ABSTRACT

ROSTIANAH, 132301415 2017, "The Effectiveness of Predict Locate Add and Note (PLAN) Strategy Toward Student's Reading Comprehension" (Quasi Experimental Research at The second Grade of SMP IT Dzil Kirom Bojonegara), (Undergraduate Research Paper, Department of English Education, Faculty of Education and Teacher Training, the State Institute for Islamic Studies "Sultan Maulana Hasanuddin" Banten). Advisers: Prof. Dr. H. Ilzamudin Ma'mur, M.A. and Dra. Hj. Fitri Hilmiyati, M.Ed.

The research investigates the use of Predict Locate Add and Note (PLAN) strategy in reading comprehension, specifically it is written in the tittle of this research paper, that is "The Effectiveness of Predict Locate Add and Note (PLAN) Toward Student's Reading Comprehension at the Second grade of SMP IT Dzil Kirom Bojonegara". This research aims to be able to prove the effectiveness of the PLAN strategy on the understanding of reading the side and to know students' understanding of reading comprehension. The researchers conducted the instrument using multiple choice test form with four answers, true 1 wrong 0, with the proposed material is the text of reading, about 25 items given to the students of grade VIII SMP IT Dzil Kirom Bojonegara with the total of 60 students. Researchers gave pre-test and post-test instruments of experiment and control class.Based on the result of the research, the reseacher got pretest score 63,83 and posttest 72,93 from the experimental class. While from control class reseacher got mean pretest 56,53 and mean posttest 61,03. The experiment class increase score of 9.1% was better than control class students with a 4.5% increase. Hypothesis test by using t test from hypothesis test result obtained $T_0 = 9,44$ and $T_t = 2,00$. It turns out T_0(t observation)>T_t(t table)with a significant level of 5%. It can be concluded that H0 is rejected and H_a is accepted, this means that the use of PLAN strategies on reading comprehension is more effective.

CHAPTER I

INTRODUCTION

A. Background of The Study

English is very important to master or learn because English is an international language that connects to communicate with other countries that speak a different language so as to master the English language will make it easier to communicate, and in Indonesian English is a foreign language.

In our country, Indonesia is the first language and English is foreign language. Although as foreign language, Indonesian students learn English from elementary school up to university level.

The purpose of teaching English language at school is to develop the students' language skills. There are four major skills that should be mastered by students in learning English, namely listening, speaking, reading, and writing. One of the skills that cannot be neglected is reading skill because the success of their study depends on the greater part of their ability to read and

Reading skills become very important in the field of education, students need to do and are trained to have good reading skills. Therefore, reading is essential not only to get the information but also to comprehend the text. There are several texts that are commonly used in teaching reading namely, descriptive text, report text, recount text, and narrative text.

According to Harmer, reading is useful for language acquisition. Provides that students more or less understand what they read, they more they read, the better they get at it. Reading also has positive effect on students' vocabulary knowledge, on their spelling and on their writing.[1]

According to Danielle, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.Reading comprehension is the ability of reader to get meaning from the text.[2]

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[1] Jeremy Harmer, *How to Teach English,* (Cambridge: Longman, 2007), 99.

[2] Danielle S. McNamara, *Reading Comprehension Strategy, Theories, Interventions, and Technologies* (Amerika,2007), .6

A reading comprehensionis a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Consider a very simple-minded strategy for purposes of illustration. Teachers often instruct students to look up a word in a dictionary when they encounter a rare word with which they are unfamiliar. The context would be a word in the text that has low frequency or (more generally) is not in the reader's mental lexicon.[3]

Reading is also something very important and very necessary for students as they study success largely depends on their ability to read. If they are poor reading skills they are very likely to fail in their studies or at least they will have difficulty in making progress. On the other hand, if they have a habit of reading, they will have a better chance to succeed in their studies.

The process of learning is the main content of education, therefore, as the development show that all components are contained in a dedicated education for the sake of the learners in the learning process.

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[3]McNamara, *Reading Comprehension Strategies, Theories, Interventions, and Technologies,* 6.

Many of the benefits derived from the habit of reading. Therefore, it is only fair students must do so on the basis of need, not as a compulsion. If the students read on the basis of need, then he will get all the information he wanted. On the contrary, if the students read on the basis of coercion, then the information he obtained not be maximized.

In learning reading comprehension, students often get into trouble. Some problems here can be caused by two factors: the first is the teacher factor and the second is the student factor. Factor teachers are not creative, lazy, and lack of techniques or strategies in teaching. The student factors of their condition are some of the reasons why the problem arises, difficult vocabulary and sometimes students think that reading in English is very difficult for them, because their language is not their mother tongue and their reading comprehension is still very low on learning English so that there is need of method or strategy used by teacher. Thus the reading comprehension of the students is less on the material or text presented by the teacher. Therefore the need for a strategy or technique used by teachers to improve

reading comprehension of students in learning English especially reading.

Therefore, many of the methods and strategies used in teaching, but not all methods or strategies used successfully. One strategy that can solve students' problems in reading comprehension is the PLAN strategy.

