

**The Effect of Language Experience Approach on Students Reading
Comprehension Achievement**

(A Quasy Experiemental Research at First Grade Students of SMPN 1 Pesisir
Utara, Pesisir Barat Lampung in Academic Year 2018/2019))



THESIS

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MOTTOS

"Verily, after the difficulty there is a facility, then when you are finished, do the other (things). And only to Allah SWT shall you hope"

(Q.S. Al-Insyirah : 6-8)

"Then can be miracle when your believe, sometime you will because your believe"

"Three word that I applying when do something are sincere, integrity and loyalty"

"Remember only to God whenever and wherever we are, only to Him is where we ask and pray"

(Penulis)

DEDICATION

Bissmillahirohmanirrohiim

In the name of allah, the most gracious and merciful. All praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis.

Shalawat and shalam to our prophet Muhammad SAW, his family and friends.

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Finally, the researcher realized that this thesis report was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, 29 Januari 2018

The Researcher



ANGGI HUKNIATI

ABSTRACT

Anggi Hukniati, January, 2019. The Effect of Language Experience Approach on Students' Reading Comprehension Achievement. (Quasy-Experimental Research at the First Grade Students of SMPN 1 Pesisir Utara, Pesisir Barat Lampung in Academic Year 2017/2018)

Advisor : 1. Risnawati, M.Pd

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Key Word : Language Experience Approach, Reading Comprehension

The thesis aims to finding out the problems faced by VII grade students of SMPN 1 Pesisir Utara, Pesisir Barat Lampung in reading comprehension. The objective of this research was to whether or not use Language Experience Approach effect the students motivation for the first grade students of SMPN 1 Pesisir Utara, Pesisir Barat Lampung and whether or not the first grade students of SMPN 1 Pesisir Utara, Pesisir Barat Lampung are interested in reading comprehension achievement using Language Experience Approach. This research quasy experimental. The population of the research was all first grade students SMPN 1 Pesisir Utara, Pesisir Barat Lampung. The researcher chose class VII.A as experimental group (28 students) and class VII.B as control group (28 students) as sample of the research. The technique of data collecting technique was used reading comprehension test. There are two test, pre-test and post-test. The data of this research used quantitative and the design is quasy-experimental. The research instrument used to collect data is reading test.. Then, the research instrument was in the form of 20 multiple choice-test items. Based on statistical there was significant differences in reading comprehension achievement between the students who were taught by using Language Experience Approach and that of those who were not. It was showed T-count of 34,53 was higher than T-table (1,70) of significant 0,05.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of important skill in English. It is the main source of language input and necessary to improve other language skills like speaking and writing.¹ Reading is also one of four skill in learning English. By reading, we can get new information, add knowledge, and students will know how to read English text effectively. Reading needs a high comprehension, the students' have to understand about the content of the text or passage. Based in curriculum 13, students should master four skills of English skills so that they can implement their English skills in areal life for having interaction with their own environment. Then, English is also as one of lesson that is tested in the national final exam where most items are in form of reading comprehension test.

Reading is complex activity that involved recognition and comprehension process. Comprehension is the goal of the reading. In reading comprehension, students not only read the text but also they understand what they read. The brief opinion about reading form Nutall, state that reading is an activity to understand the massage from text and the reader read a text, in order to get information that is send by writer. It means that reading is not just to got some information and knowledge, but the reader tried to understand and look for the meaning what that writer's mean. However, most students still cannot

¹Yang Yang, "A Research on Reading Strategies Among Non-English Major Postgraduates", *Journal of English Language Teaching*, Vol. 9 No 8, July 2016. Pp. 204

understand and get difficulties in comprehend reading, because reading is receptive skill and most of the students have difficulty in understand the text, understand vocabulary, and purpose of the text.

Based on curriculum 13 at Junior High School level, teacher focuses on the ability to express opinions, discuss, make reports and presentations kinds of texts.² It is because the approach to language teaching and learning genre based the English teacher seemed to do more activities in reading comprehension. At junior high school level, students must discuss, on make reports and presentation about various kinds of genre texts. In other words curriculum 13, the students learn in detail about genre texts that include the structure of the texts and the information stated in the text.

There many problems that occur in teaching reading. First, the students' ability in reading were still low and the students faced many difficulties in reading text. Second, the students often failed in reading texts because lack of vocabularies and technique in reading. Third, students have low motivation to read the text. Four, the teacher's technique and strategy in teaching are still applied a traditional method, the teachers asked the students to write things in their exercise books freely, read the texts by heart and opened dictionary anytime they stuck on using words that they didnot know. It caused the students are bored and did not have a concentration in learning. So, they could not gain the purpose of reading.

