | 3,29 | 3,06 | 2,90 | 2,79 | 2,70 | 2,64 | 2,59 | 2,55 | 2,51 | 2,48 | 2,43 | 2,39 | 2,33 | 2,29 | 2,25 | 2,21 | 2,18 | 2,15 | 2,12 | 2,10 | 2,06 | 2,07 | | | |
| 16 | 4,49 | 3,63 | 3,24 | 3,01 | 2,85 | 2,74 | 2,66 | 2,59 | 2,54 | 2,49 | 2,45 | 2,42 | 2,37 | 2,33 | 2,28 | 2,24 | 2,20 | 2,16 | 2,13 | 2,09 | 2,07 | 2,04 | 2,02 | 2,01 | | | |
| 17 | 4,45 | 3,59 | 3,20 | 2,96 | 2,81 | 2,70 | 2,62 | 2,55 | 2,50 | 2,45 | 2,41 | 2,38 | 2,33 | 2,29 | 2,23 | 2,19 | 2,15 | 2,11 | 2,08 | 2,04 | 2,02 | 1,99 | 1,97 | 1,96 | | | |
| 18 | 4,41 | 3,55 | 3,16 | 2,93 | 2,77 | 2,66 | 2,58 | 2,51 | 2,46 | 2,41 | 2,37 | 2,34 | 2,29 | 2,25 | 2,19 | 2,15 | 2,11 | 2,07 | 2,04 | 2,00 | 1,98 | 1,96 | 1,93 | 1,92 | | | |
| 19 | 4,38 | 3,52 | 3,13 | 2,90 | 2,74 | 2,63 | 2,55 | 2,48 | 2,43 | 2,38 | 2,34 | 2,31 | 2,26 | 2,21 | 2,15 | 2,11 | 2,07 | 2,02 | 2,00 | 1,96 | 1,94 | 1,91 | 1,90 | 1,88 | | | |
| 20 | 4,35 | 3,49 | 3,10 | 2,87 | 2,71 | 2,60 | 2,52 | 2,45 | 2,40 | 2,35 | 2,31 | 2,26 | 2,23 | 2,18 | 2,12 | 2,08 | 2,04 | 1,99 | 1,96 | 1,92 | 1,90 | 1,87 | 1,85 | 1,84 | | | |
| 21 | 4,32 | 3,47 | 3,07 | 2,84 | 2,68 | 2,57 | 2,49 | 2,42 | 2,37 | 2,32 | 2,28 | 2,25 | 2,20 | 2,15 | 2,09 | 2,05 | 2,00 | 1,96 | 1,92 | 1,89 | 1,87 | 1,84 | 1,82 | 1,81 | | | |
| 22 | 4,30 | 3,44 | 3,05 | 2,82 | 2,66 | 2,55 | 2,47 | 2,40 | 2,35 | 2,30 | 2,26 | 2,23 | 2,18 | 2,13 | 2,07 | 2,03 | 1,98 | 1,93 | 1,91 | 1,87 | 1,84 | 1,81 | 1,80 | 1,78 | | | |
| 23 | 4,28 | 3,42 | 3,03 | 2,80 | 2,64 | 2,53 | 2,45 | 2,38 | 2,32 | 2,28 | 2,24 | 2,20 | 2,14 | 2,10 | 2,04 | 2,00 | 1,96 | 1,91 | 1,88 | 1,84 | 1,82 | 1,79 | 1,77 | 1,76 | | | |
| 24 | 4,26 | 3,40 | 3,01 | 2,78 | 2,62 | 2,51 | 2,43 | 2,36 | 2,30 | 2,26 | 2,22 | 2,18 | 2,13 | 2,09 | 2,02 | 1,98 | 1,94 | 1,89 | 1,86 | 1,82 | 1,80 | 1,76 | 1,74 | 1,73 | | | |
| 25 | 4,24 | 3,38 | 2,99 | 2,76 | 2,60 | 2,49 | 2,41 | 2,34 | 2,28 | 2,24 | 2,20 | 2,16 | 2,11 | 2,06 | 2,00 | 1,96 | 1,92 | 1,87 | 1,84 | 1,80 | 1,77 | 1,74 | 1,72 | 1,71 | | | |
| | 7,77 | 5,57 | 4,68 | 4,18 | 3,86 | 3,63 | 3,46 | 3,32 | 3,21 | 3,13 | 3,05 | 2,99 | 2,89 | 2,81 | 2,70 | 2,62 | 2,54 | 2,45 | 2,40 | 2,32 | 2,29 | 2,23 | 2,19 | 2,17 | | | |