The PLAN strategy can help students understand the text. The PLAN reading strategy was defined in greater detail as an approach intended to start with an evaluation of students' prior knowledge and conclude with an appropriate . The PLAN reading strategy was recognized as an acronym represented by the four steps of Predict, Locate, Add, and Note.

The author will try this strategy in descriptive text to measure reading comprehension of students in English learning. Descriptive is a text that describes the image of a person or an object. And according to Larson he says:

A descriptive text is "a text which says what a person or thing is like". It purpose is to describe and reveal a

particular person, place, or thing. A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.[4] The goal is to describe or express a specific person, place or object.

Depending on the research that has been done From the above description, the researcher has conducted a study titled "The effectiveness of predict locate add and note (PLAN) strategy toward student's reading comprehension at second grade of SMP IT Dzil Kirom"

B. Statements of The Problems

Based on the background of the problems above, the writer some problems, there are :

1. How is students reading comprehension at the second grade of SMP IT Dzil Kirom?

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[4] Cahyono B.Y, *Teaching English By Using Various Text Types,* (Malang: State University of Malang Press, 2011), 23-24.

2. How is effect of predict locate add and note (PLAN) strategy toward students reading comprehension at the second grade of SMP IT Dzil Kirom?

C. Objectives of The Study

The general objective of this study is:

1. The effectiveness of using a strategy PLAN to students' reading comprehension.

2. The effect of using a strategy PLAN to students reading comprehension

D. Significance of The Study

The results of this study are expected to be useful for various parties, both for writers, teachers and students:

1. Teacher

This research will add information for teachers when students find difficulty in learning English, especially in reading comprehension. In this study using PLAN strategies that facilitate students in reading comprehension.

2. Student

   For students they have a lot of knowledge and experience on a variety of learning strategies, especially in reading comprehension.

3. For the writer or the research

   Researchers hope will broaden knowledge and experience in the teaching of reading comprehension, especially using strategies of PLAN

E. The Limitation of The Research

   This study focuses on students' reading comprehension by using PLAN strategy, research subject is class VIII SMP IT Dzil Kirom. Researchers chose PLAN strategy because it has many benefits, especially to stimulate and motivate students in reading comprehension.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading and Reading Comprehension

1. Definition of Reading

Learning English is very important. In English there are four skill that must be mastered, namely: speaking, reading, listening and writing. But researchers here only focus on one skill that reading skill. Reading is one important skill to master.

According Grabe reading is the process of receiving and interpreting information encoded in language from via the medium of print.[5] It means the reading is not just about the ability to read alone but able to understand or interpret to a reading.

Judi Moreillon stated that reading is making meaning from print and from visual information. But reading not simple. Reading is an active process that requires a great deal or practice

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[5] William Grabe , *Reading in a Second Language : Moving from Theory to Practice,* (New York: Cambridge University Press, 2009), 14

and skill.[6] Means reading should be performed continuously not only done once.

According Underwood and Batt, reading is a skill essential for formal education and for an individual's success in society.[7] Reading is capability that should be owned for every individual like students, then reading should apply in formal education to help the students in learning activity and reading also is a way to help the individual for getting their success.

In summary , reading is a skill in learning English. Reading is very important. Reading is an activity undertaken to obtain the goal of what we have read.

2. The Kind of Reading

Reading has many various ,according to Praveen there are four kind of reading[8], as follow :

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[6] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (The American library association: 2007), 10.

[7] Ilzamudin Ma'mur, *Membangun Budaya Literasi: Meretas Komunikasi Global,* (Serang: IAIN Suhada Press, 2010), 139.

[8] M. Jean Praveen, *English Language Teaching Method, Tool, Techniques,* (Jaipur: Sunrise Publisher, 2008), 117.

a. Intensive Reading

According to Praveen , intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.[9]

From Above explanation, intensive reading is a follow up of teachers regarding classroom learning activities. Where teachers help students their as problem to a reading. Then simplify difficulties of structure and for extending knowledge of vocabulary and idioms, so that students are able to understand well.

b. Extensive Reading

According to Brown , extensive reading is carried out to achieve a general understanding of usually somewhat longer text (book, long article, or essays, et).

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[9] M. Jean Praveen, *English Language Teaching Method, Tool, Techniques,* 117-118.

Most of extensive reading performed outside of class time pleasure reading is often extensive reading. [10]

In my opinion, extensive reading not only do in the classroom, but also can be done outside the classroom or the daily habits of students are reading. Thereby affecting the ability and reading comprehension.

c. Aloud Reading

Praveen also give statement about Aloud Reading. Aloud Reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.[11]

Aloud Reading should be applied in elementary school because at this level is able to help the students to know how to read properly so that listening to understand what is read.

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[10] H. Douglas Brown, *Teaching By Principles on Interactive Approach to Language Pedagogy,* (San Fransisco State University: Longman, 2010), 313.

[11] M. Jean Praveen, *English Language Teaching Method, Tool, Techniques,* 120.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.[12] Silent reading is concluded that the teacher should provide instructions for the reading silently. Silent reading is where the concentration of readers really become a priority to be able to understand what they read.

