

## ABSTRACT

**Aidil Azhary. Registration number 071222210007. Improving Students' Achievement in Finding Topic Sentence In A Paragraph Of Descriptive Text Through Pre-Teching Vocabulary . A thesis. English Department of Language and Art. State University of Medan 2012.**

This study was concerned with improving students' achievement in finding topic sentence in a paragraph of descriptive text through pre-teaching vocabulary. The study was conducted by applying Classroom Action Research. The subject of this study were Grade XI of private SMA SWASTA KRAKATAU MEDAN, consisting of 32 students. The study was conducted in two cycles and each cycle consisted of three meetings. The instrument of data collection consisted of qualitative and quantitative data. The quantitative data were taken from students' reading test and the qualitative data were taken from diary notes, interview, and observation. The results show the improvement of the students' score from the orientation test II and III. The mean of the students' score (cycle II) was 74.53. Based on the observation sheet, it was found that the teaching-learning process ran well. The new active and enthusiastic in reading. In line with the data, it was found that Pre-Teaching Strategy improve students' achievement in finding topic sentence in a paragraph of descriptive text



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Medan, February 2013  
The Writer

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## CHAPTER I INTRODUCTION

### A. The Background of The Study

Language is what human being talk with. Without language people will not be able to communicate one each other. Language makes it possible for individuals to live in a society. In other words, language is a medium to express our felling. To make a relation and also to built communication to transfer information from one another.

In this globalized era, English as an international language has very strategic position in the global setting. It is now being recognized as a global language because it is widely used in spoken and written language all over world. As a language with its strong position, people all over the world need to learn and study the language so that they can communicate well in the English spoken society as a foreign language (FL) or second language (SL)

English in this 21 century with its rapid development in information and communication technologies (ICTs) not only it is used as a global language, but also as a language of science, technology, and advanced research. It show that English is so important at present especially for the student as the Indonesian coming generation.

Language proficiency consist of four basic skills, namely listening, speaking, reading, and writing that should be achieve by the student who learn English. Reading, as one of the important skills should be mastered because the fundamental goal to any reading activity is knowing enough science concepts and knowing the language especially comprehending or understanding. According Jhonson (1983:11) reading is an interesting between a reader and a text. Reading has much contribution to the students for improving their English as well as enriching their experience and intellectual ability. By reading, the students are able to gain information and to improve their knowledge. The goal of learn English is to enable the

students in understanding the idea and meaning of the passage. In the Educational Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan : KTSP*) it is clearly states that students are expected to be able to comprehend the meaning (sense) of both in the form of recount, narrative, procedure, and report in the context of daily life.

In teaching reading, the teacher should realize that the main goal of reading process is comprehension. The aim of teaching reading is to develop the student' reading competence so that they can read English text effectively and efficiently. They should have a particular purpose before they interact with text. many teacher have difficulties in teaching reading to the students. To help them read with a better understanding, it is necessary to discover what particular weakness are contributing to their understanding of the text. they cannot fully recognize the sentence as well as the meaning. They often need much time to do i. In comprehension, a reading text is still a serious problem for the students. The majority of the students cannot understand the text well. As a result, they cannot understand the main idea and answer the questions from teacher. The assumption usually is based on the individual's between the general idea and supporting details. These conditions are caused many factors. One of them is the students cannot understand the meaning of the new words in the text.

The national examination (*Ujian Nasional: UN*) is the last form of a school leaving general examination in Indonesia starting from 2005 until now. It can be defined as a test to measure and evaluate the student' competence nationally by the central government after the process of teaching and learning. Since the school year 2003/2004 the English national examination in Indonesia has include listening and reading skills with the number of the items of 20 listening questions and 40 reading questions. This fact shows that reading has a great position in learning English in the class.



Based on the research experiences during Field Practice Experience (*Praktek Pengalaman Lapangan: PPL*) it was found that almost all of the students had difficulties in searching the meaning of the words and the main ideas of their reading text. there were some problems that caused the low students' achievement. The first was motivation. The students had low motivation. Most of the students were not interested in learning English. The mindset was that English is difficult so when there was an English class, they were not excited and many other things had disturbed the teaching-learning process. Reading was main problem because when they were asked to read, they did not understand the content of the text even if it was a simple text and it had been read for three or four times. The other problem was the facilities of the school. The facility was very important because it was one of the crucial aspects that could improve the students' achievement. The school still lacked the facility like a reading room or a language laboratory. The third was the teaching strategy. The teaching strategy that used by the teacher in teaching-learning process was still conventional and still applied lecturing strategy. It was teacher-centered and there was no group work. The students worked individually. The teacher strategy made the students feel bored and inactive because they could not interact one to another and work together while the students needed interaction with other students and also the teacher.

In this research the researcher focuses on the teaching strategy. The teacher as an educator should know the best language teaching strategy in teaching reading skill. For this purpose, learning reading comprehension by using pre-teaching vocabulary strategy is one of teaching strategy.

From the background above it is clear that reading is the important part in communication. That is why know the new vocabulary in the text is very important to be investigated in order to help the students to improve their achievement in reading comprehension.

## **B. The Problem of The Study**

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

Is the students' achievement in finding topic sentence of paragraph significantly improved through pre-teaching vocabulary?

## **C. The Objective of The Study**

In general, the writer will give some explanations about the topic sentence. For the reader it is important to know it, because if we cannot know the topic sentence, it means that we cannot understand what the text tells about.

For the writer himself, he would able to apply it to add knowledge of reading and to develop skills in English.

## **D. The Scope Of The Study**

Considering the vastness of linguistic field. The writer will make the limitation of discussion of the problem or subject matter; in this case, the writer will limit on finding the topic sentence in paragraph especially in descriptive text.

## **E. The Significant of The Study**

The finding of this study are expected to be useful theoretically and practically

1. Teachers, it will give them an affective finding the topic sentence in a paragraph.
2. Students, it will increase the knowledge in reading. And make them understand the sentences and what they are saying. Finally, they have to see how the sentences related to in another.

3. The others, in improving the ability on finding the topic sentence especially in descriptive text.



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## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

In conducting this research the related idea are accumulated from parts of the paragraph. It is done in order to give a clear concept of what has been done to reach the goals of the research and to avoid misunderstanding, between the writer and the reader, so that the reader and the writer have the same perception.

#### 1. Reading

Reading is the one of the most important skills in getting a lot of information from printed material or text. By reading, students are able to understand to follow the progress of science and technology and even to make their life more interesting. Reading ability can be developed as much as the reading interest is increased too. People are possible to use some reading strategies to make them fluent and interested in reading.

Reading is an interaction between reader and text (Johnson 1983:11). Reading is the process of looking at the being able to understand something written or printed. In other words reading is the process of attaching meaning to written symbols.

When it is read in our own language it used often unconsciously a variety of reading strategies and techniques depending on the text and our reason for reading.

There are four principal “style” of reading:

1. Skimming involves moving your eyes rapidly over the page or pages in order to get a general idea of what the text about.
2. Scanning, instead, is the strategy we use when we seek specific pieces of information in text, such as names, dates, statistic or whether a particular topic is treated.