Table of the Standard Normal (z) Distribution

| z | 0.00 | 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |
|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 0.0 | 0.0000 | 0.0040 | 0.0080 | 0.0120 | 0.0160 | 0.0190 | 0.0239 | 0.0279 | 0.0319 | 0.0359 |
| 0.1 | 0.0398 | 0.0438 | 0.0478 | 0.0517 | 0.0557 | 0.0596 | 0.0636 | 0.0675 | 0.0714 | 0.0753 |
| 0.2 | 0.0793 | 0.0832 | 0.0871 | 0.0910 | 0.0948 | 0.0987 | 0.1026 | 0.1064 | 0.1103 | 0.1141 |
| 0.3 | 0.1179 | 0.1217 | 0.1255 | 0.1293 | 0.1331 | 0.1368 | 0.1406 | 0.1443 | 0.1480 | 0.1517 |
| 0.4 | 0.1554 | 0.1591 | 0.1628 | 0.1664 | 0.1700 | 0.1736 | 0.1772 | 0.1808 | 0.1844 | 0.1879 |
| 0.5 | 0.1915 | 0.1950 | 0.1985 | 0.2019 | 0.2054 | 0.2088 | 0.2123 | 0.2157 | 0.2190 | 0.2224 |
| 0.6 | 0.2257 | 0.2291 | 0.2324 | 0.2357 | 0.2389 | 0.2422 | 0.2454 | 0.2486 | 0.2517 | 0.2549 |
| 0.7 | 0.2580 | 0.2611 | 0.2642 | 0.2673 | 0.2704 | 0.2734 | 0.2764 | 0.2794 | 0.2823 | 0.2852 |
| 0.8 | 0.2881 | 0.2910 | 0.2939 | 0.2969 | 0.2995 | 0.3023 | 0.3051 | 0.3078 | 0.3106 | 0.3133 |
| 0.9 | 0.3159 | 0.3186 | 0.3212 | 0.3238 | 0.3264 | 0.3289 | 0.3315 | 0.3340 | 0.3365 | 0.3389 |
| 1.0 | 0.3413 | 0.3438 | 0.3461 | 0.3485 | 0.3508 | 0.3513 | 0.3554 | 0.3577 | 0.3529 | 0.3621 |
| 1.1 | 0.3643 | 0.3665 | 0.3686 | 0.3708 | 0.3729 | 0.3749 | 0.3770 | 0.3790 | 0.3810 | 0.3830 |
| 1.2 | 0.3849 | 0.3869 | 0.3888 | 0.3907 | 0.3925 | 0.3944 | 0.3962 | 0.3980 | 0.3997 | 0.4015 |
| 1.3 | 0.4032 | 0.4049 | 0.4066 | 0.4082 | 0.4099 | 0.4115 | 0.4131 | 0.4147 | 0.4162 | 0.4177 |
| 1.4 | 0.4192 | 0.4207 | 0.4222 | 0.4236 | 0.4251 | 0.4265 | 0.4279 | 0.4292 | 0.4306 | 0.4319 |
| 1.5 | 0.4332 | 0.4345 | 0.4357 | 0.4370 | 0.4382 | 0.4394 | 0.4406 | 0.4418 | 0.4429 | 0.4441 |
| 1.6 | 0.4452 | 0.4463 | 0.4474 | 0.4484 | 0.4495 | 0.4505 | 0.4515 | 0.4525 | 0.4535 | 0.4545 |