From the explanation about kinds of reading, all it is necessary to distinguish and know the kinds of reading. And facilitate students in reading comprehension.

3. Definition of Reading Comprehension

For know the definition of reading comprehension, we can see the definition of the authors:

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[12] M. Jean Praveen, *English Language Teaching Method, Tool, Techniques,* 123.

Kristi state that reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.[13]

According to Woolley "reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences."[14] Then Janette suggested, "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency."[15]

According to Schumn "Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world

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[13]Kristi L. Santi, Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students,* (Springer International Publishing Switzerland, 2005), 2.
   [14] G. Wolley*, Reading Comprehension: Assisting Children with Learning Diffulties,* (New York: Springer, 2011), 15.
   [15] Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), 2.

knowledge and fluency."[16] Then Johnston suggested, "Reading comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to infer the author's intended message."[17]

According to Wainwrigth, "reading comprehension is a complex process which comprises the successful use of many abilities, when read, we should be able to recall information after wards".[18] It mean only the recall of information have read but also the recall of information will read.

From some the explanation above, the researcher came to the conclusion that reading comprehension is a process to understand a text, and get the meaning. Reading comprehension is very important because when we read an article, we are able to understand the intent and purpose of what we read.

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[16]Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), 2

[17] Jeanne S.Schumn , *Reading Assessment and Instruction for All Learner,* (New York: The Guilford Press, 2006), 223

[18] Gordon Wainwrigth, *How To Read Faster And Recall More,* (oxford : How to Content, 2007), 35

4. The Levels of comprehension

The stateSmith, reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level.

1. Literal level

At the literal level the basic facts are understood.

2. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.

3. Critical level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

4. Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas

from them. The creative level stimulates the reader to new and original thinking.

The concluded that with the levels comprehension the limits and know how their ability to reading comprehension.

B. Descriptive Text

1. Definition of Descriptive Text

In teaching English, there are some of texts that should learn and understand by students in Junior High School. The text are descriptive text, narrative text, procedure text, recount text and report text. In this paper the writer focused to do the research in descriptive text.

Descriptive is a text that describes the image of a person or an object. The goal is to describe or express a specific person, place or object. It can be said also that Descriptive text is a text that explains about what kind of person or object is described, its shape, its properties, its amount and others.

Description helps the reader, though his/her imagination to visualize a scene or person, or to understand a sensation or an

emotion.[19] It means, descriptive can help the reader to describe or visualize something such, person, animals, plants or other thing (sensation or emotion).   And Thomas also stated that the definition of "descriptive is about sensory experience how something like looks, sound, tastes. Mostly it is about visual experiences, but description also deals with other kinds of perception".[20]

According to Dorothy descriptive paragraph explain how someone or something looks or feel. A process paragraph explains how something is done.[21] Its mean can be concluded that the descriptive or description is used to describe things that look, sound, feel or physiic objects, places, people or an event.

According to Larson he says:

A descriptive text is "a text which says what a person or thing is like". It purpose is to describe and reveal a particular person, place, or thing. A descriptive text is usually

[19] George E. Wilshon and Julia M.Burks, *Let's Write English,* (New York: Litton Educational Publishing, Inc, 1980), 128.

[20] Thomas S. Kane, *The Oxpord Essential Guide to Writing,* (New York: Berkley Books, 2000), 351.

[21] Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay,* (Spain: Edelvives, 2005), 25.

used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.[22]

Its mean that , descriptive text can be used to create and develop a person's character and can create a clear image of character.

2. Generic Structure of Descriptive Text

When writing descriptive text, there are several sets of common / generic structure (actually not mandatory) that our writing is considered correct. The order are: [23]

1. Identification: contains the identification of matter / a will be described.

2. Description: contains the explanation / description of the thing / person to mention a few properties

Can be concluded Based on the above explanation, there are two parts of descriptive text that is identification and description.

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[22] Cahyono B.Y, *Teaching English By Using Various Text Types,* (Malang: State University of Malang Press, 2011), 23-24.

[23] Ainun Rahamaniar Karim, "Defitnition, Structure, and Language Features Descriptive Text, Narrative, Procedure, Report, and Recount," https://rugayamanan.wordpress.com/2012/12/08/definiton-structure-and-languange-features-descriptive-narrative-procedure-report-and-recount/.

The second part should be in descriptive text because the two parts of the generic structure are part of the descriptive text.

3. The Language Feature

The significant features of a descriptive text are:[24]

a. The use of present tense

The present tense is predominantly use for example: has, eats, sings, etc.

b. The use of past tense

That tend to dominate, for example: had, was, etc.

c. Adjective

Adjective are use to add extra information to mound and may be technical, everyday or literary.

d. Adverb

Adverbs are use to add extra information to verbs to provide.

e. Adverbial phrases.

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[24] Petter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: University of Now South Wales, 2005), 98-99.

Adverbial phrases is a group of two or more words operating adverbially, meaning that their syntactic function is to modify a verb, an adjective or an adverb.

