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(As A Simple Approaching Of Quasy Experimental
With Non Equivalent Control Group Design
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# PREFACE

First of all , the writer would like to say that the greatest thanks to Allah SWT, because The God always blessed me and my family. The greatest thanks full for my beloved father and mother are the greatest parents all over the world, for supporting to finish this research. Thank full for my beloved brother and friends, you are my inspirations. Then my sincerly gratitude for my Wife Fivit Novel SS.i and my the greatest son Alfarabby De-Scientifica Avicenna Susanto for their brilliant ideas and knowlege inspirations, to reccomendate and guide in doing this research from the beginning to the end. The writer realize that this research still has many mistakes. Because of that hope suggestions and critics to make a better one in the future. Finally, the writer hope this research can be used by the researcher, especially English Departement Students, teacher and Lecturer, to be input in their teaching – learning process.

Bengkulu, December 2020

The writer

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# THE VENN DIAGRAM EFFECT AS ONE OF STRATEGIES COOPERATIVE LEARNING FOR IMPROVING READING COMPREHENSION IN DESCRIPTIVE TEXT FOR LAW (AS A SIMPLE APPROACING OF QUASY EXPERIMENTAL WITH NON EQUIVALENT CONTROL GROUP DESIGN IN ENGLISH SPESIFIC PURPOSE FOR LAW)

## ABSTRACT

The purposing of this research is to find a simple effect of graphic organizer that is one of strategies cooperative learning by using Venn diagram for improving reading comprehension in descriptive (English Spesific Purpose for law) text at the English class for Law of IAIN Bengkulu in 2019-2020 academic year.The detail objective of this research was to find out whether Venn Diagram makes a possitive effect in students for improving reading comprehension in descriptive text. The simple way to design of this research was Quasy experimental with non equivalent control group design in English Specific Purpose for Law. The population of this research was the second semester students of Law's students at IAIN Bengkulu Academic Year 2018-2019. They were A class consists of 16 Students as experimental class (international Class) and B class consists of 16 Students

(International Class) as Control class. The sample of this reseach was all of the population because it has only small quantity from the population so it used the totality population. Thetechnique of collecting data in order to be easy for coleccting so the researcher did Sixth steps were :

The first, the students were given a Pre-Test for both classes to determine which became experimental and control class. The second, the researcher did treatment for three meetings to the experimental and control class. The third, the researcher did Post-Test, to the experimental and control class to find the effect of Venn Diagram in students' imroving reading comprehension in descriptive text. The fourth, Analyzing of the data, the resercher analyzed the result of reading comprhension test by using criteria for assessment. The Fifth, the researcher used T-test Formula to know the significance of Using Venn diagram from the experimental classs. The sixth, the researcher discussed and made conclusions based on Data. The Result Of this research indicated that Venn Diagram could improve the students comprehsnsion of readingdescriptive text. It can be seen after calculating by T-test formula that T-Count was higher than T-table (2,25 > 2,0423) and the mean score of two classes were increased about 9,68 point for experimental class and 2,19 point for the

control class. So, it is a provement that Venn diagram gave the positive effect for students' law especially for improving comprehension descriptive reading text. Futhermore, the researcher suggested that Venn diagram should be applied by students in class activity to help them for improving and Venn diagram is also as alternative strategy comprhension reading descriptive text.

Key words : Graphic Organizer, Venn Diagram, Descriptive text.

# CHAPTER I
# INTRODUCTION

## 1.1 Background

Processing how to get information is a mechanism system to comprehend something new especially for knowledge so that it needs mental process. When someone looks into a written text and starts to get new information, to absorb the information from the reading materials. Reading is a thinking process to get information from the text, According to Richard, et al (1986:273). In fact that, many students read because they are forced by the lecturer. Reading receives a special focus because many foreign language students would

like to be able to read for information and pleasure, for their careers, and for study purposes. How the deepest comprehend about reading text, the readers read, they should try to use their background vocabulary, grammaticalknowledge, experience with text, and other strategies to help them understand the text. According to the fact some reading texts, like in philosophy, literature or scientific research could appear more difficult to read because of the prior knowledge they assume that commplicated text. Some of studentds do not understand what they read, what they should be comprhended, what kinds of reading strategies were used.Before learning process happened, the lecturer had better gives either information or defention of the reading materials. Jacobs (2019) stated that Reading is process undertaken to reduce uncertainty about meanings a text conveys, the process results from a negotiation of meaning between the text and its reader, the knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text meaning. Comprehension is aprimary purpose in reading, it is not easy process to reach the goal of reading. According to Mc. Laughlin in Murcia (1991

:169) reading is the most complex and difficult skill that students should be master at University. Because of that the students have to participate in reading process. Reading is one of skills that shoul be taught at University. Comprehending the meaning of functional written text and short simple essay related to close environment. There are several kinds of the written text. They are recount, report, discussion, explanation, exposition, new item, annecdote, narrative, procedure, description, and review in English Specific Purpose for law.

Descriptive text is one kinds of reading texts that need the comprehension in order to apply the reading strategy, get good interpretation and detail information from the text. Crimmon (1983 : 163) says that descriptive is strategy for presenting a verbal potrait of a person, a place or a thing. In fact, the students of English for law still use common strategies. By translating the text word by word, then answer the questions relate to text. Many students found difficulties when they answer the questions because the text is so long and hard to understand. They have to read the text again to answer the questions and it needs more time.

One of reading strategies is graphic organizer that should be the pattern forms and styles for students in order to improve their skills. A graphic organizer also provides learners or students with a visual representation of information, concept, or ideas. The forms of graphic organizers are often used to help the students understand what they are reading or to organize information so they will find many kinds of similarities content that are based on the reading text.

The lecturers have to choose the right strategies to solve these problems. There are many strategies that can be used by the lecturer or The students of law faculty to teach reading comprehension. One of them is the graphic organizer strategy by using Venn diagram. The venn diagram is atype of graphic organizer which a way of organizing complex realtionships visually and allow abstract ideas to be molre visible (Joyce : 2008). It is used to see the relationship between two or three of items by identifying similarities and differences. It helps to breakdown lengthy text into chuncks can be organized and easily read and understood (Nara : 2012). Based on the explanations above, the researcher would like to investigate the research about reading. The

researcher hopes to create a research entitled "THE VENN DIAGRAM  EFFECT AS ONE OF STRATEGIES COOPERATIVE LEARNING FOR IMPROVING READING COMPREHENSION IN DESCRIPTIVE TEXT FOR LAW  (AS  A SIMPLE APPROACHING OF QUASY EXPERIMENTAL WITH NON EQUIVALENT CONTROL GROUP DESIGN IN ENGLISH SPESIFIC PURPOSE FOR LAW).

## 1.2  Research Problems

Based on the reflection above, the question of this research was " Did Venn diagram give a positive effect in students' reading comprehension descriptive text at the Third Semester class students of law faculty at IAIN Bengkulu in the Academic Year 2018/2019?.

## 1.3  Objective of the research

The objective of the research was to find out whether Venn diagram gave a positive effect in students' reading comprhension of descriptive text.

## 1.4  Hypotesis

Hypotesis is one of mecanism of the research that should be used by the researcher because it gave something

like formulating then attempting to disprove a hypotesis in our live as well. The function of the hypotesis is to give structure to the process of understanding how the world works.

A hypotesis is an educated guess, based on the probability of an outcome. Researchers formulate hypoteses after they understand all the current research on their subject. Good hypoteses are able to be gotten if hypoetses to function properly, other researchers must be able to reproduce the results that prove or disprove it. Two types of hypoteses nexist : a descriptive hypotesis asks a question, and a directional hypotehsis makes statement.

- H0 : There is no significant differences of using Venn Diagram in students' reading comprehension
- H1 : There is significant differences of Using Venn diagram in students' reading comprehension.

## 1.5 Significant of the research

The significances of this research for the lecturer are hoped can be alternative strategy in teaching reading to increas the students' reading comprehension. In addition, the result of this research for the students are to help them in

comprehending reading text trough graphic organizer strategy by using Venn diagram. Morever, this research is as references' additional for the next researcher who wants to arrange similar research.

## 1.6 Limitation of the research

This research was only focused to know the effect of Graphic Organizer Strategy by using Venn diagram in students' Reading Comprehension of Descriptive at the thid semester Students of English Law at IAIN Bengkulu.

## 1.7 Definition of Key Terms

1. Graphic Organizer : Diagramatic presentation of concepts that show how they are related to other cocepts.
2. Vann Diagram : a type of graphic organizer used to show how the items relate to each other which the simplest one is made of two circles.
3. Descriptive text : a text describe a particular thing, places or person.