| 1.7 | 0.4554 | 0.4564 | 0.4573 | 0.4582 | 0.4591 | 0.4599 | 0.4608 | 0.4616 | 0.4625 | 0.4633 |
| 1.8 | 0.4641 | 0.4649 | 0.4656 | 0.4664 | 0.4671 | 0.4678 | 0.4686 | 0.4693 | 0.4699 | 0.4706 |
| 1.9 | 0.4713 | 0.4719 | 0.4726 | 0.4732 | 0.4738 | 0.4744 | 0.4750 | 0.4756 | 0.4761 | 0.4767 |
| 2.0 | 0.4772 | 0.4778 | 0.4783 | 0.4788 | 0.4793 | 0.4798 | 0.4803 | 0.4808 | 0.4812 | 0.4817 |
| 2.1 | 0.4821 | 0.4826 | 0.4830 | 0.4834 | 0.4838 | 0.4842 | 0.4846 | 0.4850 | 0.4854 | 0.4857 |
| 2.2 | 0.4861 | 0.4864 | 0.4868 | 0.4871 | 0.4875 | 0.4878 | 0.4881 | 0.4884 | 0.4887 | 0.4890 |
| 2.3 | 0.4893 | 0.4896 | 0.4898 | 0.4901 | 0.4904 | 0.4906 | 0.4909 | 0.4911 | 0.4913 | 0.4916 |
| 2.4 | 0.4918 | 0.4920 | 0.4922 | 0.4925 | 0.4927 | 0.4929 | 0.4931 | 0.4932 | 0.4934 | 0.4936 |
| 2.5 | 0.4938 | 0.4940 | 0.4941 | 0.4943 | 0.4945 | 0.4946 | 0.4948 | 0.4949 | 0.4951 | 0.4952 |
| 2.6 | 0.4953 | 0.4955 | 0.4956 | 0.4957 | 0.4959 | 0.4960 | 0.4961 | 0.4962 | 0.4963 | 0.4964 |
| 2.7 | 0.4965 | 0.4966 | 0.4967 | 0.4968 | 0.4969 | 0.4970 | 0.4971 | 0.4972 | 0.4973 | 0.4974 |
| 2.8 | 0.4974 | 0.4975 | 0.4976 | 0.4977 | 0.4977 | 0.4978 | 0.4979 | 0.4979 | 0.4980 | 0.4981 |
| 2.9 | 0.4981 | 0.4982 | 0.4982 | 0.4983 | 0.4984 | 0.4984 | 0.4985 | 0.4985 | 0.4986 | 0.4986 |
| 3.0 | 0.4987 | 0.4987 | 0.4987 | 0.4988 | 0.4988 | 0.4989 | 0.4989 | 0.4989 | 0.4990 | 0.4990 |
| 3.1 | 0.4990 | 0.4991 | 0.4991 | 0.4991 | 0.4992 | 0.4992 | 0.4992 | 0.4992 | 0.4993 | 0.4993 |
| 3.2 | 0.4993 | 0.4993 | 0.4994 | 0.4994 | 0.4994 | 0.4994 | 0.4994 | 0.4995 | 0.4995 | 0.4995 |
| 3.3 | 0.4995 | 0.4995 | 0.4995 | 0.4996 | 0.4996 | 0.4996 | 0.4996 | 0.4996 | 0.4996 | 0.4997 |
| 3.4 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4997 | 0.4998 |

0.