Researchers can conclude based on the explanation above, that there are some components that must be considered in the making of descriptive text. Descriptive text is also commonly used to develop a person's writing aspect, for example to create or describe something in form, taste, sound or otherwise. With these components students can create descriptive text well.

Teachers should provide a clear explanation in teaching descriptive texts, and before performing their duties, the teacher gives students the opportunity to ask questions about the material, and to the greatest extent, all students can understand the material. The students can better understand the material in the classroom, if the teacher uses some techniques, strategies or methods that can be learned more easily and interactive students such as strategy prdict locate add and note (PLAN).

C. Predict Locate Add and Note (PLAN) Strategy

1. Definition of Predict Locate Add and Note (PLAN) Strategy

Developed by Caverly, Mandeville, and Nicholson. PLAN is a study-reading strategy for informational text that helps students read Strategical. study-reading strategy that promoted student development of a strategic approach to reading. The PLAN reading strategy was defined in greater detail as an approach intended to start with an evaluation of students' prior knowledge and conclude with an appropriate . The PLAN reading strategy was recognized as an acronym represented by the four steps of Predict, Locate, Add, and Note.

"PLAN is an acronym for four distinct steps that students are taught to use before, during, and after reading."[25]

"PLAN is an acronym for predict locate add and note. This strategy involved before during and after reading actifities

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[25] Mary Lee Barton and Deborah L. Jordan, *Teaching Reading in science,* (McREL: 2001), 95.

Strategy PLAN and accompanying graphic organizer help students visualize their reading."[26]

"The strategy called PLAN provides a structure to help students organize their reading on the text in short chunks. Begin by explaining to students that having a plan to do any task makes the work easier and more effcient. This strategy will give them a plan to use when reading their textbooks."[27]

According to Barton and Deborah, there are some steps in PLAN strategy.

The first step is to *predict* the content and text structure; students create a probable map or diagram based on chapter title, subtitles, highlighted words, and information from graphics. The second step is to *locate* known and unknown information on the map by placing checkmarks next to familiar concepts and question marks next to unfamiliar concepts; this causes students to activate and assess their prior knowledge about the topic. The third step, *add*, is applied as students read; they add words or

[26] Katherine S. McKnight, *The teacher's Big Book of Graphic Organizers,* (John Wiley & sons, Inc: 2010), 142.

[27] Donna ogle, Ron Klemp and Bill McBride, *Building Literacy in Social Studies,* (The association for Supervision and Curriculum Development: 2007), 94.

short phrases to their map to explain concepts marked with question marks or confirm and extend known concepts markedwith checks. *Note* is the fourth step; after reading, students note their new understanding by using this new knowledge to fulfill a task (e.g. reproducing the map from memory, writing in their learning log, discussing what they have learned, or writing a summary). This reinforces their learning and ensures that they have fulfilled their purposes for reading.[28]

In summary, the PLAN strategy is an effective reading strategies to help students in reading comprehension. With this strategy the student is not only able to read but understand the reading and make it easier to understand.

2. The Steps of Predict Locate Add and Note (PLAN) Strategy

According to Ogle, Klemp and Mcbride there are some steps that are used for strategy PLAN[29]. As follow:

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[28]Mary Lee Barton and Deborah L. Jordan, *Teaching Reading in science,* 95.

[29] Donna ogle, Ron Klemp and Bill McBride, *Building Literacy in Social Studies,* 96.

Step 1: Describes PLAN strategy to be used in learning. The

steps in P.L.A.N. are asfollows:

P-Predict the main ideas and plot how they are organized.

L-Locate roomates of Reviews These topics the students

already know something about a nd roomates students

know little about.

A - Add information to the students chart as read.

N - Note what the students learned by restating on the

information in own words.

Step 2: Read the text that has been given or determined for

learning. and begin to predict the content of the reading

text.

Step 3: After that it will be found that is known and unknown.

And mark the parts do not know

Step 4: Continue reading the text. Afterwards discuss with the

teacher about the word or information from the text that

the students do not know. And automatically students

gain knowledge or understanding of the text read.

Step 5: After students finish reading, write down a new word or information know to increase students knowledge and understanding.[30]

In my opinion, with a some steps from above is very helpful for teachers and students can apply this strategy. And using the PLAN strategy is very effective for reading comprehension. Then using a strategy PLAN lot of benefits gained by teachers and students, but from all the above description of the PLAN strategy, the researcher conclude the advantages and disadvantages of the PLAN strategy.