3. Intensive reading is the style we employ when we wish to have a very clear and complete understanding of the written text.
4. Extensive reading is the terms used to describe the strategies called into play when we are read longer text either for pleasure or for information and may involve the entire gamut of strategies, which the reader applies according to individual text and interest in its various parts.

From the four styles of reading above we able easy to get general idea from text about and we can called as good reader. Good readers do not have a fast reader, but who can directly find the general idea the text about.

In certain condition, the reader demands to make a conclusion that based on the text about. Besides that, the reader demands to give the opinion what read about. the technique of reading is for getting ideas in a text. The teacher must know the topic sentence that the sentence is about. For reach that purpose, the readers do not need to read the text carefully, the readers just do skimming. Skimming involves moving your eyes rapidly over the page or pages in order to get a general idea of what the text is about, focusing on certain key words or phrases.

On the contrary, for getting the specific information from the text, the reader must read sentence by sentence until find the general ideas.

The writer gives the advantages of reading, they are:

1. To get more knowledge
2. To be easier to process a new information
3. To have more great idea addition
4. To be easier to express opinion and felling
5. To have potential to solve personal problem
6. To be easier to express opinion and felling



## 2. Kinds of reading text

There are some kinds of text as specified below:

### 1. Narrative

Narrative text tells a personal or fictional experience or tells a story, an event or process chronologically in certain time based on a real or imagined event. This involves two dominated elements: time and action. The main goal of narrative text is to explain the clear information about phrase, steps and chronological order of a process.

### 2. Expository

Expository text is designed to convey information or explain what is difficult to understand. This text intended to explain or to inform something in order to enlarge reader's perception. It is often used to explain the nature of an object and elaborate the or relation between an object to others.

### 3. Persuasive

Persuasive text attempts to convince the reader to accept a particular point of view or to take a specific action. Persuasive tries to get the win or agreement from the readers.

It needs a lot of emotion so that makes this paragraph to be illogical as its weakness.

### 4. Argumentative

The purpose of argumentative is to influence readers' opinion, attitude and their way of thinking whatever the writer wants. The writer needs efforts to convince the audience providing some available reason and proof logically.

### 5. Descriptive

Descriptive text is a kind of the text which describe something in details in order to enable the readers to see feel, hear and touch it directly or involve themselves in the event. In this case, the text describes an object based on its specific characterization

### **3. Descriptive Paragraph**

Descriptive paragraph is paragraph which expresses or describes place, thing, and person in such vivid detail that the readers can easily visualize the described place, thing and person, or can feel that they involve in the experience.

Some descriptive paragraphs may be technical, for instance describing about things or place such as car or classroom; on the other hand, it may describe an event or a place or describe feeling or emotion. Therefore, before writing a descriptive paragraph, it is important to consider the purpose and the audience.

### **4. The Parts Of Descriptive Text**

In the descriptive text, there are several things that should be understood as following.

#### **a. Social function**

Social function of descriptive text is to describe the characteristics or condition of an object person or thing place, animal by using adjective or attributive.

#### **b. The Generic Structure**

Descriptive paragraph is intended to describe place, person, and thing so that the reader will be able to visualize the descriptions. Writing descriptive paragraph, generally, you have to regard as the following generic structure of descriptive paragraph:

##### **1. Identification**

Identification is a part in which you identify or write the recognition moreover, it can be a general statement about place, person, or thing that you want to describe.

## 2. Descriptions

Descriptions are vivid detail of place, person, or thing that you want to describe so that the reader can easily imagine or picture the descriptions, or they can feel that they involve in the experience.

## 3. Conclusion

The last part of descriptive paragraph is optional (may be included or not). In this part, you conclude the paragraph or restate the identification or general statement.

### c. Grammatical features

Knapp and Watkins (2005:98) elaborate several grammatical feature of descriptive text:

- The use of simple present tense and past tense in paragraph
- The use of predicate or verb “be”, “has/have” or linking verbs such as look, seem, sound, taste, etc.
- The use of adjective to describe qualities or condition of an object.

## 5. Paragraph

A paragraph is a group of sentences all which help develop a central point or idea (Mikulecky 1990:94). A paragraph is a unit of logical thought composed as any number of sentences supporting the central idea of the paragraph. The topic sentence of the paragraph

states the central idea of the paragraph and paragraph focuses only on that central idea. So that paragraph remains unified around the main idea.

A paragraph is a group of sentences about one main idea or topic in specific details. Usually one sentence in the paragraph tells what the main idea is. That sentence is called the topic sentence. It is often the first sentence of the paragraph. All the other sentences add about the main idea paragraph may tell how things in a group are like.

The purpose of paragraph is to show a change of thought or change of the topic. For the reason, each paragraph must be limited to single topic, which is usually the first sentence of the paragraph. The other sentence in paragraph develops the main idea of paragraph.

Every paragraph has one main idea, this idea is usually expressed in a topic sentence. Each of the other sentences in paragraph develops a part of that main idea.

The main idea of paragraph is simply the author's main point, a sentence or perhaps two that states what the whole thing is about (Milan 2000:17). The main idea of paragraph is usually expressed in a topic sentence. The topic sentence is most likely to come first in the paragraph, though it does not have to. The notion of main idea is somewhat murky among reading specialist. Also referred as the central idea, central focus, controlling idea, or main point. The main idea is usually stated in the topic sentence. This is often, but not necessarily, the first sentence of the paragraph where the topic sentence is placed depends upon the kinds of pattern the writer chooses to develop paragraph.

A paragraph is constructed of three kinds of sentences namely topic sentence, supporting sentence and concluding sentence.

1. Topic sentence

Topic sentence reveals the main idea of the paragraph. It is not only the name pf the topic of the paragraph but it is also limits the topic to two areas that can be discussed

completely in the space of a single paragraph. Topic sentence states the idea, points, or opinion.

The topic sentence can be located anywhere in the paragraph. However, there are several positions where it is most likely to be found. It can be found at the beginning, at the end, in the middle and at the beginning and the end of paragraph.

- Topic sentence at the beginning of the paragraph

A topic sentence may be at any point in a paragraph, but the most effective position for it in most paragraphs is at or near the beginning. Placing the topic sentence at the beginning helps the reader understand what the paragraph is all about. The topic sentence of the paragraph in longer pieces of writing is often implied to avoid the monotonous effect.

- The topic sentence at the end of the paragraph

The second most likely place for topic sentence to appear is at the last paragraph. It is usually stated as a conclusion. Such a paragraph often presents supporting information or details to lead the readers to some inference. A paragraph like this often begins with example, illustration or other details and then interns and converse the meat of the paragraphs.

- Topic sentence at the middle of the paragraph

The third location sentence is in the middle of the paragraph. In this arrangement, these sentences before the topic sentences lead up to or introduce the main idea.

- Topic sentence at the first and the last of the paragraph

The fourth location of the topic sentence is in the first and the last paragraph. That is the topic is in the beginning of paragraph, and it repeats in the last paragraph again.

## 2. Supporting sentence



Supporting sentence provide explanation and support for the topic sentnece (main idea) of paragraph by giving reasons, explanation, facts, statistics, and quotations.

### 3. Concluding sentence

The concluding sentence restates the topic sentence and reinforces the point or opinion. Concluding sentence is often called closing sentence.