# CHAPTER II
# LITERATURE REVIEW



## 2.1    Theoritical Framework

## 2.1.1  Principles to improve students' reading comprehension

Complex process of reading comprehension should be given some principles of good reading. Accprding to Mclaughlin (2012) Below are principles you can use in the classroom to improve student comprehension : (1) Think social constructivism, (2) The good reader as model, (3) Foster vocubulary development. (4) Embed formative assessment, (5) Teach students to comprehend a deeper levels.

Reading comprehension refers to whether  or not a student understands a text that they have read. They have to struggle with reading comprehension and try to understand the content of reading texts. They shoud develope their reading comprehension technique that  it is for developing students' reading skill is the classroom activity known as comprehension. Comprehension activities can be used for two entirely different purposes : learning- to develop  students' abilities to read and understand a written text and its vocubukary, testing- to test students' understanding of a wittent text. There are two essential elements that make up the process of reading comprehension : Vocabulary knowledge and text comprehnsion. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the the students' words do not make the sense then the overall story will not either. They can draw on their prior knowledge of vocubulary, but they also  need to continually be taught new words. The best vocabulary instruction occurs at the point of need. The  lecturer should  pre-teach  new  words  that  the  sudents  will encounter in a text or aid their in understanding unfamiliar

words. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to sya. Text comprehension is much more complex and varied that vocabulary knowledge. The students use many different text comprehension strategies to develope reading comprehension. Simply put, reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of

the other two elements of the process. At the same time, it is the most difficult and most important of the three.

Many kinds of ways to find the effective reading comprehension, students should be often given assigned readings along with written assignments after that ask them everything about reading materials, retell or summaize what they read, and perhaps to explain why the information is really important. All of the questions must be correlated to the reading text that they have read, explore their knowledge especially for meaning concerning. According to Nuttal (1996 : 03) states that reading is essentially concerned with meaning, especially with the transfer of meaning from mind to mind : the transfer of a message from writer to reader. So, reading is a process of the readers to get the message from the writer in their reading.S. Pang, et al (2003 : 6) reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related process: word recognation and comprehension.

According to Nunan (1989 :33) reading is an interactive process between what a reader already knows

about given topic or subject and what the writer writes. It means reading is a process of reader to know the meaning of the text that based on their own knowledge. Based on the statements above have described reading text that reading as the thinking process which is used by the readers to comprehend the information based on background knowledge presented in written text.

### 2.1.2 Reading Comprehension Development

How to read effectively and to manage the concept of time for reading comprehension. As you can see, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and

high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

### 2.1.3  Why is reading comprehension so important?

Comprehension of the text is specific way to know about the text and to get knowledge from the text. It must be done in reading situation because it will give effect to the students how to understand of reading contents. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and

even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

### 2.1.4 Types of Reading Purpose

When reading academic text, your general purpose is likely to be one the following :

- To get information (facts, data, etc.);
- To understand ideas or theories;
- To understand the author's viewpoint;
- To support your own views (using citations)

Based on Tarigan in Rosdiana (2012 : 9), there are seven purpose of reading as follows :

1. Reading to find or to know the expert findings, whatever the experts have been done, etc. This kind of reading called reading for details or facts.

2. Reading for main ideas. Reading for knowing why the topic be a good or interesting topic.

3. Reading for squence or organization. It means that reading for knowing what is happened in each part of the reading text

4. Reading for infrence. It maens reading for knowing what will be showed by writer to the readers, the qualities of experts that make them succeed or not.

5. Reading to classify. It means for finding or knowing what the unfamiliar thing are, is the content of the texts right or wrong, good or bad.

6. Reading to evaluate. It means for knowing whether the experts live in the certain conditions, or we want to do the same things like the experts done

7. Reading to compare or contrast. It means how to determine two kinds of text have the similarities or differences.

## 2.1.5   Reading Comprehension

Understanding process of reading text means is a knowledge transformation that based on the text and comprhend many kinds of ideas from the author.  As you can see, reading comprehension also involves many processes happening in our brain how to making comprehension of the reading text. Montgomery, C (2019) states that five Reading comprehension tips :

1. Stop when you get confused and try to summarize what you just read

2. If  you are struggling, try rading aloud

3. Re-read (or Skim) Previous sections of the text

4. Skim or read upcoming sections of the text

5. Discuss the text with a friend (even an imaginary friend)

According to S. Pang, et al (2003 :14), reading comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocubalary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning.

According to the Muskingum College Center for Advancement and Learning (CAL) in Rahvard (2010 : 3), reading comprehension refers to the ability to understand information presented text book assignments, reading comprehension skills also may affct one's interpretation of directions on exams, labs, and homework assignments and completion of job applications or questionnaires.

## 2.1.6 Level of Reading Comprehension

According to Berry (2005), there are three levels of comprehension can be called the literal level, the interpretive level and the critical reading level.

1. Literal level

The first level of comprehension can be called the literal level for the sake of wording because it is the most simple. Acoorperat this level the reader or student can attempt to answer the qoestion: Questions: what did the author say? At this level, youy are attemting to elevate or rise your thinking one more "notch" or level to a more critical, analyzing level. You are "reading between the lines" and then examining the message from the author and attemting to apply that message to other settings.

### 2.1.7  Strategeis In Learning Reading Comprehension

a.  Cooperative Learning

According to Rahvard (2010), cooperative learning is a succesful teaching strategy in which small teams, each with students of different levels of ability use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates, thus creating an atmosphere of achievement. Students work through

the assignment until all group members succesfully understand and complete it.

Five key elements  differentiate cooperative learning from simply putting students into groups to learn (Johnson et al., 2006).

1. Positive Interdependence: You'll know when you've succeeded in structuring positive interdependence when students perceive that they "sink or swim together." This can be achieved through mutual goals, division of labor, dividing materials, roles, and by making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well.

2.  Individual Accountability: The essence of individual accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one can "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether (a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well.

3.  Face-to-Face (Promotive) Interaction: Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past

knowledge. It is through face-to-face, promotive interaction that members become personally committed to each other as well as to their mutual goals.

4. Interpersonal and Small Group Social Skills: In cooperative learning groups, students learn academic subject matter (taskwork) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones.

5. Group Processing: After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Group processing involves both taskwork

and teamwork, with an eye to improving it on the next project.

6. Similarly, Kagan (2003) has developed the easily recalled acronym PIES to denote the key elements of positive interdependence, individual accountability, equal participation, and simultaneous interaction where the latter 2 components encompass the final three described above.

Implementing the elements of cooperative Learning

There are a variety of techniques that can be used to promote one or more of the elements of effective cooperative learning groups. The list below is intended to be representative rather than exhaustive.

1. Positive Interdependence:
   a. Big Project: This is the usual motivation for assigning students to work in groups in the first place, a learning task that a student cannot accomplish alone in a reasonable length of time. Often these projects are more interesting and can teach more than simplified versions. See examples of projects.

b. Jigsaw: Divide the group into specialists on particular areas of the material to be learned. Specialists in one area work together to develop expertise in their specialty, then return to their original group to combine their new expertise with those of experts on other aspects of the material to finish the project. For a complete description of this technique, see the jigsaw module.

c. Peer Review: Providing students with the opportunity to learn how to provide and received constructive feedback is an important part of process of conducting research. The peer review module describes how to use student pairs or groups to help each other with written work.

d. Ways to promote positive interdependence include (Smith and Waller 1997, p. 202):

-   Output goal interdependence- a single product is produced by the group

-   Learning goal interdependence- the group ensures that every member can explain the group's product

- Resource interdependence- members are provided parts of the assignment or relevant information or the group is only provided one copy of the assignment
- Role interdependence- members are given distinct roles that are key to the functioning of the group.

2. Individual Accountability:

a. Individual Grades : Individuals can be given quizzes and exams. Likewise, parts of group projects can be done independently or randomly drawn students can provide oral/written reports on group results.

b. Within-Group Peer Assessment: Another way to discourage students from letting others do their share of group work is to have students (anonymously) rate their group mates and include the average rating from all of a student's group mates as part of his or her grade.

c. See the assessment of cooperative learning page for more information about how to encourage individual accountability.