Continuation of Appendix

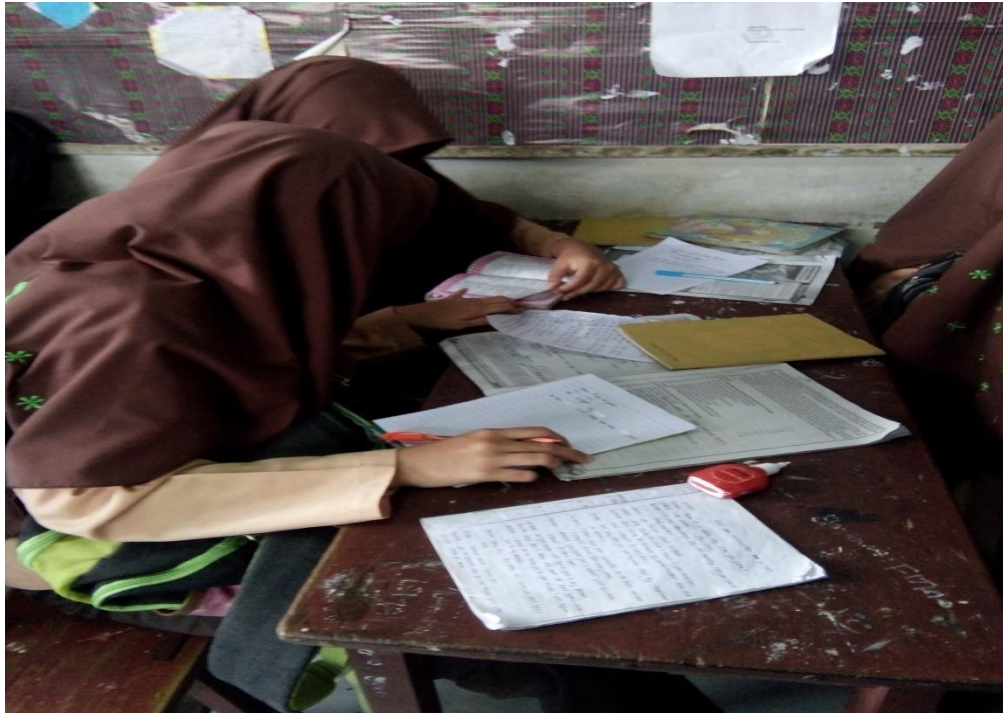
| <i>z</i> | .00 | .01 | .02 | .03 | .04 | .05 | .06 | .07 | .08 | .09 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| -3.4 | .0003 | .0003 | .0003 | .0003 | .0003 | .0003 | .0003 | .0003 | .0003 | .0002 |
| -3.3 | .0005 | .0005 | .0005 | .0004 | .0004 | .0004 | .0004 | .0004 | .0004 | .0003 |
| -3.2 | .0007 | .0007 | .0006 | .0006 | .0006 | .0006 | .0006 | .0005 | .0005 | .0005 |
| -3.1 | .0010 | .0009 | .0009 | .0009 | .0008 | .0008 | .0008 | .0008 | .0007 | .0007 |
| -3.0 | .0013 | .0013 | .0013 | .0012 | .0012 | .0011 | .0011 | .0011 | .0010 | .0010 |
| -2.9 | .0019 | .0018 | .0018 | .0017 | .0016 | .0016 | .0015 | .0015 | .0014 | .0014 |
| -2.8 | .0026 | .0025 | .0024 | .0023 | .0023 | .0022 | .0021 | .0021 | .0020 | .0019 |
| -2.7 | .0035 | .0034 | .0033 | .0032 | .0031 | .0030 | .0029 | .0028 | .0027 | .0026 |
| -2.6 | .0047 | .0045 | .0044 | .0043 | .0041 | .0040 | .0039 | .0038 | .0037 | .0036 |
| -2.5 | .0062 | .0060 | .0059 | .0057 | .0055 | .0054 | .0052 | .0051 | .0049 | .0048 |
| -2.4 | .0082 | .0080 | .0078 | .0075 | .0073 | .0071 | .0069 | .0068 | .0066 | .0064 |
| -2.3 | .0107 | .0104 | .0102 | .0099 | .0096 | .0094 | .0091 | .0089 | .0087 | .0084 |
| -2.2 | .0139 | .0136 | .0132 | .0129 | .0125 | .0122 | .0119 | .0116 | .0113 | .0110 |
| -2.1 | .0179 | .0174 | .0170 | .0166 | .0162 | .0158 | .0154 | .0150 | .0146 | .0143 |
| -2.0 | .0228 | .0222 | .0217 | .0212 | .0207 | .0202 | .0197 | .0192 | .0188 | .0183 |
| -1.9 | .0287 | .0281 | .0274 | .0268 | .0262 | .0256 | .0250 | .0244 | .0239 | .0233 |