## 6. Pre-teaching Vocabulary

One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Students should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the students to not only tell them what the word means, but also to discuss its meaning. This allows the students to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the teacher with feedback about how well the students understand the word. After pre-teaching vocabulary words, the students should read the text.

### B. Conceptual framework

Reading is an activity which important to enlarge our science. Reading requires knowledge about structure, vocabulary to read English text to go with the flow of ideas and topic sentence. Yet all people have to teach how to find the topic sentence. There are other

important for understand the meaning of the text. Sometimes the reader, in this case students don't know where is the location topic sentence in each paragraph.

So, to improve student' ability to find main idea in the paragraph, teacher needs certain method, there are so many methods in teaching reading, one of them is pre-teaching vocabulary words. It means after the students can find the meaning of the vocabulary that they think is difficult, they can easy to find the main idea of the paragraph. Then, they can understand what paragraph about.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research will be conducted by applying action research which will be focused on Classroom Action Research (CAR). Classroom action research aims at developing a certain instructional strategy to solve practical instruction problems in classroom; therefore it should be done by teachers in their own classroom as English teacher they have to solve their classroom problems or improve the quality of their classroom practices to result in a better English achievement of their students. As researchers, they also have to produce an innovative classroom strategy that contributes to the improvement of English teaching-learning practices in schools of the same level. Classroom action research is focus on immediately application, not on development of theory or on general application. Its purpose to improve school practices at the same time, to improve those who try to improve practice. Action research consists of four steps, namely: planning, action, observation, and reflection. These steps will be applied to each cycle, because action research is cyclical process. If the cycle for the first research failed, it will be continued to the next cycle by renew the previous steps to find out the problem solving, and if the new planning increase student' achievement on find main idea, the cycle had to stop. If it does not increase student' achievement, cycle will be continued to the next cycle until result determined is achieve.

In general, CAR activities involves repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need of the following cycle, unit the problems get solved the strategy. There are many possible reason for conducting classroom action research, they are:

1. We may to know more about our learners and what they motivating and challenging.

2. We might want to learn more about ourselves as teachers, how effective we were observing our own teaching.
3. We make to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types.
4. We might want to see if an activity would work better done in experiences and practice, most of us find discussing our situation with other helps us to sort things out in our mind

### **B. The Subject of The Research**

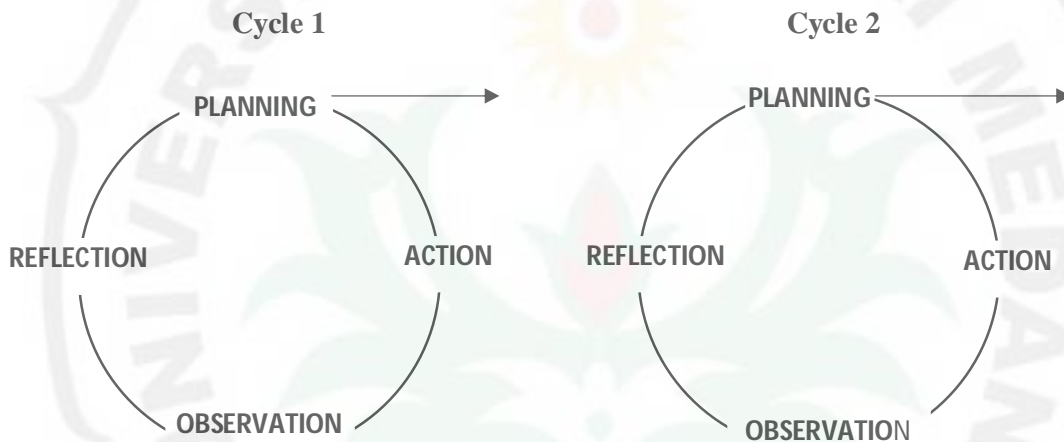
The subject of this research will be Grade XI students of Private Senior High School (Sekolah Menengah Atas Swasta: SMA Swasta) Krakatau Medan, located at jalan Brigjen Bejo/Cemara no 32-34. The class was one class which consist of 32 students. The reason for choosing this class because the researcher found that there are some difficulties in students' reading achievement.

### **C. The Instrument of Data Collecting**

Some instruments will use in collecting the data of this research are: (1) a multiple choice test will be used to assess student' reading comprehension. In this test, the reading comprehension test consist of 10 multiple choice items in every exercise. All of the items were related to the topic that had been discussed together, (2) observation sheet will be prepared to investigate the situation and the problems find during the teaching and learning process, (3) interview sheet will be used to know student' background and the problems that they always face when reading a test and (4) diary notes will be written to note personal evaluation about the situation of the class while teaching-learning process relate to progression achieved.

### **D. The Procedure of The Research**

Procedure of the data collection will be conducted by administrating for two cycle, they were Cycle I and Cycle II. One cycle will be acted in four meetings. Each cycle will be done based on the plan that have been planned. In conducting the action research, there are four steps the includes such as; planning, action, observation, and reflection. Lewin (1992) provides a sample of a simple action research model. (see figure 3.1)



**Figure 3.1 Simple Action Research Model**

### **1. Cycle 1**

In this cycle, the students' reading comprehension will be measured and their problem is reading comprehensions were analyzed. The students' attitudes toward reading are seen clearly.

#### **a. Planning**

Planning means program of action that will be done in the class. Planning is needed arrange and prepare everything that will be need in teaching learning process. Planning must be flexible because it depends on circumstance and curriculum. The activities that were done in this phase are as follows:

1. Preparing lesson plan which cover the steps at action.



2. Designing the procedure of teaching and learning reading
3. Preparing the instrument for collecting data; diary notes, interview sheet, and observation sheet that are used to know the class condition.
4. Preparing test as the instrument to know students' reading comprehension.
5. Determining the collaborator who helped the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.

#### **b. Action**

Action is the process of doing something. It is the steps of implementing of all planning arranged. This is realization of education theory and teaching technique prepared before: it consisted of some action. In the first meeting, the teacher will make the orientation test. In the second meeting, the teacher will make the teaching program through pre-teaching vocabulary.

There are process of the action:

1. The researcher as the teacher will give the topic to the student and will ask their opinion about the topic.
2. The students will be divided into six groups that consist of 5 or 7 students.
3. Prepare the students as audience and teacher will give explanation before teaching the topic.
4. Discussion the new or difficult vocabulary based on the text.
5. Students will answer the questions.
6. Teacher will evaluate the whole activity.

#### **c. Observation**

Observation was done while the action is being done. Observation is some something activities that consisted of gathering data to identify the result of action. In this phase, the researcher will observed all the students' attitude during the researcher of cycle 1, there were many things that observed as follows:

1. The situation during the teaching and learning process takes place.
2. The students' activities when teacher explain the lesson or discussed with their friends.
3. The students' ability in understand the descriptive paragraph.

#### **d. Reflection**

Reflection is feedback process from the action that has been done. In this phase, the writer reflected everything that has been done and make conclusion. And this research succeed if it has requirements such as:

1. A big part of students (75% of students) can understand about the teacher's explanation.
2. A big part of students (75% of students) are brave to give their comments in discussion.
3. A big part of students (75% of students) succeed to get good score in the questions which are given by teacher.