D.   Previous of The Study

In this research, the writer takes two previous researcher and this strategy has been used in the junior high school . The first one is the research that had been done by Santi Hadi Saputri. 2016. With her research entitled *" keefektifan PLAN (predict locate add and note) dalam pembelajaran reading di SMPN 4 Seleman"* she used experimental research. The results of t-test calculation andgain score which indicates that the strategy PLAN

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[30]Donna ogle, Ron Klemp and Bill McBride, *Building Literacy in Social Studies,* 96.

effectively applied to learning to read text comprehension class VIII studenst in accordance with the opinions that have been presented cohen and cowen (2008: 219) that the PLAN is an appropriate strategy for learning to read , especially to enhance students understandingthe science text or nonsastra. The results of this study are also in line with opinions Harvey that "PLAN is another strategy that is especially helpful for secondary student whe trying to comprehend they read in textbooks". [31]

And the last moreover there is another previous study from Winda Novita . Entitled *"Teaching reading by combining PLAN (predict locate add and note) and story impression strategy at grade eight junior high school".* The results of this research This strategy helps teacher guide students to their prediction or actively thinking in team work with use important

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[31] Santi Hadi Saputri, *"*keefektifan PLAN (predict locate add and note) dalam pembelajaran reading di SMPN 4 Seleman, (*An Experimental Research at the Second Grade of SMPN 4 SELEMAN 2016*)", (A Paper, Program Sarjana Degree, " Universitas Negeri Yogyakarta, Yogyakarta: 2016).

of word of phrases related to significant information or events in the text. [32]

So, make students can create a text representing their prediction of the text. By using this strategy students are expected can improve their knowledge to predict what is going to happen in the text before they read.

E. The Hypothesis of the Study

In this research, the researcher has two kinds of hypothesis, they are:

Ha   :There is a significant effectiveness toward students' reading comprehension on using predict locate add and note strategy.

Ho   :There is no significant effectiveness toward students' reading comprehension on using predict locate add and note strategy.

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[32] Winda Novita, "Teaching reding by combining PLAN (predict locate add and note) and story impression strategy at grade eight junior high school".

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Research

The method to be used is quantitative method. The design of the study was quasi - experiment design. The writer used quasi − experiment design of this study to the effectiveness of PLAN (predict locate add and note) towards students reading comprehension. Based on David Nunan quasi − experiment is the nonequivalent comparison group design, the time series design, and the equivalent time samples design. And the characterized by the possibility of making comparisons on the dependent variable, but also by the lack of a randomly sampled and randomly assigned control group. in the method of quasi - experiment there are two groups of experimental and control groups.[33]

According to David Nunan in his book " Research Method and Language Learning" the experimental researchers are particularly concerned with the issue of external validity and

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[339]David Nunan and Kathleen, *Exploring Second Language Classroom Research, a comprehensive Guide,* (Canada : HeinleCengage Learning, 2009), p.97

formal is specifically designed to enable the researcher to extrapolate the out comes of the research from the sample to broader population.[34]

Nunan said the experiment consist three types, they are pre-experiment, quasi experiment, and true experiment and each type has the characteristics there are :[35]

1. Pre-experiment   : May have pre and post treatment test, but lack a control group.

2. Quasi-experiment: Has both pre- and post-test and experimental and control groups, but no random assignment.

3. True-experiment : Has both pre-test and post-test, experimental and control groups and random assignment of subjects.

Experiment class with treatment using PLAN strategy while control class not with the treatment . And provides a pre-test and post-test at second grade smp it dzil kirom

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[34] David Nunan, *Research Method in Language Learning,* (Cambridge: Cambridge University Press, 1992), 47

[35] Nunan, *Research Method in Language Learning*, 41.

B. Place and Time Research

The Research is conducted at SMP IT Dzil Kirom class VIII which is located on Jl. Kentir Link. Sinar Maju ds.Pengarengan kec. Bojonegara kab.Serang-Banten 42454 and start in April 2017. This research is begin in February to conduct observations at school SMP IT DzilKirom then May 2017, the researcher chose SMP IT Dzil Kirom as the location for this research because the researcher think the second grade students have not been able to understand the readings so it will be difficult to get the main idea, purpose and intent of what they read. sothe researcher think there needs to be strategy to facilitate students in understanding a passage . The researchers is conduct experiments using the PLAN strategy by providing pre-test to students in grade VIII.

C. The Population and Sample

Population in this study were all students of class VIII SMP IT Dzil Kirom three classes with the number of 90 students. the sample used is class VIII A as a experimental class with 30 students and VIII B as an control class totaling 30

students, one of them worn strategy PLAN. Determination of these samples by means of random clusters or randomly. Because all the characters were three classes VIII to the school class is homogeneous, there are no featured class.

D. The instrument of data collecting

Research instrument in the form of questions increments multiple problems created 25 questions with four possible answers after having tested the validity of the matter is proper to be used for research as many as 25 questions and no drop-out problem, with the category (1) for a correct answer and a (0) to answer wrong.

To obtain the data and information used in the field of research instrument, namely:

1. Trial or Test

   This technique taken as given that this study will not be complete if it is not supported by reference to the theory of various books are closely related to the interests of research.

2. Study Books (literature)

Techniques to form reading comprehension questions in order to determine the extent to which students understand the material using strategies PLAN.

E. Data Collecting and data analysis

1. Data Collection

In data collection, the first researcher conducting apperseption where their conversation before the start of learning so that students focus and researchers got the attention of students to classes in the effective state, the researchers gave the text reading appropriate to be discussed so that students are able to understand the text in question to be administered with used PLAN strategy, the third provides in the form of multiple choice questions and the final researchers asked students to submit assignments each and will be discussed together.