| -1.8 | .0359 | .0351 | .0344 | .0336 | .0329 | .0322 | .0314 | .0307 | .0301 | .0294 |
| -1.7 | .0446 | .0436 | .0427 | .0418 | .0409 | .0401 | .0392 | .0384 | .0375 | .0367 |
| -1.6 | .0548 | .0537 | .0526 | .0516 | .0505 | .0495 | .0485 | .0475 | .0465 | .0455 |
| -1.5 | .0668 | .0655 | .0643 | .0630 | .0618 | .0606 | .0594 | .0582 | .0571 | .0559 |
| -1.4 | .0808 | .0793 | .0778 | .0764 | .0749 | .0735 | .0721 | .0708 | .0694 | .0681 |
| -1.3 | .0968 | .0951 | .0934 | .0918 | .0901 | .0885 | .0869 | .0853 | .0838 | .0823 |
| -1.2 | .1151 | .1131 | .1112 | .1093 | .1075 | .1056 | .1038 | .1020 | .1003 | .0985 |
| -1.1 | .1357 | .1335 | .1314 | .1292 | .1271 | .1251 | .1230 | .1210 | .1190 | .1170 |
| -1.0 | .1587 | .1562 | .1539 | .1515 | .1492 | .1469 | .1446 | .1423 | .1401 | .1379 |
| -0.9 | .1841 | .1814 | .1788 | .1762 | .1736 | .1711 | .1685 | .1660 | .1635 | .1611 |
| -0.8 | .2119 | .2090 | .2061 | .2033 | .2005 | .1977 | .1949 | .1922 | .1894 | .1867 |
| -0.7 | .2420 | .2389 | .2358 | .2327 | .2296 | .2266 | .2236 | .2206 | .2177 | .2148 |
| -0.6 | .2743 | .2709 | .2676 | .2643 | .2611 | .2578 | .2546 | .2514 | .2483 | .2451 |
| -0.5 | .3085 | .3050 | .3015 | .2981 | .2946 | .2912 | .2877 | .2843 | .2810 | .2776 |
| -0.4 | .3446 | .3409 | .3372 | .3336 | .3300 | .3264 | .3228 | .3192 | .3156 | .3121 |
| -0.3 | .3821 | .3783 | .3745 | .3707 | .3669 | .3632 | .3594 | .3557 | .3520 | .3483 |
| -0.2 | .4207 | .4168 | .4129 | .4090 | .4052 | .4013 | .3974 | .3936 | .3897 | .3859 |
| -0.1 | .4602 | .4562 | .4522 | .4483 | .4443 | .4404 | .4364 | .4325 | .4286 | .4247 |
| -0.0 | .5000 | .4960 | .4920 | .4880 | .4840 | .4801 | .4761 | .4721 | .4681 | .4641 |