#### **2. Cycle II**

Cycle II will be done if the mean score at the first cycle is not satisfying. This cycle will be needed if the previous mean score do not fulfill the minimum completeness criteria (KKM). This cycle consists of the same four phases like cycle I; planning, action, observation, and reflection in cycle I. In the cycle I, it was found some aspects that should be

improved. Based on the analysis, the researcher also decided to make the strategy more effective in learning process. The researcher also would like to revise the plans that appropriate to the students, did it in action, observe it, processed and reflected the result as a consideration for the next cycle.

#### **a. Planning**

Based on the reflection that was done in cycle I, the researcher arranged planning:

1. Preparing the lesson plan.
2. Preparing and designing the text that would be used during this cycle and evaluation for each meeting.
3. Preparing the observation sheet, interview sheet, and diary notes that would be used to know students' reaction and class condition as whole.
4. Teacher planned to ask all students actively involved in group discussion.

#### **b. Action**

There will some activities:

1. The students will teach about the definition and the importance of reading comprehension so that they became more exited in learning reading.
2. Teacher explained about descriptive text clearly.
3. Teacher will teach about the pre-teaching strategy.
4. The teacher modeled the strategy in front of the class.
5. Students will be divided into six groups, and asked them to discuss a text that will be distributed by the teacher and asked them to practice the strategy in their group like the teacher did before.

6. Each group will present their discussion result in front of the class.
7. The teacher and other students will give comments, suggestion related to the topic that had been presented
8. The students will evaluate based on their result of discussion and also the contribution of the members in each group to finish the discussion.
9. Students will answer 10 questions of multiple choice tests about the material.

#### **c. Observation**

Observation will be held by the researcher using observation sheet and diary notes when the class room action research take place. The researcher observes the whole process of action which involves teacher's activities (including the teacher's method, physical presence, voice rejection and quality, body language, and management procedures), students' activities (including response, behavior, cooperation and task) and the context of the situation (including the classroom management).

#### **d. Reflection**

The researcher does the reflection based on the result of the second cycle and will make the third cycle if the second cycle is still fail.

#### **e. Testing of reading**

In evaluating the students' improvement in finding main idea of the text, the researcher used multiple choice tests. The researcher will give 10 items of multiple choice tests. The time to finish that the test is 25 minutes. The score of one right of the multiple choice tests is 1 and the score for wrong answer is zero.

#### f. Technique Data Analysis

This research will apply qualitative and quantitative data. The qualitative data will be taken from interview and observation sheet. It will be used to describe the situation during teaching and learning process. In addition, quantitative data will be analyzed from the score of the students that they get from the students' presentation and their score in answer the questions.

To know the mean of the students' score, the researcher applied this formula;

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = The mean of the students' score

$\sum x$  = Total score

$N$  = The total number of the student

Further, in categorizing the number of the master student, the researcher used this formula;

$$P = \frac{R}{T} \times 100 \%$$

**P** = Percentage of student getting score 70

**R** = Number of student getting score 70

**T** = Total number of student taking the test





## CHAPTER IV

### DATA ANALYSIS, RESEARCH FINDING AND DISCUSSION

#### A. Data Analysis

The data of this study were qualitative and quantitative. The quantitative data were taken from reading test and the qualitative data were taken from diary notes, observation sheet, and interview. The subject of this research consisted of 32 students. This study was accomplished in two cycles. Each cycle was consisted from planning, action, observation, and reflection. Each cycle consisted of three meetings in the end of each cycle, the students were asked to answer narrative reading test to see the improvement of teaching and learning as well as students' scores. The purpose of this study is to know the significant improvement of students' reading achievement by applying pre-teaching vocabulary word strategy. The data would show the class situation and the students' scores. Therefore, it would be know that pre-teaching vocabulary word strategy can be the answer of the problem of the study.

#### 1. The Quantitative Data

The quantitative data were taken from the score of writing test administrated in three times; test I (orientation test in the first meeting), test II (in the end of the cycle 1) and test III (in the end of cycle 2). The result of students' writing scores can be seen in table 4.1

**Table 4.1 The Result of The Students' Score**

No	Student Initial Name	Test I (Orientation Test)	Test II (cycle I)	Test III (cycle II)
1	AA	60	65	75
2	AH	60	65	70
3	AP	60	65	75
4	AW	65	65	75
5	BDS	65	65	75

6	BS	65	70	75
7	DDP	45	50	55
8	DRS	50	55	60
9	DSN	65	75	80
10	EKS	70	75	80
11	EWS	55	65	70
12	FER	60	65	75
13	FFN	50	55	65
14	FSU	80	80	85
15	GL	65	70	75
16	ID	60	65	70
17	JPJ	75	75	85
18	MT	65	65	75
19	NR	70	75	85
20	NT	85	85	90
21	ORS	65	70	75
22	RFS	70	75	80
23	RHS	65	65	75
24	RN	70	75	80
25	RS	80	85	85
26	SHS	55	65	65
27	SN	65	65	75
28	SRS	45	50	55
29	SWP	55	65	75
30	TAS	60	65	75
31	WN	70	70	80
32	JJS	55	60	70
	<b>TOTAL</b>	<b>2025</b>	<b>2160</b>	<b>2385</b>
	<b>MEAN</b>	<b>63.28</b>	<b>67.50</b>	<b>74.53</b>

Table 4.1 shows the increase of the students' score in finding topic sentence in descriptive text through pre-teaching vocabulary strategy can be also seen from the mean of the students' score in the Test I until Test III. The mean in Test III was the highest among the other tests.

The students' score in those three tests were varied. In test I, the lowest score was 45 and the highest score was 85. In test II, the lowest score was 50 and the highest score was 85. In test III, the lowest score was 55 and the highest score was 90. The comparison of the students' score in the reading test can be seen in table 4.2

**Table 4.2 the Comparison of the Students' Reading Test Score**

Names of Test	Test I	Test II	Test III
Lowest Score	45	50	55
Highest Score	85	85	90
Mean	63.28	67.50	74.53
N	32	32	32

It can be concluded that the students' achievement in finding the topic sentence in paragraph descriptive through pre-teaching vocabulary strategy had increased from 63.28 to 74.35. The students were said master the lesson if they got over 75. The percentage of the students who got score over 75 also showed the improvement. It is seen from the students' score from the first test to the last test.

As present in the table 4.1 the students' score increased from the first until the last test. The researcher gave the students 20 items of reading tests for each cycle. It was found out that the students' score for the vocabulary test kept increasing. The students' scores in cycle I was higher than the orientation test and cycle II test was higher than cycle I test.

**Table 4.3 The Range of Score Improvement**

Students' initial name	Range of score improvement	Total
SWP	16-20	1
AA, AP, DSN, EWS, FER, FFN, NR, TAS, JJS	11-15	9
AH, AW, BDS, BS, DDP, DRS, EKS, GL, ID, JPI, MT,	6-10	19

ORS, RFS, RHS, RN, SHS, SN, SRS, WN		
FSU, NT, RS	<b>1-5</b>	<b>3</b>

Table 4.3 shows that there was 1 student who got the improvement score 16-20. She was very active and enthusiastic during the learning process. She always paid attention when the teacher gave explanation. She got improvement in every meeting. Student in this range was not sure in the first time in doing the tests because she was not confident. But her motivation made her always asked the teacher if she found difficulties.