3.  Face-to-Face (Promotive) Interaction:
    a.  Student Roles : Encourage students to interface with multiple parts of the project by assigning roles that require interaction with the rest of the group as they work, such as checking data, keeping the group on task, or keeping records.
    b.  Online Bulletin Boards : If students have limited time to meet face-to-face (common on commuter campuses and online courses), the instructor can set up an online asynchronous bulletin board for students to post what is essentially an e-mail to the group. Many forms of classroom management software such as WebCT and Blackboard make this possible. It also allows the instructor to monitor interaction.
4.  Interpersonal Skills:
    a.  Discussion: It may be helpful to explain to your students why they are working together and how the group can promote their learning.
    b.  Practice: Give students time to learn to work together before expecting spectacular results from

cooperative learning. If you assign students to groups early in the term and let them do a series of projects together, not only will they learn each other's schedules and particular strengths, they will learn to ask and answer better questions of each other about their projects and progress.

5.  Group Processing:
    a. Reflections: It may be worthwhile for group members to write individual, private reflections on their learning after the project, citing which parts of the project and which group members contributed to various discoveries, then bring the group back together to discuss the project. Fink (2003) describes this process of 'learning how to learn' as one of five key components that contribute to significant learning experiences as it enables students to become better students, inquire about a subject and construct knowledge and become "self-directing learners." (p 50-55) For more information about self-reflection in the learning

process, see the *Cutting Edge* website about metacognition.

Types of Cooperative Learning Groups

There are three commonly recognized types of cooperative learning groups. Each type of group has its own purpose and application.

Informal cooperative learning groups

These *ad-hoc* groups may be organized "on-the-fly" as an aid in direct teaching. Informal groups are particularly useful in breaking up a lecture into shorter segments interspersed with group activity. While this method leads to less time for lecture, it will increase the amount of material retained by students as well as their comfort working with each other. (Johnson, et al., 2006, p.3:10).

**Formal Cooperative Learning Groups**

This type of group forms the basis for most routine uses of cooperative learning. Groups are assembled for at least one class period and may stay together for several weeks working on extended projects. These groups are

where students learn and become comfortable applying the different techniques of working together cooperatively. (Johnson, et al., 2006, p.2:2)

Cooperative base groups are long-term, stable groups that last for at least a year made up of individuals with different aptitudes and perspectives. They provide a context in which students can support each other in academics as well as in other aspects of their lives. The group members make sure everyone is completing their work and hold each other accountable for their contributions. Implementing cooperative base groups in such a way that students meet regularly for the duration of a course completing cooperative learning tasks can provide the permanent support and caring that students need "to make academic progress and develop cognitively and socially in healthy ways." (Johnson et al., 1998 , p.10:7).

b.  Strategies For Cooperative Learning
    1.  Think pair share
    2.  Placement and round robin
    3.  Jigsaw
    4.  Numbered Head

5. PMI

6. Graphic Organizers

7. Effective Listening

Graphic Organizers is one of strategy in cooperative learning. According to Balajthy and Lippa-Wade (2003), the graphic organizer is diagrammatic presentation of text concepts. Based on Adler (2007), Graphic organizers can help readers focus on concepts and how they are related to other concepts. It can provied students withg tools they can use to examine and help students write well-organized summeries of a text. Here are some examples of graphic organizers :

1. Venn-Diagrams

   Used to compare or contrast information from two sources. For examples: comparing two Dr. Seuss books

2. Story board//chain of events

   Used to order or sequence events within a text. For example, listing the steps for brushing your teeth.

3. Story map

## 2.1.8   Venn Diagram Graphic Organizer

A venn Diagram is used to compare information. In the example below whales and guppies are compared to each other. Whale characteristics are listed on the left and guppy characteristics on the right. In the middle, shared characteristics are displayed.

Whales :
Live-in
Water
Mamals
Very
Large
swimm

Shared
characteris
Tics: Live
in water
Swimm
Have tails

Guppies
Live in water
Mamals
Swim
Have tails
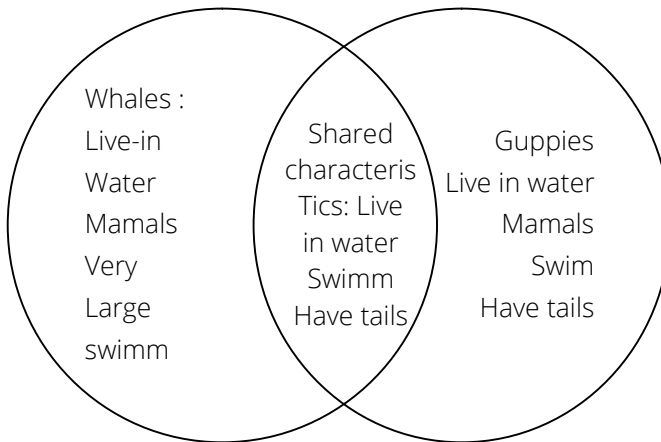
Three ways to gather information for a Venn Diagram

1.  A classroom lecturer can draw a venn Diagram on board or piece of paper and fill it in based on information that she/ he recently presented (through reading aloud, lecture, vidio, etc) to their students. The lecturer can also ask the students questions about what they learned and used their answers to fill in the Venn Diagram. The students can take notes

by filling in a Venn Diagram as they read, listen, or watch a vidio in which information is presented about two different topics. First they should label each circle (eg. Whales, Guppies) and the middle space (sahred Caharacteristics) as shown in teh example above. Next they should enter information as they come across it. After reading, they can look at the information they have written down in the right and left circles and write the similarities in the middle space.

2. Used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, resolustions in a fiction story; however in a nonfictions story, main idea and details would be indentified.

3. Cause/effect

Used to illustrate the cause and effect told within a text. For ecample, staying in the sun too long may lead to a painful sunburn.

Cooperative is a system of learning together to accomplish shared goal . Cooperative learning is specific

style for learning but it is able to build comfortable situation in learning process. Interactive process between students and lecturer are able to create active work together to maximize their own and each other's learning. In cooperative learning, we can evaluate student efforts on learning process.

### 2.1.9 Descriptive Text

Descriptive text in one of the text types taught in junior high school nin grade eight. According to smalley et. al (2001) states that the descriptive the text describe of the object. In other word, a particular person, place or thing is decribed in details in this composition. When the reader reads a descriptive text, readers feel that they see the description just like they see pictures.

According to siahaan and shinoda (2008:89), descriptive text is a written english text in which the writer describes an object. In this text, the object can be a conrecte or abstract object. In this text, the object can be a concrete or abstract object. It can be a person, an animal, a tree, a house, or camping. It can be about many topic. Descriptive text is a text containing two component are

identification and description. The identification is to identify the object to describe. And the descriptions describes parts, qualities and characteristics of the parts of the object. In addition, this text have significant grammatical features are the text focuses on specific partisipants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups as well as present tense.

### 2.1.10 Venn Diagram

The historical of venn diagram had given detail describing about how to use it for deleoping reading strategy and help everyone to comprehend the reading text. Venn diagrams derive their name from John Venn, who popularized their use in 1880 with his paper entitled, "*On the Diagrammatic and Mechanical Representation of Propositions and Reasonings."* But Venn diagrams have been around for much longer--philosophers and mathematicians have been employing similar diagrams since the 13th century. Venn diagram originate from a branch of mathematics called set theory. John Venn developed them in 1891 to show relationships between

sets. They are now used across many other disciplines. Informations is usually presented to students in linear text. Especially when there is a lot of information, it is difficult to see relationships in this format. Venn diagram enables students to organise information vissually so they are able to see the relationships between two or three sets of items. They can then identify similarities and differences. (Joyce, 2008).

Related to Leonard T (1999) there are some aims and potential benefits of Venn diagram. They are as follows:

1.  In teaching reading, Venn Diagram allows the student to comprehend the text faster without reading the whole passage
2.  It allows the student to recall the meaning that they got from the text
3.  It situates to be a strategic reader
4.  Potential benefits of the Venn diagram
5.  Helping students to become a strategic reader
6.  Helping students to preview new material
7.  G Making connections between new material and prior learning

8.  Recognizing patterns and main ideas in reading

9.  Understanding the relationship between the key idea

10. Organizing information and take note

11. Reviewing new materials

Nara (2012) states that the Venn diagram is a visual tool used to compate two things, peoples, places, similarity or grammar issues, by recording aspects of similarity in the overlapping circle and aspects of difference in separate sections of the circles. In helps to breakdown lengthy text into chunks that can be organized and easily read and understood.According to Waxlerr (2005), Venn diagrams are usually used after reading as a way to compare and contrast something the students just read about the text , listed the steps and the procedure of Venn Diagram. It can be seen in the following below:

1.  Students need to think some questions to prompt their answers

2.  Student need to take separately, brainstorms a list of characters/descriptions

3.  Opinion and ask them to write that under the item and idea.

4.  Students have to identify the key terms or concepts to be compared and contrasted.

5.  Students have to list or write the terms in the appropriate sections of the

6.  Venn Diagram on their paper

7.  Students should draw the structure of the Venn Diagram making circles for the concrete concepts with the appropriate overlaps areas for showing the similarities and then they need to label each circle with a concept name.