2. Data Analysis

In this study, researchers is done to measure the last score in the pre–test and post-test of the experimental class and control class.

Level according the frequency, which used is significance for test formula, which used:

1. Determine mean of square experiment class (MX), with formula:

$$MX = \frac{\sum \chi}{N}$$

2. Determine mean of square control class (MY), with formula:

$$MY = \frac{\sum Y}{N}$$

3. Determine the total square of error of experiment class (X), with formula:

$$\sum x^2 = \sum x^2 \frac{(\sum x)^2}{N}$$

4. Determine the total square of error of control class (Y), with formula:

$$\sum y^2 = \sum y^2 \frac{(\sum y)^2}{沱}$$

5. Calculates T-test

To calculate t-test, the researcher used to formula stated by SuharsimiArikunto as follows:

Determine the degree of freedom, with formula:

$$DF = Nx + Ny - 2$$

Notes:

MX	= Mean of experiment class
MY	= Mean of control class
$\sum X^2$	= The total square of error or experiment class
$\sum Y^2$	= The total square of error or control class
N	= The numbers of subject
Df	= Degree of freedom.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

In this chapter, research data intends to know the accurate data in accordance with the research title. Researchers took 60 students in the second grade of SMP IT Dzil Kirom to be made sample. So the sample of this study using two classes. Each class consists of 30 students, first class VIII A as experiment class there are 30 students while second class VIII B as control class there are 30 students.

Researchers conducted this study aims to determine the effectiveness of reading students by using PLAN strategy. And to analyze the data given to grade VII students of IT DZIL KIROM through test from pre-test and post test in experiment class and control class. As a reference of researchers, is it effective PLAN strategy on reading comprehension of grade VIII students SMP IT DZIL KIROM.

Before doing the research, researchers do pre test in advance to find out how far the students understanding of reading comprehension. Meanwhile, to know the results of reading comprehension, the researcher's students do post-test on each class. That is, the experimental class and the control class. Therefore the researcher uses two data, the first data is the result of pre test named variable X and second data post test named variable Y.

In the pre-test results each class that has been given researcher in grade VIII student of SMP IT Dzil Kirom showed less good hasing to reading comprehension. So that researchers need to use the strategy or learning method to the understanding of reading grade VIII students. In order to improve students' reading comprehension.

Thus the researcher uses learning strategy that is strategy PLAN, to improve the reading comprehension of class VIII students. Therefore, the researcher performs the treatment in the experiment class using PLAN strategy and gives the post-test as a benchmark of the strategy's success toward the reading

comprehension of the students. And the result of the post-test class experiment is the effectiveness of the PLAN strategy to the understanding of reading students.

The author performs quantitative data analysis. The data obtained by giving the instrument with the question of 25 multiple choice, correct answer given score 1 and wrong answer given score 0. But the total correct value in each student multiplied by 2 divided 5 to more easily obtain the value of the results of post test given To grade VIII students.

To know the effectiveness of PLAN strategy to understanding reading of class VIII students. The research data is pre test and post tess class VIII A at the second gradeof SMP IT Dzil Kirom. The researcher makes the table score is as follow:

Table 4.1

Data from pre test and post test of experiment class

No	Students	Score	
		Pre-test	Post-test
1	Andriyani	60	69
2	Angga Astaria	63	70
3	Angga Saputra	60	65
4	Halimatussa'diyah	65	78
5	Hendra Gunawan	65	70
6	Heranawati	69	75
7	Herti	68	75
8	Homsatun	75	85
9	Hulafiyah	59	75
10	Husrotul Hasanah	65	72
11	Irfan Sahroni	69	70
12	Jaenal Mutaqin	58	72
13	Jemani	66	73

14	Malik Ibrahim	63	75
15	Nita Aryati	70	75
16	Nurjaman	50	55
17	Nuryati	68	79
18	Rendi Firmansyah	60	70
19	Risnawati	58	70
20	Safitri	68	75
21	Samsul Hidayatullah	67	70
22	Sarnila	55	71
23	Sartini	60	72
24	Siti Lilis Nurmaya	61	77
25	Sufandi	60	73
26	Sumyati	68	75
27	TB. Rendi Pribadi	60	70
28	Ulfiyanti	70	80
29	Wasila	70	80
30	Yulianah	65	72
	$\sum$	**1915**	**2188**

X	63,83	72,93

Based on the above table there is a value of pre-test and post-test. The pre-test value is taken when the first meeting before the research using PLAN strategy, while the post-test is taken when it has done the learning using PLAN strategy on the reading material.

The results were taken from a sample of 30 students each having the lowest and highest values. The lowest score on the pre-test in the experiment class is 50 while the highest score is 75 with an average of 63.83. The lowest score on the post-test in the experiment class is 55 while the highest score is 85 with an average of 72.93.