There were 9 students who got the improvement score 11-15. These were also good range of score improvement. They always pay attention to the teacher's explanation because they were interested in learning reading by pre-teaching vocabulary strategy. Thus, in the last of the tests they got good score.

There were 19 students who got the improvement 6-10. During learning by using pre-teaching strategy, some of the students were not serious to listen to the teacher's explanation. And they often made noise and distrub their friends.

There were 3 students who got improvement score 1-5. Even though it was not high level of improvement, but actually they are smart students. They were interested in learning process. They did the test seriously and got the high score in the last score. It can be drawn that all of the students got improvement on their score.

The students were said mastering the lesson if they got the score up to 75. The percentage of students who got the point up to 75 also shows the improvement of students' score from the first meeting to the last meeting. It can be seen in table 4.4

**Table 4.4 The Percentage of Students' Achievement**

Competence Test	Students who got 75 to up	Percentage
Test I (Orientation Test)	4	12.50%
Test II (Cycle I)	9	28.12%
Test III(Cycle II)	23	71.87%

Table 4.4 shows that in the first reading test there was 12.50% (4 students) who got points up to 75. In the second reading test, there was 28.12% (9 students) who got points up to 75. It means that there was an improvement about 15.62%. In the third reading test there was 71.87% (23 students) who got points up to 75. There was an improvement about 43.75% from the second reading test, and about 59.37% from the first reading test to the third one. Most of the students' score increased from the first reading test to the third reading test.

Based on the analysis of the data, it was concluded that the students' reading score had improved for each students from the first reading test (test I) to the last reading test (test III) through pre-teaching vocabulary strategy.

## **2. The Qualitative Data**

The qualitative data were taken from diary notes, interview and observation sheet. The observation sheet was aimed to describe the situation, the responds of the students and the teacher's attitude during teaching-learning process. The interview sheet which was done in the last meeting was aimed to know the students' opinion about the usage of pre-teaching vocabulary strategy in improving students' achievement in finding the topic sentence in descriptive text. The diary note was aimed to know the researcher's personal evaluation about the situation during teaching learning process. It was done in every meeting.

### **a. Diary Notes**



From the diary notes, the researcher found that the beginning of the meeting, most of the students were still not interested to read descriptive texts. Though they read but they did not understand what had they read. But after applying pre-teaching vocabulary strategy, they were respect and responsive to learn reading. It could be shown by the activities of students in the class. They paid attention to the teacher's explanations, did their tasks in their group cooperatively and they were able to answer the teacher's questions. There were four steps discussed in group.

In predicting, not all students were able to predict the test. It was hard for them to predict the topic of the text because they had no idea. In making the questions, the students were hard to make the questions, because they had to make it in a correct form of question. In clarifying the students were easy to clarify because it just searched for the difficult words and unclear parts and then discussed it in group or asked the teacher if they were not able to do it in group. Summarizing was the last strategy. Some of the students were able to summarize the text because they had understood the text by following the four strategies. So, in every tests they could answer the questions given by the teacher which mean that their score kept improving from the test I (Orientation test), test II (Cycle I), and test III (Cycle II).

#### **b. Observation sheet**

The result at the end of the first cycle were: (1) many students did not pay attention to the teacher's explanation because they were not still interested yet in learning reading through pre-teaching vocabulary strategy, (2) many students were still confused of the teacher's strategy, they were still confused to predict the topic sentence. Predicting was difficult for them because it forced them to make a statement based of the text. After predicting the text, they were asked question. In this part they were still difficult to generate the questions because there were some difficult words and sentences. They were also difficult to make the questions should be in tenses, so the teacher had to explain more about the

tenses. (3) Some of the students were making noises during the learning process that disturbed the learning process. Some of them did not sit in their group so they did not participate in group discussion, (4) many students were not able to share in their group or team work among the members of group because they were still confused to apply the strategy.

But in cycle II, the teacher found that the teaching learning process which was taught by pre-teaching vocabulary strategy ran well. The situation of the teaching learning process was comfort and enjoyable. In this cycle, the teacher gave more attention to every group and moved around the group and helped them to work in their group. Many students became active and were able to find the topic sentence in descriptive text. They gave their attention to the teacher's explanation and instruction. They gave response to the activities in the classroom.

### **c. Interview**

The interview was conducted in two sessions. The first session was in the beginning of the first meeting of cycle I and the second session was at the end of the last meeting of cycle II. In the first session, the students were interviewed about their comments about reading comprehension. They said that they did not like reading because it was hard to understand the meaning of the text. It was hard for them to understand the text because of the vocabulary and grammar. In the second cycle, the students were interviewed about their comments about the implementation of pre-teaching strategy. From the interviewed, they said that pre-teaching was an enjoyable strategy for improving their achievement in reading comprehension because it guided them to comprehend the text though at the first time it was difficult for them to apply the strategy especially to find the difficult words.

## B. Research Finding

The data were taken from the quantitative and qualitative data from all meeting. Test I results showed that the students' comprehension in reading narrative text was still low. Cycle I of research was done and they were taught by the application of pre-teaching strategy. Then test II was not so satisfying. After that, the second cycle was conducted to get the high improvement.

Table 4.5 the improvement of students' reading comprehension

<b>Test I (Orientation Test)</b>	<b>Test II (Cycle I)</b>	<b>Test III (Cycle II)</b>	
<b>Meeting 2</b>	<b>Meeting 4</b>	<b>Meeting 6</b>	
2025	2160	2385	<b>Total score</b>
63.28	67.50	74.53	<b>Mean</b>
4	9	23	<b>R</b>
12.50%	28.12%	71.87	<b>%R</b>

Where:

R = Number of students who got the score minimum 75

%R = Percentage of number of students who got score minimum 75

Table 4.5 reveals that in Test II the mean of the students' score was 67.50 and there were only 9 students who got up to 75 points. The table showed the students' achievement in reading descriptive text was still low. In order to get higher improvement, the second cycle was conducted. There was improvement in the number of the students who got score up to 75 points in the second cycle, there were 23 students getting score up to 75 points with the percentage 71.87% and the students' mean score 74.53%. these numbers showed that the

application of pre-teaching strategy could improve students' comprehension in reading descriptive text and increase the students' achievement. So the application of this strategy was effective.

This research also concerned to the qualitative data to support the research finding beside the qualitative data (students' test result). The qualitative data was valued from diary notes, interview sheet, and observation sheet. Diary notes and observation sheet result helped the teacher know that the students became more active and cooperative in teaching and learning process. The interview sheet also showed the positive feedback from the students after they had been taught by the application pre-teaching learning strategy. They admitted that pre-teaching strategy helped them comprehend better in reading descriptive text.

### **C. Discussions**

The application of pre-teaching strategy helped the students to be easier in learning reading especially in comprehending the descriptive text. Students were given the chance to share their idea with other friends. Work cooperatively in reading activities make them more exited.

This improvement not only happened in the mean of the students' score, but also the expression, interest, and excitement of the students showed that there was an improvement. It can be seen in the interview, diary notes, and observation sheet. Most of the students were more active and enthusiast the teaching learning process.