8.  Discuss students ideas and understanding; then have the students read the selection or read it aloud to them

9.  Encourage students to add ideas to the diagram during and after reading.

Thehearne, et al (2000: 162), Venn diagram often referred to as a compare/contract diagram, is made up of two or more overlapping circles. Students describe, compare, and contracts attributes and characteristics of things, people, places, events, characters, stories, and nonfictions texts using a visual representation.

VENN DIAGRAM



Differences  Similarities Differences
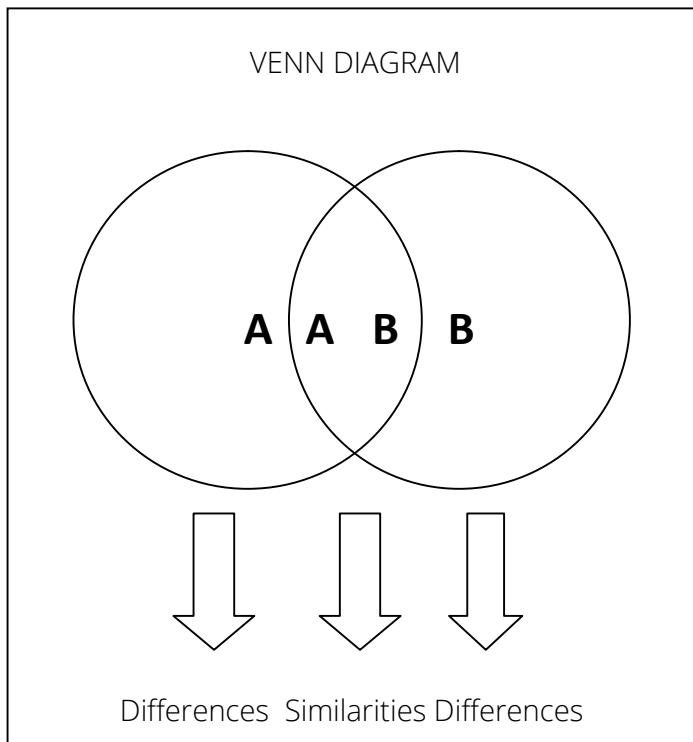
This ia an example of venn diagram wiil be introduced to students. Venn diagram is made of two overlapping circles. There are cercle Aand circle B for a compare and contrast axercise, circle A can show one item and circle B another.

The overlapping section (AB) Show similarities between item in A and B circle. The separate sections

show the differences between A and B. after it is explained to students. They will give two texts.

There aresome steps of creating venn diagram in teaching reading as follows (Joyce, 2008)

1. Students view written text, pictures, digram, or video/film about two items that have some related characteristicts.
2. Identify what items they want to compare(e.g., birds and bats)
3. Draw two overlapping circles. Label each circle (Bird, Bat)
4. In each circle, fill in the characteristicts of each item.
5. Identify which characteristics appear in both circles. These characteristic go in the intersection (where the two circles overlap)

According to trehearne, et al (2000:163), implementing venn diagrams as follows:

1. The teacher may introduce venn diagrams by asking whether and how students have used them in mathematics (to show how objects are similar and how they are different).

2.  The teacher explains that venn diagrams in reading are used for the same purpose.

3.  The teacher and students read a familiar story with a number of key characters of different settings to the students. The tteacher then works withtheclass to create a character or setting venn diagram. Alternatively, the teacher could select a research theme, such asanimals, and ask students to identify what is the same and what is diffrent about each animal. The information is recorded using a Venn diagram.

4.  students many than be asked to create a Venn diagram on their own or with a parner after giuded or independent reading. Students then have yhe opportunity to share and explain their diagrams to a small group or the whole class.

## 2.1.11 English Specific Purpose

ESP could be developed by students'need that should be done by the lecturer, it can be done thayt based on the classroom situation. Teaching situation has special achievement or goal for students in order to make easy for

learning especially reading comprehension nad ESP form should be able to develope student's immagination and to create new knowlege so they have special abiuity for positive and constructive thinking. ESP should also guide the students how to comprehend the spesific vocubulary, grammar and interpretation of the sentences. Definition of ESP (Dudley-Evans, 1997) Absolute Characteristics :

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Characteristic Variables :

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

4. ESP is generally designed for intermediate or advanced students

5. Most ESP courses assume some basic knowledge of the language systems

From the definition of ESP, we can comprehend that it should be very simple as a approaching of teaching methode in order to build a simple a way to evaluate students' suitability based on approaching experience in learning process.Implementation of the ESP in learning process should be suitable the students' needs, because it uses underlying methodology and activities in learning process.

## 2.1.12 Holistic View of ESP

*The idea of English for specific purposes (ESP) came about when linguists started to understand that language use is context driven. This understanding resulted in the development of courses such as business English, English for academic purposes, English for medical professionals, and English for tourism.*

At the core of ESP, I believe, is a learner-centred pedagogy. This means that an ESP course is designed to

meet learners' specific needs within their purpose for learning English. For example, an ESP course that is designed to prepare students for university studies will focus on developing specific skills, such as reading academic texts, writing academic essays, listening to lectures, and presenting seminars.

## 2.1.13 Theory and Practice for ESP

When designing ESP courses in specialised areas, it is important to consult content experts (Johns & Dudley-Evans, 1991). For example, course designers designing an ESP course for flight attendants should consult experienced flight attendants to identify course content. In order to ensure the course participants' needs are met, it is equally important to involve junior attendants in the course development process.

Drawing on ESP ideas, teachers can include in their classroom a wider range of texts that represent language use in a particular context (Seto, 2013). In an English for academic purposes (EAP) writing class, for example, learners can identify language features in authentic examples of the methodology section when they learn to

write the section. Read more in *What is the genre-based approach to writing?*.

A short awareness raising activity is to have EAP students underline useful words or phrases for academic writing. They can compare the words and phrases with their classmates, and discuss whether they would use these words in casual conversations. This comparison reinforces the idea that language use is dependent on context.

## 2.1.14 Is ESP different to General English?

The simple way how to find the specific different between ESP and General English.  As we know that, Actually,  agree or not  with this definition of ESP,  begins to see how broad ESP really is. In fact, one may ask 'What is the difference between the ESP and General English approach?' Hutchinson et al. (1987:53) answer this quite simply, "in theory nothing, in practice a great deal". When their book was written, of course, the last statement was quite true. At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a

needs analysis to find out what was necessary to actually achieve it. Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly materials writers think very carefully about the goals of learners at all stages of materials production. Perhaps this demonstrates the influence that the ESP approach has had on English teaching in general. Clearly the line between where General English courses stop and ESP courses start has become very vague indeed.

## 2.1.15 The Role of the Students for ESP

ESP program can be as an essential and fundamental that how to build the students' character in order to be better readers in the classroom.  What does the learner bring to the classroom and what is the task the language learner faces? The learners come to the ESP class with a specific focus for learning, subject matter knowledge, and well-developed adult learning strategies. They face the task of developing English language skills to reflect their native-language knowledge and skills.

1.  Focus for Learning: The ESP student has a particular purpose and focus for learning. People learn

languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. ESP is a vehicle for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. Successful learners pay attention to the meaning of the language they hear or read and do not focus primarily on the linguistic input or isolated language structures. The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject or body of facts to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. Rather, English should be presented in authentic contexts to acquaint the learners with the particular ways the language is used in functions that they will need to perform in their specialty fields.

2. Subject-Matter Knowledge: Learners in the ESP classroom are able to make a real contribution to the language learning process. They are generally aware

of the purposes for which they will need to use English. Having already oriented their training toward a specific field, they see their English instruction as complementing this orientation. Knowledge of the speciality area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In this way, the learners can take advantage of what they already know about the subject matter field to learn English.