With the calculation below:

$$M1 \quad = \frac{\Sigma x2}{N2}$$

$$= \frac{2188}{30} = 72,93$$

$$M2 \quad = \frac{\Sigma x1}{N1}$$

$$= \frac{1915}{30} = 63,83$$

Note : M1   = Mean (Post-test)

      M2   = Mean (Pre-test)

      X1   = Students' score (Post-test)

      X2   = Students' score (Pre-test)

      N   = Number of students

      M   = M1-M2

           = 72,93 − 63,83

           = 9,1

Note : M   = Mean

      M1   = Mean of Post-test

      M2   = Mean of Pre-test

Table 4.2

Data from pre test and post test of control class

No	Students	Score	
		Pre-test	Post-test
1	Agus setiawan	51	60
2	Ahmad Janudi	53	55
3	Ahmad Wahyuli	59	63
4	Anjar Wati	55	60
5	Arif Kurniawan	50	57
6	Ayu Safitri	60	58
7	Desri Nawati	58	55
8	Heri Gunawan	60	67
9	Ibrohim	51	55
10	Irfan	51	56
11	Maimunah	57	61
12	Mangsur	58	60
13	Maryanah	62	70

14	Maslihah	57	65
15	Mastriyah	56	61
16	Muawanah	59	61
17	Muslimat	61	65
18	Nurlela	64	62
19	Olifia	64	63
20	Refalina	50	67
21	Rohilah	53	65
22	Saifullah	58	55
23	Sanjaya	51	55
24	Serlinda	51	60
25	Sodikin	55	57
26	Soherman	61	67
27	Sugiyanto	60	65
28	Suhawati	56	60
29	Supriyadi	55	61
30	Wahyu Aziz	60	65
	$\sum$	**1696**	**1831**

X	**56,53**	**61,03**

Based on the above table there is a value of pre-test and post-test. The pre-test value is taken when first meeting. In the control class there is no such treatment in the experiment class to take the post-test value.

The results were taken from a sample of 30 students each having the lowest and highest values. The lowest score on the pre-test in the control class is 50 while the highest score is 64 with an average of 56.53. The lowest score on the post-test in the control class is 55 whereas the highest score is 70 with an average of 61.03. With the calculation below:

$$M1 \quad = \frac{\Sigma\chi 2}{N2}$$

$$= \frac{1831}{30} = 61,03$$

$$M2 \quad = \frac{\Sigma\chi 1}{N1}$$

$$= \frac{1696}{30} = 56,53$$

Note : M1   = Mean (Post-test)

M2   = Mean (Pre-test)

X1   = Students' score (Post-test)

X2   = Students' score (Pre-test)

N   = Number of students

M   = M1-M2

    = 61,03 − 56,53

    = 4,5

Note : M   = Mean

        M1   = Mean of Post-test

        M2   = Mean of Pre-test

B. The data analysis

After the authors get the data there is a difference between the experimental class and the control class to see the difference between experiment and control class then t test with 5% significant level.

If T test > T table on significant 5% then H_1 accepted this shows there is a difference on the effectiveness of predict locate add and note (PLAN) towards reading comprehension between experiment class and control class. And the author uses the following steps:

Table 4.3

The score of Distribution Frequency

No	χ_1	χ_2	χ_1	χ_2	χ_1^2	χ_2^2
1	69	60	-3.93	- 1.03	15.44	1.06
2	70	55	-2.93	- 6.03	8.58	36.36
3	65	63	-7.93	1.97	62.88	3.88
4	78	60	5.07	- 1.03	25.70	1.06
5	70	57	-2.93	- 4.03	8.58	16.24

6	75	58	2.07	-3.03	4.28	9.18
7	75	55	2.07	-6.03	4.28	36.36
8	85	67	12.07	5.97	145.68	35.64
9	75	55	2.07	-6.03	4.28	36.36
10	72	56	-0.93	-5.03	0.86	25.30
11	70	61	-2.93	-0.03	8.58	0.00
12	72	60	-0.93	-1.03	0.86	1.06
13	73	70	0.07	8.97	0.00	80.46
14	75	65	2.07	3.97	4.28	15.76
15	75	61	2.07	-0.03	4.28	0.00
16	55	61	-17.93	-	321.48	0.00

				0.03		
17	79	65	6.07	3.97	36.84	15.76
18	70	62	-2.93	0.97	8.58	0.94
19	70	63	-2.93	1.97	8.58	3.88
20	75	67	2.07	5.97	4.28	35.64
21	70	65	-2.93	3.97	8.58	15.76
22	71	55	-1.93	-6.03	3.72	36.36
23	72	55	-0.93	-6.03	0.86	36.36
24	77	60	4.07	-1.03	16.56	1.06
25	73	57	0.07	-4.03	0.00	16.24
26	75	67	2.07	5.97	4.28	35.64
27	70	65	-2.93	3.97	8.58	15.76
28	80	60	7.07	-1.03	49.98	1.06

29	80	61	7.07	-0.03	49.98	0.00
30	72	65	-0.93	3.97	0.86	15.76
$\sum$	2188	1831			821,87	528,97

Note:

x1   = Score Post- Test (Experiment Class)

x2   = Score Post- Test (Control Class)