It implied that the use of pre-teaching strategy could improve the students' achievement in reading comprehension and also help the teacher to teach reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. The Conclusion

This research conducted on showed that the scores of the students increased in every test administrated to the students. The students' score mean of the orientation test was 63.28, the mean of the test cycle I was 67.50, and the mean of the test in cycle II was 74. 53. The students' scores increased continuously from the first meeting until the last meeting in the cycle II. Based on the research of the data, it can be concluded that the pre-teaching vocabulary strategy significantly improves students' reading comprehension in finding the topic sentence in descriptive text.

#### B. Suggestion

In relation to the conclusion, there are some suggestions offered as follows;

1. For the English teacher, it is better to use the pre-teaching vocabulary strategy in reading descriptive text because by applying it, the students can be more enjoyable in comprehending descriptive text and it also can add their vocabulary in English.
2. For the students, pre-teaching vocabulary strategy makes them easier to study descriptive text so they can comprehend the text well.
3. For the other researcher, to try out this strategy to other students of the same level but in a wider scope.



## Appendix A

### LESSON PLAN

#### (CYCLE I)

**School** : Sma Swasta Krakatau Medan

**Subject** : English

**Class/Semester** : XI IPA

**Skill** : Reading

**Time Allocated** : 2 x 45 minutes

**Meeting** : 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

#### A. Standard Competence

To understand the meaning of short functional text and simple essay in form of report, descriptive, and narrative in daily life context and to access knowledge.

#### B. Basic Competence

To respond the meaning and the step of rhetoric in the essay that uses various written text accurately, fluently, and appropriately in daily life context and access knowledge.

#### C. Indicators

1. Identifying the characteristics of the text.
2. Identifying the meaning of the words in the text.
3. Identifying the event in the text.
4. Identifying the information in the text.

#### D. Teaching Objectives

1. Students are able to comprehend the text.
2. Students are able to predict, question, clarify, and summarize the text.

**E. Material** : Descriptive text

**F. Source**

1. English text book
2. Handout: Descriptive text

**G. Teaching Method: Pre-Teaching Strategy**

**H. Teaching and Learning Activities**

**The second meeting**

1. Opening (5 minutes)
  - Greeting the students
  - Checking the attendance list
2. Main activities (75 minutes)
  - The teacher explains the students about descriptive text and social function and generic structure of descriptive text.
  - The teacher divides the students into six groups consisting of five or seven students for each group, and choose of the group member to be group leader.
  - The teacher models the strategy of pre-teaching vocabulary strategy first before handing it over to the students.
  - The teacher gives an incomplete descriptive text and asked each group to discuss the text by using pre-teaching vocabulary strategy.
  - The students are asked to find out the information from the text.
3. Closing (5 minutes)
  - Asking the students to review the subject at home.
  - Closing the lesson.

### **The Third Meeting**

1. Opening (5 minutes)

- Greeting the students
- Checking the attendance list.

2. Main activities (75 minutes)

- The teacher gives the different incomplete descriptive text to the students to discuss in group using the pre-teaching vocabulary strategy
- The students are asked to discuss about the social function, generic structure and grammatical feature of the text.
- Each group presents their discussion in turn.

3. Closing (5 minutes)

- Asking the students to review the subject at home.
- Closing the lesson.

### **The Fourth Meeting**

1. Opening (5 minutes)

- Greeting the students.
- Checking the attendance list.

2. Main activities (75 minutes)

- The teacher recalls students' memory by asking students the social function, generic structure, and the grammatical feature of the text in the previous meeting.
- The teacher gives a reading test consisting of 20 items of multiple choices.

3. Closing (5 minutes)

- Asking the students about their difficulties in answering the questions in the test.

- Closing the lesson.

## LESSON PLAN

### (CYCLE II)

**School** : Sma Swasta Krakatau Medan

**Subject** : English

**Class/Semester** : XI IPA

**Skill** : Reading

**Time Allocated** : 2 x 45 minutes

**Meeting** : 5<sup>th</sup>, 6<sup>th</sup>

#### I. Standard Competence

To understand the meaning of short functional text and simple essay in form of report, descriptive, and narrative in daily life context and to access knowledge.

#### J. Basic Competence

To respond the meaning and the step of rhetoric in the essay that uses various written text accurately, fluently, and appropriately in daily life context and access knowledge.

**K. Indicators**

5. Identifying the characteristics of the text.
6. Identifying the meaning of the words in the text.
7. Identifying the event in the text.
8. Identifying the information in the text.

**L. Teaching Objectives**

3. Students are able to comprehend the text.
4. Students are able to predict, question, clarify, and summarize the text.

**M. Material** : Descriptive text

**N. Source**

3. English text book
4. Handout: Descriptive text

**O. Teaching Method: Pre-Teaching Strategy**

**P. Teaching and Learning Activities**

**The fifth meeting**

1. Opening (5 minutes)
  - Greeting the students and asking their condition
  - Checking the attendance list
2. Main activities (75 minutes)



- The teacher reviews students' achievement in the previous test
- The teacher gives the topic to be discussed and motivates the students to be active and participated in each activity done during the lesson
- The teacher divides the students into six groups
- The students are given a descriptive text without title and asked them to sit in their group. The teacher controls the students' activities
- The teacher asks every group to present their summary and their prediction about the topic of the text
- The teacher comments on the students' presentation

### 3. Closing (5 minutes)

- The teacher asks the students to make one example of descriptive text for one group
- Closing the lesson

## **The sixth meeting**

### 1. Opening (10 minutes)

- Greeting the students and asking them their condition
- Collecting the descriptive texts brought by the students
- Checking the attendance list