APPENDIX G

Nilai Kritis Distribusi t

| ν | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
|-------|-------|-------|--------|--------|--------|---------|
| 1. | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 | 318.313 |
| 2. | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 |
| 3. | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 |
| 4. | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 |
| 5. | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 |
| 6. | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 |
| 7. | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.782 |
| 8. | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.499 |
| 9. | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.296 |
| 10. | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.143 |
| 11. | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.024 |
| 12. | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.929 |
| 13. | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 |
| 14. | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 |
| 15. | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 |
| 16. | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 |
| 17. | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 |
| 18. | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 |
| 19. | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 |
| 20. | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 |
| 21. | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 |
| 22. | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 |
| 23. | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 |
| 24. | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 |
| 25. | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 |
| 26. | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 |
| 27. | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 |
| 28. | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 |
| 29. | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 |
| 30. | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 |
| 31. | 1.309 | 1.696 | 2.040 | 2.453 | 2.744 | 3.375 |
| 32. | 1.309 | 1.694 | 2.037 | 2.449 | 2.738 | 3.365 |
| 33. | 1.308 | 1.692 | 2.035 | 2.445 | 2.733 | 3.356 |
| 34. | 1.307 | 1.691 | 2.032 | 2.441 | 2.728 | 3.348 |
| 35. | 1.306 | 1.690 | 2.030 | 2.438 | 2.724 | 3.340 |
| 36. | 1.306 | 1.688 | 2.028 | 2.434 | 2.719 | 3.333 |
| 37. | 1.305 | 1.687 | 2.026 | 2.431 | 2.715 | 3.326 |
| 38. | 1.304 | 1.686 | 2.024 | 2.429 | 2.712 | 3.319 |
| 39. | 1.304 | 1.685 | 2.023 | 2.426 | 2.708 | 3.313 |
| 40. | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 |
| 41. | 1.303 | 1.683 | 2.020 | 2.421 | 2.701 | 3.301 |
| 42. | 1.302 | 1.682 | 2.018 | 2.418 | 2.698 | 3.296 |
| 43. | 1.302 | 1.681 | 2.017 | 2.416 | 2.695 | 3.291 |
| 44. | 1.301 | 1.680 | 2.015 | 2.414 | 2.692 | 3.286 |
| 45. | 1.301 | 1.679 | 2.014 | 2.412 | 2.690 | 3.281 |

DOCUMENTATION



Pict 1. The students of experimental group are doing pre test



Pict 2. The researcher gives pre test paper to the students of control group



Pict 3. The students of experimental group are making reading descriptive text by using seminar strategy in a group



Pict 4. One of the students in a group is read the text and discussion



Pict 5. The researcher is giving explanation about descriptive text to the students of control group



Pict 6. The students of experimental group are doing post test



Pict 7. The students of experimental group are doing explain front of the class



Pict 8. The students of control group are doing pre test

BIODATA ALUMNI**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA**

Nama lengkap : Wiwik Nurhidayah
Tempat Tanggal Lahir : Tasik Raja, 27 July 1994
Nomor Induk Mahasiswa : 34133150
Program Studi : Pendidikan Bahasa Inggris
Jenjang Studi : S-1
Fakultas : Tarbiyah
Ijazah Memasuki Program Studi : SMA Swasta Tasik Raja Labusel
Telepon : 082324591756
Kode Pos : 21464
Alamat : Tasik Raja, kec Torgamba. Kab
Labuhan Batu Selatan, Medan
Sumatera Utara

Nama Orang Tua
Ayah : Mustajab
Ibu : Jumsiah
Alamat : Tasik Raja, kec Torgamba. Kab
Labuhan Batu Selatan, Medan
Sumatera Utara

Medan, April 2017

Wiwik Nurhidayah

34133150

CURRICULUM VITAE

Name : Wiwik Nurhidayah
Age : 22 years old
Place/Date of Birth : Tasik Raja, 27 July 1994
Sex : Female
Nationality : Indonesia
Religion : Islam
Adress : Tasik Raja, kec Torgamba. Kab
Labuhan Batu Selatan, Medan Sumatera Utara

Education Background

1. TK Idaman Tasik Raja (1999-2001)
2. Elementary School in SD Negeri 118319 (2001-2007)
3. Junior High School in SMP Tasik Raja (2007-2010)
4. Senior High School in SMA Tasik Raja (2010-2013)
5. State Islamic University of North Sumatra, from 2013-2017

Work Experience

1. As a private teacher