3. Adult Learning Strategies: Learning as an adult has advantages adults must work harder than children to learn a new language, but the learning strategies they bring to the task enable them to learn faster and more efficiently. The skills they have already developed in reading and writing their native languages will make learning English easier. Although the English of the students you will be working with will most likely be quite limited, the language learning abilities of the adult in the ESP classroom are potentially great. Language learning continues naturally throughout our lives. Educated adults are constantly learning new language behavior in their native languages;

expanding vocabulary, becoming more articulate in their fields, and modifying their linguistic behavior in new situations or new roles. ESP students can tap these natural competencies in learning English.

## CHAPTER III
# RESEARCH METHODOLOGY



### 3.1  Research Design

According to Kowalczyk, D (2018 ) a quasi-experiment is simply defined as not a true experiment. Since the main component of a true experiment is randomly assigned groups, this means a quasy-experiment does not have randomly assigned groups. Quasy experimental with Nonequivalent control group design was used by this research. According to Sugiono (2010:16), Nonequivalent control group design is almost similar to Pretest and

Posttest control group design, but this design of the experimental and control group were not chosen as randomly.Sometimes a researcher needs a particular type of participant or they only have access to certain group of participants. This means that the researcher collects participants in a group that cannot or should not be divided up, or more simply, the researcher cannot randomly assign the participants. This non-equivalent group is defined as an experiment where existing groups are not divided ( Kowalczyk, D : 2018)

Experimental design was divided in two groups by the researcher in order to be easy for doing this research. The groups consist of experimental group and control group. Before giving the treatments, the researcher must do the pre-test. Pre-test was used in order to determine the experimental and control group and after that the researcher applied the different treatments.

The experimental group was taught by using Venn Diagram and the control group was taught by using common strategies by the researcher in the classroom.After giving the treatments three times, so the researcher did the Post-test. It was done to find out the effect of using Venn

Diagram in experimental group without applying Venn Diagram in control group.

The Design of This research was as follows :

Tabel 1. Table of Groups

| Groups | Pre-Test | Treatments | Post-test |
|---|---|---|---|
| Experimental group | Y1 | X1 | Y2 |
| Control Group | Y1 | X2 | Y2 |

Y1: Pre-test     X1     : Using Venn Diagram
Y2: Post-test     X2     : without using Venn Diagram

## 3.2 Population and Sample

### 3.2.1 Population

Based on Sugiono (2010 : 117), the population is the generalization area tha consists of object or subject that has particlar quality and characteristics that are determined by researcherollection of individuals or objects that is the main focus of a scientific query. Population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Reseach Population is generally a large c Arikunto,S (2006 :130) states that totality of research

subject is called population. The population of this research was third grade students at Law faculty of IAIN Bengkulu. They consists of two international class, III A and III B as can be seen in this table below:

Table 2. The Population of  the research

| Classes | Number | Male | Female |
|---|---|---|---|
| III A International | 16 | 7 | 12 |
| III B International | 16 | 8 | 5 |
| Total | 32 | 15 | 17 |

Source :  (Law faculty of IAIN Bengkulu : 2019)

### 3.2.2 Sampel

The researcher used total sampling to determine the sample. According to Sugiono (2010:124), total sampling  is a technique to determine the sample if whole of population is used as the sample. A sample is smply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis.The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their

study can be used to derive conclusions that will apply to the entire population. It is much like a give and take process. The population "gives" the smaple, and then it "Takes" conclusions from the results obtained from the sample.The researcher chose this sampling technique because it had small quantity in population. The sample of this research were the students of class III A consists of 16 students and IIIB consists of 16 students. The total of samples were 32 students international class of law faculty of IAIN Bengkulu.

Tabke 3. The Total Samples of the Research

| International Class | Number of International Students of Law Faculty |
|---|---|
| III A International Class | 16 Students |
| III B International Class | 16 Students |
| Total | 32 students |

Source :  (Law faculty of IAIN Bengkulu : 2019)

## 3.3 Instrument of the Research

Research instruments are tools develoved by researchers to achieved their stated objectives when carrying out a research study. In the other words, research instruments are designed tools that aid the collection of data for the purpose of anaysis.

This instrument of this research was a reading test, used easy test  as an inrtrument. The total number of Items were teen ietms. The students answered the questions that relate to the text. The researcher used camera digital to record thje reading activity of the students in experimental and control class.

### 3.3.1 Data analysis

Process inspecting, cleansing, transforing, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different business, science, and social science domains. In today's business world, data analysis plays a role in making decisions more scientific and helping businesses operate more effectively.

The process of data analysis
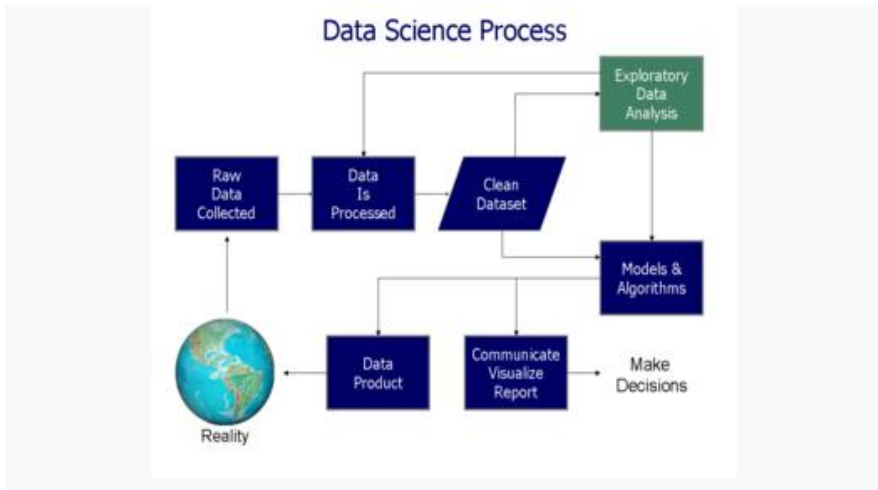


Source : Data science process flowchart from Doing Data Science, by Schutt & O'Neil (2013)

Analysis refers to breaking a whole into its separate components for individual examination. Data analysis is a process for obtaining raw data and converting it into information useful for decision-making by users. Data are collected and analyzed to answer questions, test hypotheses or disprove theories.

### 3.3.2 Data requirements

The data are necessary as inputs to the analysis, which is specified based upon the requirements of those directing

the analysis or customers (who will use the finished product of the analysis). The general type of entity upon which the data will be collected is referred to as an experimental unit (e.g., a person or population of people). Specific variables regarding a population (e.g., age and income) may be specified and obtained. Data may be numerical or categorical (i.e., a text label for numbers).

### 3.3.3 Data collection

Data are collected from a variety of sources. The requirements may be communicated by analysts to custodians of the data, such as information technology personnel within an organization. The data may also be collected from sensors in the environment, such as traffic cameras, satellites, recording devices, etc. It may also be obtained through interviews, downloads from online sources, or reading documentation.

Relationship of Data, Information and Intelligence

| Operational Environment | Data | Information | Intelligence |
| | Collection | Processing and Exploitation | Analysis and Production |

Source: Joint Intelligence / Joint Publication 2-0 (Joint Chiefs of Staff)
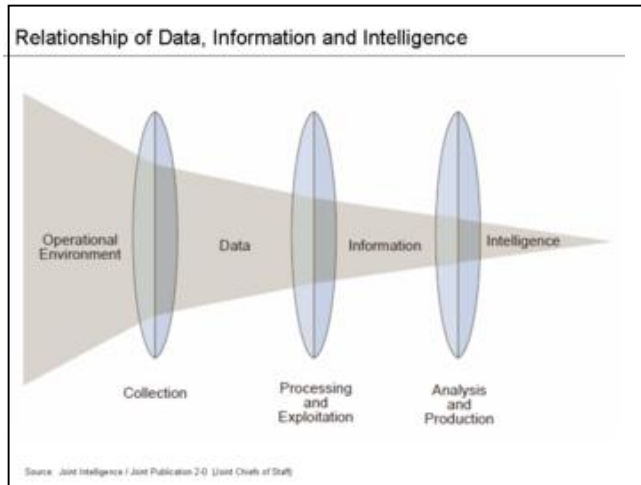
The phases of the intelligence cycle used to convert raw information into actionable intelligence or knowledge are conceptually similar to the phases in data analysis.

Data initially obtained must be processed or organised for analysis. For instance, these may involve placing data into rows and columns in a table format for further analysis, such as within a spreadsheet or statistical software.