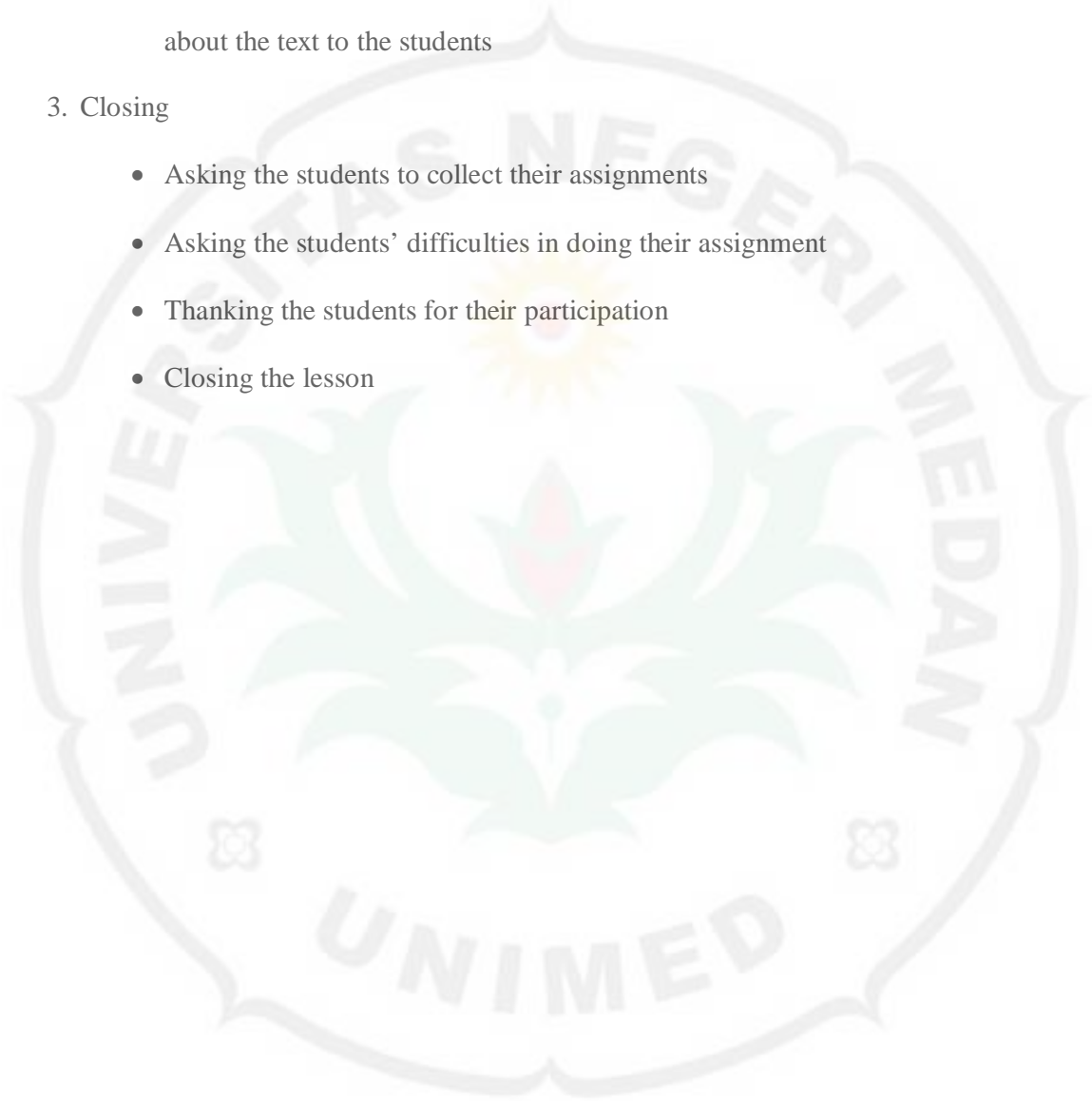
### 2. Main activities (70 minutes)

- The teacher shares the text brought by the teacher to the different groups each texts
- The students read the text carefully and do the prediction, clarifying, questioning and summarizing in their group.
- Every student makes their opinion about the text in their group
- The teacher asks every group to present their result of the text

- The teacher gives a descriptive text consisting 10 items of multiple choice about the text to the students

### 3. Closing

- Asking the students to collect their assignments
- Asking the students' difficulties in doing their assignment
- Thanking the students for their participation
- Closing the lesson



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## APPENDIX B

### Students' Reading Test Score

No	Student Initial Name	Test I (Orientation Test)	Test II (cycle I)	Test III (cycle II)
1	AA	60	65	75
2	AH	60	65	70
3	AP	60	65	75
4	AW	65	65	75
5	BDS	65	65	75
6	BS	65	70	75
7	DDP	45	50	55
8	DRS	50	55	60
9	DSN	65	75	80
10	EKS	70	75	80
11	EWS	55	65	70
12	FER	60	65	75
13	FFN	50	55	65
14	FSU	80	80	85
15	GL	65	70	75
16	ID	60	65	70
17	JPJ	75	75	85
18	MT	65	65	75
19	NR	70	75	85
20	NT	85	85	90
21	ORS	65	70	75
22	RFS	70	75	80
23	RHS	65	65	75
24	RN	70	75	80
25	RS	80	85	85
26	SHS	55	65	65
27	SN	65	65	75
28	SRS	45	50	55
29	SWP	55	65	75
30	TAS	60	65	75
31	WN	70	70	80
32	JJS	55	60	70
	<b>TOTAL</b>	<b>2025</b>	<b>2160</b>	<b>2385</b>
	<b>MEAN</b>	<b>63.28</b>	<b>67.50</b>	<b>74.53</b>

## APPENDIX C

### DIARY NOTES

#### First meeting

In the first meeting the researcher introduced himself and the purpose of the research to the students. Then the researcher called the students' name on the attendance list to know how many students presents at the day and to get closer to the students. Then the researcher interviewed the students about their opinion about reading, topic sentence and descriptive text. It was found that almost all the students know what reading was, but they did not know about how to get the topic sentence easily and what descriptive text clearly. After the researcher gave the first test to the students to get the students' achievement which became the base for the next meeting.

#### Second meeting

The researcher introduced a new strategy in learning descriptive text, pre-teaching vocabulary strategy, and started the teaching learning process. The students began to be interested in learning process because the teacher gave them handouts of descriptive text. The students were curious about the story in the text. Then the researcher divided the students into six groups consisting of five or six students. The teacher chose one student to be the group leader. After that, the teacher asked the students to learn the descriptive text by implementing pre-teaching vocabulary strategy. The students enjoyed their activity although some of them noisy and disturbed the others.

#### Third meeting

The researcher recalled students' memory of the previous topic by asking questions orally. The researcher gave the different text to the students to discuss in group using the pre-teaching vocabulary strategy. The students were also asked to discuss about the social function, generic structure, and the grammatical feature of the text. Each group presented their discussion. In this phase the students became more enthusiastic and gave good response to the teacher explanation and instruction.

#### **Fourth meeting**

The researcher reviewed the students' comprehension about descriptive text and its social function, generic structure, and the grammatical feature. Then the teacher gave a second test to the students. Some students still found problem in answering the question but the result was better from the first test done in first meeting.

#### **Fifth meeting**

After making reflection from the first cycle, the researcher conducted the second cycle to improve the students' comprehension in reading descriptive text. In this meeting, the teacher explained the students the pre-teaching vocabulary strategy clearly. The students seem understand more and they became more active and created a good relationship with their group members. All students participated in discussing the descriptive text.

#### **Sixth meeting**

This was the last meeting of the second cycle. The teacher gave the students the third test. They did the test seriously and no students cheated in the test because they had understood well about the descriptive text. The students' score was higher than the previous test. The researcher asked the students about their comments on pre-teaching vocabulary strategy. The researcher thanked the students and ended the class.



## APPENDIX D

### INTERVIEW SHEET

#### First Session

The researcher : “Do you like reading?”

Student 1 : “Yes I do, I like read comic”

Student 2 : “Reading makes me confuse, I don’t like it”

Student 3 : “Yes I do, reading can add my knowledge”

The researcher : “Do you like reading English text?”

Student 1 : “Yes, I do, because it is interesting to me”

Student 2 : “No, I don’t. Because there are a lot of unfamiliar words”

Student 3 : “Of course”

The researcher : “Have you ever learn about descriptive text?”

Student 1 : “Yes, I have.

Student 2 : “Yes, but I forget about it”

Student 3 : “Yes, I ever read the text in our hand book, sir”

The researcher : “Have you ever heard about pre-teaching vocabulary strategy?”

Student 1 : “I never heard it”

Student 2 : “No sir”

Student 3 : “Never sir”

#### Second Session

The researcher : “What is your commet after learning about descriptive text?”