X1¹   = The Squared Value of X1

X2²   = The Squared Value of X2

X1   = x1 − M1

X2   = x2 − M1

Df = NI+ N2-2

        = 30+ 30- 2

        = 62

$$t = \frac{M1 - M2}{\sqrt{\dfrac{(\sum \chi1^{2} + \chi2^{2})\,(N1 + N2)}{(N1 + N2 - 2)\,N1.N2}}}$$

$$= \frac{72{,}93 - 61{,}03}{\sqrt{\dfrac{(821{,}87 + 528{,}97)(30 + 30)}{(30 + 30 - 2)\,30.30}}}$$

$$= \frac{11{,}9}{\sqrt{\left(\dfrac{1350{,}83}{58}\right)\left(\dfrac{60}{900}\right)}}$$

$$= \frac{11{,}9}{\sqrt{(23.29)(0.07)}}$$

$$= \frac{11{,}9}{4.83 \, . \, 0.26}$$

$$= \frac{11{,}9}{1{,}26} = 9{,}44$$

C. Interpretation Data

Researchers conduct research on each - each class that is the experimental class and control class to know how to understand reading students in class VIII and whether the effective strategy of PLAN on reading comprehension of grade VIII students in SMP IT DZIL KIROM.

Based on data analysis result obtained significant data between experimental class and control class by using strategy PLAN on effectiveness reading comprehension. , The researcher has known that the average of experiment class score is 58,48 on

pre-test and 65,11 in post-test. However, the average class control score was 58.57 on the pre-test and 61.06 in the post-test. Looking at the above calculations, the experiment class increased by 6.63 points. This is better than the class of control which has risen at 2.48 points.

H_a (Alternative Hypothesis) : there is a significant difference of students' reading comprehension achievement between students who are taught using PLAN strategy and students who are taught without using PLAN strategy.

H_o (Null Hypothesis) : there is not significant difference of students reading comprehension achievement between students who are taught using PLAN strategy and students who are taught without using PLAN strategy.

Before deciding the result of hypothesis, the researcher proposes interpretation toward to with pocedure as follow:

a. Ho = $t_{observasiton} < t_{able}$. It means there is no significant effectiveness students' writing on descriptive text using predict locate add and note strategy.

b. Ha = $t_{observasition}$> t_{able} . It means there is significant effectiveness students'

According to the data, the value of $t_{observasition}$ is bigger than t_{able}.

$t_{observasition}$ = 9,44>t_{able} = 2,00 (5%) so H_o is rejected and H_a is accepted.

The results show that the experimental class is better than the control class after the pre-test and post-test in each class. In the experimental class the average value of the pre- test gets 63,83 And on control class the average value on pre-test gain 56,53 Whereas in experiment class the average value of post-test get 72,93 And on the control class the average value of post-test gain 61,03. The highest score in each class is obtained from the experimental class that is grade VIII A with a score of 85.

 At statistic calculation is obtained T observasition = 9,44 and table = 2,00 with 5% significance level. Means thitung larger than t table. So it can be concluded that ha accepted and that means the effectiveness of reading comprehension of students in grade VIII SMP IT DZIL KIROM.

Therefore, the effectiveness of reading comprehension on learning by using PLAN strategy has a significant improvement in student learning outcomes SMP IT Dzil Kirom.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclussion

Based on the research titled " The Effectiveness of Predict Locate Add and Note (PLAN) Strategy Towards Students Reading Comprehension at the second grade of SMP IT Dzil Kirom. The researcher concluded:

1. Students' writing on descriptive text in grade VIII SMP IT Dzil Kirom before any treatment in each class of students less than optimal in reading comprehension is very visible from the results of pre-test value. After the treatment, students' grasping comprehension is improved on the value of post-test results. And that's as expected by the researcher This is seen from the t test, where t-test> t-table. (9,44> 2,00).

2. Learning using PLAN strategy on students' reading comprehension is very effective . In this case the effectiveness of reading comprehension using PLAN strategy tends to be better it is seen in t test that is

t test > t table (9,44 >2,00) at 5% significant level. H_1 is accepted. Therefore PLAN strategy is effective in reading comprehension of students at the second grade of SMP IT Dzil Kirom.

B. Suggestion

a. For the teachers

1. Teachers who are directly involved in the teaching and learning process are encouraged to use media or strategies during the teaching and learning process.

2. Teachers attempt to improve the effectiveness in reading comprehension by using methods, strategies and learning techniques that vary so that students are not saturated and student learning outcomes are n   increased.

3. English teachers can use this strategy (predict Locate Add & Note) in the learning process especially in reading comprehension.

b. For the Students

1. On the learning process students should be brave and communicate with teachers in overcoming learning difficulties

2. Students should have high spirits to motivate teachers in the learning process in the use of strategies to achieve optimal learning outcomes.

c. For The School

1. Schools should provide facilities and infrastructure that support in teaching and learning activities, especially English lessons to be more optimal

2. Schools should be more supportive of English learning activities.

d. For The Future Research

For the next research, the authors hope to do research on strategy, techniques and learning methods and other teaching media that can be applied by teachers.

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