### 3.3.4 Data Cleaning

Once processed and organised, the data may be incomplete, contain duplicates, or contain errors. The need for data cleaning will arise from problems in the way that data are entered and stored. Data cleaning is the process of preventing and correcting these errors. Common tasks

include record matching, identifying inaccuracy of data, overall quality of existing data, deduplication, and column segmentation. Such data problems can also be identified through a variety of analytical techniques. For example, with financial information, the totals for particular variables may be compared against separately published numbers believed to be reliable. Unusual amounts above or below pre-determined thresholds may also be reviewed. There are several types of data cleaning that depend on the type of data such as phone numbers, email addresses, employers etc. Quantitative data methods for outlier detection can be used to get rid of likely incorrectly entered data. Textual data spell checkers can be used to lessen the amount of mistyped words, but it is harder to tell if the words themselves are correct.

### 3.3.5 Exploratory data analysis

Once the data are cleaned, it can be analyzed. Analysts may apply a variety of techniques referred to as exploratory data analysis to begin understanding the messages contained in the data. The process of exploration may result in additional data cleaning or additional requests for data, so

these activities may be iterative in nature. Descriptive statistics, such as the average or median, may be generated to help understand the data. Data visualization may also be used to examine the data in graphical format, to obtain additional insight regarding the messages within the data.

## 3.4 Data Collecting Technique

The researcher used some steps to collect the data as follows :

1.  The sresearcher did Pre-test, it was done to find out how far the students' reading skill and to choose the classes which become experimental class and control class based on students's test score.
2.  The researcher did treatment for three times by using Venn Diagram in the experimental  class, whereas inthe control class, without using Venn Diagram.
3.  The researcher gave the Post-test after three times treatments at experimental and control class. The purpose of Post-test was to know the effect of Using Venn Diagram oon students' reading comprehension.

## 3.5 Research Procedure

### 3.5.1 Problems With Pretest-Posttest Designs

The main problem with this design is that it improves internal validity but sacrifices external validity to do so. There is no way of judging whether the process of pre-testing actually influenced the results because there is no baseline measurement against groups that remained completely untreated. For example, children given an educational pretest may be inspired to try a little harder in their lessons, and both groups would outperform children not given a pretest, so it becomes difficult to generalize the results to encompass all children.

The other major problem, which afflicts many sociological and educational research programs, is that it is impossible and unethical to isolate all of the participants completely. If two groups of children attend the same school, it is reasonable to assume that they mix outside of lessons and share ideas, potentially contaminating the results. On the other hand, if the children are drawn from different schools

to prevent this, the chance of selection biasarises, because randomization is not possible.

The two-group control group design is an exceptionally useful research method, as long as its limitations are fully understood. For extensive and particularly important research, many researchers use the Solomon four group method, a design that is more costly, but avoids many weaknesses of the simple pretest-posttest designs.

## 3.5.2 Pre-test

A preliminary test administered to determine a students' base line knowledge or preparedness for an educational experience or course of study or test taken for practice. The researcher did Pre-test before doing the treatments. Pre-test was used to determine which become experimental class and control class based on students' score.

1. Doing Treatments

   The researcher did three times treatments in the experimental class.

2. Treatments for experimental class

   a. Treatment 1

1) The researcher came to experimental class

2) The researcher explained about the Venn Diagram and how to implement it

3) The researcher gave two descriptive texts about Mr. Jack and Mr. Ted

4) The researcher asked to the students to read two descriptive texts, then asked to students to draw Venn Diagram.

5) The researcher asked to the students to identify simmilarities and differences of two descriptive texts by recording in Venn Diagram

6) Then, the researcher gave exercise to the students relted to the two descriptive texts.

7) The students answered the questions

8) The researcher asked to the students to collect their answers

9) The researcher checked the students' answers.

b. Treatment 2

1) After the researcher entered to the class, He/she reviewed the material given before about Venn Diagram.

2) The researcher asked to the students' understanding about Venn Diagram

3) The researcher gave two descriptive text about " Introduction to Law and The Era of Reformation and " The E ra of Reformation

4) The researcher asked to students to read two descriptive texts, then, asked to students to draw Venn Diagram

5) The researcher asked to the students to identify simmilarities and differences by recording Venn Diagram

6) Researcher gave exercise to the students realated to the two descriptive texts

7) The students answered the questions

8) The researcher asked to the students to collect their answers.

9) The researcher checked the students answer.

c. The control Class

In the control class, the researcher taught the students without Using Venn Diagram for three times. The researcher taught by using the way as the lecturer's usual way. The lecturer gave the text and the

students tranlated the text, then answered the questions.

d. Post-test

After finishing the treatments, the researcher gave the post test for experimental and control class.

### 3.5.3 The Criteria of Scoring

To find out the description of students' reading comprehension, the score of the test was analyzed by using the formula :

$$\text{Level of Mastery} = \frac{\text{The number of the right answers}}{\text{The number of the items}} \times 100\%$$

The researcher used the percentage interval criteria of ability to determine the students' reading comprehension as follows :

Table 4. The percentage Interval Criteria of ability

| INTERVAL | QUALIFICATION |
|----------|---------------|
| 90-100 % | Very Good |
| 80-89 % | Good |
| 70-79 % | Sufficient |
| < 70 % | Insufficient |

a. Data Analysis Technique

The researcher used T- test in analyzing the data, there were some steps to analyze the data :

1. The reseacher collected the students'answers through reading test item first

2. The researcher wroten down students' test result from the reading tests.

3. The researcher gave scoring for the students' reading test by using T-test formula to know the significant of using the Venn Diagram from the control and experimental classes. The formula was as follows :

$$T = \frac{X1 - X2}{\sqrt{\frac{\sum X^2{}_1 - (\sum X_1)^2/n_1 + \sum X^2{}_2 - (\sum X_2)^2 / n_2 (1/n_1 + 1/n_2 n_1)}{n_1 + n_2{}^{-2}}}}$$

# CHAPTER IV
# RESULTS AND DISCUSSIONS



## 4.1 The Result

In this chapter, the result of the research was presented. The result showed that the students' reading comprehension at the III international class students of law faculty. It was proven by the significant comparison between the result of Pre-test and Post-test. All the data and result of the research were presented in the following section.

## 4.1.1 The Pre-test Result

The Pre-test was conducted on 19th of March 2018 for the experimental group and 15th of March 2018 for the control group. The Pre-test was given to the experimental class and control class to see the students' reading comprehension before the researcher gave treatment to the experimental class. In the Pre-test, the researcher asked to the students to answer the essay item based on the text. The topics were " The High Court and The supreme Court". The topics were valid because the researcher take the topic based on ESP (English Specific Purpose) for Law. The final Result of the Pre tet can be seen in the table below:

Table 1. The Pre- test Result for Experimental group

| Number of Student | The Highest Score | Frequency | The Lowest | Frequency | Total | Mean |
|---|---|---|---|---|---|---|
| 16 | 80 | 1 | 40 | 1 | 1010 | 63,13 |

Table 2. The Pre-test Result For control Group

| Number of Student | The Highest Score | Frequency | The Lowest | Frequency | Total | Mean |
|---|---|---|---|---|---|---|
| 16 | 75 | 1 | 50 | 2 | 1015 | 63,44 |

Based on the table above, we can see the scores of students in the Pre-test. The high score in experimental group was 80, achived by 1 student and the lowest score was 40 achived by one student. The mean score of pre-test in the experimental group was 63,13. While the highest score in the control group was 75, achived by one student and the lowest score was 50 achived by two students. The mean score of pre-test in the control group was 63,44.

### 4.1.2 Treatments

After giving Pre-test for two groups, the researcher gave treatments to the experimental class and control class. Venn Diagram as a treatment in experimental class, but in control class, without using venn diagram in teaching and learning process.

1. In the Experimental class

a. Treatment 1

The first treatment was held on 22$^{nd}$ of March 2018. The researcher gave the treatment to the students by using Venn Diagram. The first, the researcher explained about Venn diagram and how to implement it. Then, the researcher gave two

descriptive texts about Mr. Jack And Mr. Ted and the researcher asked to the students to draw a Venn diagram. The researcher asked to the students to read two descriptive text by identifying simmilarities and differences of two descriptive texts to fill Venn Diagram. After that, the researcher gave exercise to the students related to the two descriptive texts. Then, the students answered the questions. The researcher asked to the students to collect their answers. The researcher corrected the students'answers.

b. Treatment II

The second treatment was held on 27$^{th}$ of March 2018. The rsearcher reviewed the material given before about Venn Diagram. Then, gave two descriptive texts about "Extraordinary Military Courts and Joint Military Courts" and the researcher got the students to draw a Venn Diagram. The researcher got the students to read two descriptive texts by identifying simmilarities and differences of two descriptive texts to fill Venn Diagram. After that, the researcher gave exercise to the students related to the two descriptive texts. Then, the students answered

the questions. The researcher got the students to collect their answers and corrected the students' answers.

c. Treatmen III

The Third treatment was held on 29th of March 2018. The researcher reviwed the material has been given by using Venn Diagram. Then, the researcher gave two descriptive texts about "The High Court and The supreme Court" the aim" for the students to identify simmilarities and differences. The students drew Venn Diagram. The students read the texts by filling Venn Diagram. The researcher gave exercises for students. Then , the students answered the questions and collected their answers. The researcher corrected the students' answers and made conclusions based on the materials.