Student 1 : “I think it is easy and interesting”

Student 2 : “It easy because I can work with group members”

Student 3 : “ I like and enjoy it

The researcher : “What do you think about pre-teaching vocabulary strategy?”

Student 1 : “It is a good strategy because I can understand about some difficult words in the text”

Student 2 : “It helps me to understand the topic of the text”

Student 3 : “It is a good strategy”



## APPENDIX E

### OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	<ul style="list-style-type: none"> <li>• The teacher comes in time</li> <li>• The teacher greets the students</li> <li>• The teacher check the students' attendance</li> <li>• The teacher explain teaching objective</li> <li>• The teacher explain about descriptive text</li> <li>• The teacher explain about the topic sentence</li> <li>• The teacher explain about the pre-teaching vocabulary strategy</li> <li>• The teacher is serious in teaching material</li> <li>• The teacher gives time to the students to answer the questions</li> <li>• The teacher pays attention to all groups in the class</li> <li>• The teacher gives chace to the students to ask about the material</li> <li>• The teacher respons the students questions</li> <li>• The teacher gives feed back to the students</li> </ul>				

The students	<ul style="list-style-type: none"> <li>• The students pay attention to the teacher explanation</li> <li>• The students ask questions to</li> </ul>				
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	<p>the teacher if there are something unclear</p> <ul style="list-style-type: none"> <li>•The students give good reaspone to the topic given</li> <li>•The students work in group</li> <li>•The students enjoy the teaching learning process</li> </ul>				
context	<ul style="list-style-type: none"> <li>•The classroom is saved from the crowded</li> <li>•The classroom is comfortable</li> <li>•The classroom has teaching aids</li> </ul>				



## APPENDIX F

### WORK SHEET

#### Test I

1. What is descriptive paragraph?  
Descriptive paragraph is a paragraph with purpose...
  - a. To help us do a task or make something
  - b. To tell the reader what happened in the past through a sequence of events
  - c. To amuse or entertain the readers with actual or imaginary expediencies in difference ways
  - d. To describe/reveal a person or a thing
2. What is the organization of describe paragraph?
  - a. Orientation, events, evaluation, and re-orientation
  - b. Orientation, complication, and resolution
  - c. Goal, material, and steps
  - d. Identification, description and conclusion
3. “my name is Ekka, I’m seventeen years old. I live in villa Bilal Mas. I like blue so much. I’m not fat although I eat every day”  
  
What kind of the text is it?
  - a. Procedure
  - b. Narrative
  - c. Descriptive
  - d. Recount
4. What is identification in descriptive paragraph?
  - a. Identifying the phenomenon to be descriptive
  - b. Telling the parts, qualifies and characters of the subject being describe
  - c. Describing the subject in detail
  - d. Describing the place
5. Here are the language feature of the descriptive paragraph, except..
  - a. Adjective and compound adjective
  - b. The use sequence of time
  - c. The linking verbs



- d. The use of attribute has and have

## Test II

A laptop is a kind of computer unit **who** has the same function as a PC (personal computer), but it is smaller, lighter and of different sizes. Nowadays, most people choose laptops for several reasons.

A laptop is a portable device. This portability is very useful for work, study and other activities. We do not complicated cable installations to active a laptop. With a laptop, we can do our work anytime and anywhere moreover, it allows us to access the internet in public place which provide free access called hot spot areas. Some people like to use this facility to carry out their tasks.

Finally, a laptop consumes energy more efficiently than PC does. This device uses a rechargeable battery as a source of electrical energy. So if we prefer using a laptop it means that we support the government program to save energy, that's why laptops have become very popular.

1. What is the kind of the text?
  - a. Exposition
  - b. Narrative
  - c. Descriptive
  - d. Recount
  
2. The topic of the text is ....
  - a. A portable device
  - b. Laptop
  - c. The new computer
  - d. PC (Personal Computer)
  
3. it allows us to access the internet...  
The underlined word (par 2 line 3) refers to ...
  - a. Laptop
  - b. The writer
  - c. cable installation
  - d. hot spot areas

4. ...that's why laptops have become very *popular*...

The *italic* word has similar meaning with...

- a. Accuse
- b. Famous
- c. Unique
- d. Rare

5. ..A laptop is a kind of computer unit who has the same function as a PC (personal computer)..

The underlined word should be...

- a. Of which
- b. Whose
- c. Which
- d. No changed

6. ...We do not *complicated* cable installations..

The *italic* word has antonym with....

- a. Understood
- b. Confused
- c. Misunderstood
- d. Light

7. “Finally, a laptop consumes energy more efficiently than PC does. This device uses a rechargeable battery as a source of electrical energy.”(par 3)

Based on the generic structure, this part of the text belongs to ...

- a. Complication
- b. Orientation
- c. Description
- d. Conclusion

8. What is the special quality of the laptop than PC?

- a. A laptop device uses a rechargeable battery as a source of electrical energy
- b. A laptop needs cable installations to active

- c. A laptop is bigger than PC
  - d. A laptop can't access the internet
9. What means by *hot spot area*?
- a. A green area
  - b. The hot place in a area
  - c. The internet in public place which provide free access
  - d. The laptop's shop area
10. *Portable (par 2)* has close meaning with...
- a. Easy to work
  - b. Easy to bring
  - c. Easy to use
  - d. Easy to get



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## Test II

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population is about three million people. Most Singaporeans live in high-rise apartments. Singapore is a beautiful city with lots of parks and open space. It also a very clean city. You know, the business district is very modern with lots of tall and new buildings.

Now let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. The government buildings in Singapore are also very unique and antique! Wow, this is the part that I like very much! Singapore is famous for its many good shopping centers. Most of the goods are duty free. It's a heaven for a shoppers. What about food? It's delicious. The Singapore's restaurants provide Chinese, Indian, Malay, and European food. And the prices are quite reasonable. I bet you'll like it.

Well, since Singapore lies near the equatorial line. Of course, it has a tropical climate, with a nice weather in both dry and rainy season.

11. The topic of the text is ....

- e. A clean city
- f. Singapore
- g. In Chinatown
- h. Singaporeans

12. It also a very clean city..

The underlined word (par 1 line 4) refers to ...

- e. Singapore
- f. The writer
- g. High-rise apartments
- h. Parks

13. ...in Singapore are also very *unique*..

The *italic* word has close meaning with...

- a. Popular
- b. Rare
- c. Antique
- d. Common

14. All of the statements below are true, except...

- a. Most Singaporeans live in high-rise apartments
- b. Singapore has many parks and open space
- c. The Singapore's restaurants provide Chinese, Indian, Malay, and European food
- d. Singapore has dry and spring season

15. ..the business *district* is very modern with..

The underlined word has similar meaning with..

- a. Area
- b. Island
- c. A country
- d. City

- Show the identification and the description of the text.
- Make an example of descriptive text and show the structure of the text .

## APPENDIX G

### The Key Answer Sheet

1. Test I (Orientation Test)

1. D
2. D
3. C
4. A
5. B

2. Test II (Cycle 1)

- |      |       |
|------|-------|
| 1. C | 6. A  |
| 2. B | 7. D  |
| 3. A | 8. A  |
| 4. B | 9. C  |
| 5. C | 10. B |

3. Test III (Cycle 2)



1. B
2. A
3. C
4. D
5. A



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