2. The control Class

In the control class, the researcher gave the same topics with experimental class. The teaching process was conducted on 22nd, 25th, and 27th of March 2018. The researcher taught them without using Venn Diagram. The

researcher gave them explanation and asked the students to answers this exercises.

### 4.1.3 The Post-test Result

The Post-test was done on 7th of April 2018 in control class. While, in the experimental class was done on 8th of April 2018. After the researcher had done treatments by Venn Diagram and without using Venn Diagram for three times in experimental and control class, the post- test was given to both classes. The the Post-test, the researcher asked to the students to answer the essay items based on the text given. The Post-test topic was same as the pre-test. The topic was :'The High Court and The supreme Court"the aim of Post-test was to know whether there was possitive effect or not after the researcher implemented Venn Diagram as a treatment in the experimental class. The Post-test result was analyzed by Using T-test formula. Based on the calculation in the Post-test showed that the students' score increased from scores in the Pre-test. It can be seen from the table score below:

Table 3. The Result Post-Test in Experimental group

| Number of student | The highest score | Frequency | The lowest | Frequency | Total | Mean |
|---|---|---|---|---|---|---|
| 16 | 80 | 7 | 50 | 1 | 1165 | 72,81 |

(Sources : Data score : 2018)

Table 4. The Result Post-Test in Control group

| Number of student | The highest score | Frequency | The lowest | Frequency | total | Mean |
|---|---|---|---|---|---|---|
| 16 | 80 | 1 | 50 | 2 | 1050 | 65,63 |

(Sources : Data score : 2018)

Based on the table above, it can be seen that the score of the students after they learned about Venn Diagram. The highest score was 80, achived by 7 students and the lowest score was 50, achived by 1 student.From the calculation the Post-test results in the experimental group, the mean score of the Post-test was 72,81. It showed there was difference between Pre-test and Post-test in experimental group after the researcher used Venn Diagram as a treatment on the students' reading comprehension.

In the control group, the highest score was 80, achived by 1 student and rhe lowest score was 50, achived by 2

students. From the calculation (see Appendix), the mean score of control group was 65,63.

According to the calculation (see Appendix), the T-table was found to be 2,0423(Level significance = 0,05, df = n1 + n2-2 = 16 + 16 – 2 = 30), two tailed test. The T-Count was compared to the T-table (2,25 >2,0423). The conclusion was that HI was accpeted and H0 was rejected. In other words, there was asignificance difference in Post-test average score after giving treatments (by Venn Diagram) in the experimental class from students' average score in the control class (without Venn Diagram). It means that the using of Venn Diagram has an effect for increasing students' ability for comprehending of the text in the reading skill.

Based on the explanations above, it can be seen that the scores of both classes were increased. But there is no significant increasing in the control group without using Venn Diagram.

## 4.1.4 The Analysis of Pre-Test and Post-test result

In analyzing of Pre-test and Post-test, the score of each class were compared to see whether there was increasing or not in students' reading comprehension.

| Class | Mean Score | | Increasing |
|---|---|---|---|
| | Pre-test | Post-test | |
| Experimental | 63,13 | 72,81 | 9,68 |
| Control | 63,44 | 65,63 | 2,19 |

Based on the table score above, mean secore of Pre-test and Post-test between experimental and control class were compared. Mean score in the Pre-test of control class was higher than experimental class. Mean score in the Post-test of experimental class that was Venn Diagram as a treatment was higher than mean score's in the control group without used Venn Diagram. It can be seen in the Post-test result, the mean score in the experimental was 72,81, whereas in the control class was 65,63. The mean score of two groups were increased. In the experimenal class,the mean score incresed was 9,68 whereas in the control class, the mean score increased was 2,19 so, the difference of mean scores of Post-test was 7,49.

## 4.2 Discussion

According to the result, this research had given describing that it concluded which Venn Diagram gave positive effect fo the students' reading comprehension.

Based on the calculation by using T-test formula that T-count was higher than T-table (2,25 >2,0423. It because the Venn Diagram is one of Graphic Organizer Strategy could help students in reading comprehension. Before the researcher gave treatment there were some problems that have been found. But after the researcher did the treatments for three timea, the researcher could show students' raising in their comprehension. The students' problems in reading comprehension were they found the text was hard to be understood, so it needed much time to answer the questions. In this research, did two tests to get the data. They were Pre –test and Post-test. The researcher gave Pre-test both of classes before given treatments, and the last the researcher was giving the Post-test for both of classes after given the treatment for the experimental classes. The result proved that using Venn Diagram in teaching –reading comprehension could increase students' reading comprehension.

### 4.2.1 Pre-Test

The researcher gave the Pre-test before the researcher has given treatment in the experimental class.

The highest score was 80, achieved by seven students and the lowest score was 40 achived by one student. According to the calculation, the mean score of Pre-test in the experimental class was 63,13 whereas, the highest scor in the control class was 75, achieved by one student and the lowest score was 50 achived by two students. The mean score of Pre-test in control class was 63,44 (see Appendix). So the students' reading comprehension was low. The provement that the students had difficulties to understand about the text in this test.

### 4.2.2 Treatments

The researcher had done treatments for three times after giving the Pre-test in experimental class. Each treatments had diffrent topics and the topics were "Mr. Jack And Mr. Ted, the fist treatment had been given. The second treatment were "Extraordinary Military Courts and Joint Military Courts"the last treatment were "The High Court and The supreme Court" the aim. At the first treatment, the students were still feel difficult and confused how to understand the text and to implement in Venn Diagram by finding simmilarities and differences between two reading

texts. The reasearcher and the students made Venn Diagram and discussed about them. At the second treatment , this still described that the stuents were still confused to find out diffrences and simmilarities about the reading text to fill Venn Digram and they still read the text when the answered these quetions. The Last treatmnet, the researcher reviewed the material before to make the students understood about Diagram Venn. At this treatment, it was found that, the students had understood how to make Venn Diagram by finding differences and simmilirities. This situation proved that the students also enjoyed to answer the quetions that based on Venn Diagram so that they could answer the reading text quetions well.

### 4.2.3 Post Test

Post test is asking form that has given after learning process so simply the posttest is end evaluation when the materials were taught by the lecturer after that gave the Posttest or a test taken after programme, mcourse, and desigened to measure its value or effectiveness , usually by

comparing the results with those of a test taken before such training.

Based on the Post-testhad been given for two classes (experimental and control class). After getting the data through Post-test, the researcher had corrected and analyzed the data.

According to the results of the pOst-test, there was a significant difference between students' score that used Venn Diagram in experimental class with students' score in control class without used Ven Diagram as a treatment (2,25 > 2,0423). T-count was higher than T-table, so the scores of two classes increased and their reading comprehension was high. According to Gay (1990), stated that T- count was

Higher than t-table, it means the results of the research was success where the Null Hypothesis(H0) was rejected and alternative Hypothesis (HI) was accepted. The topic was given some as in the Pre-test. The topics were : The High Court and The supreme Court" the aim.

In fact that the students who were taught without using venn diagram.

# CHAPTER V
# CONCLUSIONS AND SUGGESTIONS

## 5.1  Conclusions

1. Venn Diagram is one of Graphic strategies that gave a positive effect for the students' reading comprhension fo r law. According to the result of the Pre-test, mean score of experimental class was lower than control class. Post test had the results that the mean score of experimental class was higher than tcontrol class. Based on the analysis of the data showed that the mean score of two classes were increased in the Post-test result.

2. Venn Diagram is one of learning reading strategies by using graphic because it can be able to develope the

students' immagination how to comprehend the reading text. This learning strategy can also give something different for students how to find comparing about the reading text.

3. Venn diagram is a simple away to get detail information from the reading text because it gives something new how to predict the vocabulary and sentences in the reading text. The venn diagram showed the result improving significantly for students tand gave provement that students felt easy to comprehend the reading text.

## 5.2 Suggestions

Based on the analysis of the data that researcher got so the researcher would like to give some suggestions for lecturers and students that learned English for law.

The suggestions are follows :

1. For lecturers : ven Diagram could be one of the alternative strategies for teaching reading because it could improve the students' ability for learning reading comprehension.

2. For students : the students are suggested to implementate the Venn Diagram in the classroom activity

in order to help them to increase their reading comprehension.

3. Venn Diagram is one of alternative strategies for improving students'ability how to comprehend the reading text.

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Appendix 1
The Result of Pre-Test in Experimental Class

| No | Name | X1 | $X1^2$ | Qualification |
|----|------|-----|--------|---------------|
| 1 | Chandra F | 70 | 4900 | Sufficient |
| 2 | Ebi Sandra | 70 | 4900 | sufficient |
| 3 | Farhan M | 60 | 3600 | In sufficient |
| 4 | Oktorio | 60 | 3600 | In sufficient |
| 5 | Sarah Anbar | 80 | 6400 | Good |
| 6 | Wahyu Akbar | 60 | 3600 | In sufficient |
| 7 | Widia Nova | 70 | 4900 | sufficient |
| 8 | Ayu Wulandari | 60 | 3600 | In sufficient |
| 9 | Mulyadi | 70 | 4900 | sufficient |
| 10 | Monica Septiani | 60 | 3600 | In sufficient |
| 11 | Robi Ariansyah | 60 | 3600 | In sufficient |
| 12 | Wika widiantari | 60 | 3600 | In sufficient |
| 13 | Puspita Sari | 70 | 4900 | sufficient |
| 14 | Riki Alamin | 60 | 3600 | In sufficient |
| 15 | Suci Rama Sari | 60 | 3600 | In sufficient |
| 16 | Via Indri Yulita | 40 | 1600 | In sufficient |
| | Total ∑ | 1010 | 64900 | |

Note : X1 =  Pre-Test Experimental Class

$\bar{X}$ x 1 = 63,13

Source : Data 2019 Englishy Law International class

Appendix 2
The result of Pre –Test in Control Class

| No | Name | X1 | $X1^2$ | Qualification |
|---|---|---|---|---|
| 1 | Herda Ananda | 60 | 3600 | Insufficient |
| 2 | M. Priyola | 65 | 4225 | Insufficient |
| 3 | Muhammad Aziz | 55 | 3025 | Insufficient |
| 4 | Wendi Hardian | 50 | 2500 | Insufficient |
| 5 | Ayuni | 75 | 5625 | Sufficient |
| 6 | Dyo Rahmansyah | 60 | 3600 | Insufficient |
| 7 | Evillia | 70 | 4900 | Sufficient |
| 8 | Felly Julia | 70 | 4900 | Sufficient |
| 9 | Andika | 70 | 4900 | sufficient |
| 10 | Azizah | 60 | 3600 | Insufficient |
| 11 | Khairudin | 50 | 2500 | Insufficient |
| 12 | Zakiah | 60 | 3600 | Insufficient |
| 13 | Atep Sultanudin | 70 | 4900 | Sufficient |
| 14 | Reksa Valensia | 70 | 4900 | sufficient |
| 15 | Cantika W | 70 | 4900 | sufficient |
| 16 | Esa Prasetiawati | 60 | 3600 | Insufficient |
| | Total ∑ | 1015 | 65275 | |

Note : X2 = Pre –test Control Class

$\overline{X}$ x2 = 63,44

Source : Data 2019 Englishy Law International class

Appendix 3
The Result of Post-Test in Experimental Class

| No | Name | X1 | X1$^2$ | Qualification |
|----|------|----|--------|---------------|
| 1 | Chandra F | 70 | 4900 | Sufficient |
| 2 | Ebi Sandra | 80 | 4900 | Good |
| 3 | Farhan M | 70 | 3600 | In Sufficient |
| 4 | Oktorio | 70 | 3600 | In Sufficient |
| 5 | Sarah Anbar | 70 | 6400 | Insufficient |
| 6 | Wahyu Akbar | 80 | 3600 | Good |
| 7 | Widia Nova | 80 | 4900 | Good |
| 8 | Ayu Wulandari | 50 | 3600 | In Sufficient |
| 9 | Mulyadi | 75 | 4900 | Sufficient |
| 10 | Monica Septiani | 75 | 3600 | Sufficient |
| 11 | Robi Ariansyah | 80 | 3600 | Good |
| 12 | Wika widiantari | 80 | 3600 | Good |
| 13 | Puspita Sari | 80 | 4900 | Good |
| 14 | Riki Alamin | 65 | 3600 | In Sufficient |
| 15 | Suci Rama Sari | 60 | 3600 | In Sufficient |
| 16 | Via Indri Yulita | 80 | 1600 | Good |
|  | Total ∑ | 1165 | 85975 |  |

Note : X1 =  Post-Test Experimental Class
$\overline{X}$  x 1 = 72,81

Source : Data 2019 Englishy Law International class

Appendix 4
The Result of Post-Test in Experimental Class

| No | Name | X1 | $X1^2$ | Qualification |
|----|------|----|--------|---------------|
| 1 | Chandra F | 70 | 4900 | Sufficient |
| 2 | Ebi Sandra | 80 | 4900 | Good |
| 3 | Farhan M | 70 | 3600 | Sufficient |
| 4 | Oktorio | 70 | 3600 | Sufficient |
| 5 | Sarah Anbar | 70 | 6400 | Sufficient |
| 6 | Wahyu Akbar | 80 | 3600 | Good |
| 7 | Widia Nova | 80 | 4900 | Good |
| 8 | Ayu Wulandari | 50 | 3600 | In Sufficient |
| 9 | Mulyadi | 75 | 4900 | Sufficient |
| 10 | Monica Septiani | 75 | 3600 | In Sufficient |
| 11 | Robi Ariansyah | 80 | 3600 | Good |
| 12 | Wika widiantari | 80 | 3600 | Good |
| 13 | Puspita Sari | 80 | 4900 | Good |
| 14 | Riki Alamin | 65 | 3600 | In Sufficient |
| 15 | Suci Rama Sari | 60 | 3600 | In Sufficient |
| 16 | Via Indri Yulita | 80 | 1600 | Good |
| | Total ∑ | 1165 | 85975 | |

Note : X1 = Pre-Test Experimental Class
$\overline{X}$ x 1 = 63,13

Source : Data 2019 Englishy Law International class

Appendix 5
The result of Pre –Test in Control Class

| No | Name | X1 | $X1^2$ | Qualification |
|----|------|-----|--------|---------------|
| 1 | Herda Ananda | 60 | 3600 | Insufficient |
| 2 | M. Priyola | 65 | 4225 | Insufficient |
| 3 | Muhammad Aziz | 55 | 3025 | Insufficient |
| 4 | Wendi Hardian | 50 | 2500 | Insufficient |
| 5 | Ayuni | 75 | 5625 | Sufficient |
| 6 | Dyo Rahmansyah | 70 | 3600 | Insufficient |
| 7 | Evillia | 60 | 4900 | Sufficient |
| 8 | Felly Julia | 70 | 4900 | Sufficient |
| 9 | Andika | 70 | 4900 | Sufficient |
| 10 | Azizah | 70 | 3600 | Insufficient |
| 11 | Khairudin | 50 | 2500 | Insufficient |
| 12 | Zakiah | 60 | 3600 | Insufficient |
| 13 | Atep Sultanudin | 70 | 4900 | Sufficient |
| 14 | Reksa Valensia | 75 | 4900 | Sufficient |
| 15 | Cantika W | 70 | 4900 | Sufficient |
| 16 | Esa Prasetiawati | 80 | 3600 | Insufficient |
|  | Total ∑ | 1050 | 70100 |  |

Note : X2 = Pre – test Control Class
$\overline{X}$ x 2 = 65,63

Source : Data 2019 Englishy Law International class

Appendix 6
Calculating Data of Post Test Result

$$T = \frac{X_1 - X_2}{\sqrt{\dfrac{\sum X^2_1 - (\sum X_1)^2/n_1 + \sum X^2_2 - (\sum X_2)^2/n_2\ (1/n_1 + 1/n_2\, n_1)}{n_1 + n_2{}^{-2}}}}$$

$$= \frac{7{,}18}{\sqrt{\dfrac{2342{,}19\ (0{,}13)}{30}}}$$

$$= \frac{7{,}18}{3{,}19}$$

$$= 2{,}25$$

T-Count > T-table
2,25 > 0,0423

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