²BadanStandartNasionalPendidikan (BSNP) and DirektoratPembinaan SMP DitjenMandikdasmenDepdiknas. *Model Silabus Mata PelajaranBahasaInggrisSekolahMenengahPertama*. Jakarta, BSNP, 2006, P. 5.

Analizing the problems mention above, the researcher found that this problems are caused by some sources. The cause of the problems can be categorize into two problem. They are view from the studentsproblem and teacher problem. From the students aspect the causes have students ability reading are still low to read because they do not understand about material in the read the text and students have low motivation to read the text.

By interviewing the teacher and students at SMPN 1 Pesisir Utara on july 16, 2018. It is found some problems in teaching learning process in the classroom of teaching English especially teaching reading. Those matters come from the teacher, the students and also school. According to English teacher, the students especially at first grades have low literacy of reading ability and very lack vocabularies. It can be seen from everyday learning, first grade students are totally low in reading learning and they not really master vocabulary either how to read or write because in elementary school English is do not longer studied.

Further, the students' reading ability are still low especially is read to the text. Then, the students consider English as the most difficult subject to understand from all aspects of English learning. for them the reading aspect is bored because text are very long. And the students lack on vocabularies. And also, fell bored when learning to reading English because the teacher used traditional method. Then the research has seen, the teacher only gives monotone technique teaching learning process, so that the students felt boring in their class.

Those problems are faced by students at the first grade of SMPN 1 Pesisir Utara in the 2018/2019 academic year. There many ways to improve students' reading ability through applies some method such as the Phonics Approach, Linguistic approach, Multisensory approach, Neurological Impress approach, Reading Comprehension Support, and Language Experience Appraoch. And this research, the researcher is interested to apply Language Experience Approach improve students' reading ability.

The Language Experience Approach is teaching reading where by students and teacher prepare reading materials together. They also said the sequences of Language Experience Approach are strated by student's activity. The students dictate a story to the teacher writes the story down. The students copy story and read it. In the Language Experience Approach, teacher tells the story of holiday, the favorite colour that she likes best, likes the vacation the village because the envirmont is still cool. Then, teacher handles it for students, where do students like to go on vacation or the favorite colour. After the students pleasure the students has been provoked, the teacher ask the students to make an article based on her experience. After that, the teacher listens to what the students read. Then, the teacher records things that may be difficult for other students to understand and gives an explanation of the words that are difficult to understand.

According by Rahayu³ (2013) with the Title “The Use of Language Experience Approach in Teaching Reading for Young Learners”. The results of this study show that the implementation of LEA in teaching learning process was quite successful, despite some limitations of this study.

The researcher assumes that this approach is good teaching reading. Because this approach support students’ become active in learning reading, knowledge language self-direction, they have language experience, and students’ ability to reading skill. The habit to read English in the class will procedure a good situation in the classroom. They will have more motivation and have language experience to read and write the text from teacher and their friends.

In addition, they have applied what they read, write, listen, see and comprehend the previous language knowledge. So the students have active role as learners in developing their cooperation.

Based on the background above, the researcher is interested to do a research on Language Experience Approach effect to students’ reading comprehension achievement at SMPN 1 Pesisir Utara.

B. Identification Problems

According the background of problems above, the research found some informations about the problems of English in teaching and learning process at SMPN 1 Pesisir Utara focusing in the first grade students, the researcher identified the existing problem which are:

³Dewi Syhintiawati Rahayu “ The Use of Lagugae Experience Approach in the Teaching Reading for Young Learners”, Jurnal of English and Education 2013 No.1.p 44

The first problem is that the students low motivation, when the teacher gives a text to be read by the students there are only a few students who are able to complete the reading of the text, because some of them lack vocabulary knowledge and do not understand what the meaning of the text given by the teacher so they are coolwith their respective task, it means, the students are not interested in reading. Based on the final examination of the students are low score around 80%. It means that, the quality of students.

Secondly,the problem is the lack of vocabulary mastery by students', as the result they are lazy and do not understand to read the text given bythe teacher. Vocabulary that is difficult and they have make it difficult for them to read and memorize them to learn about reading.

The last problem in the teaching and learning process. During the teaching and learning process the teacher only give traditional strategies to the disease, so that what they get is what they learn,then because the traditional strategy given by the teacher makes students bored and does not pay attention to what the teacher is teaching. Traditional strategies are not intresting for students to read.

C. Limitation of Problems

To avoid misunderstanding toward the problemsin the research, it is necessary for the writer to limit the problems that will be discussed in this research. Due to limited ability and finance that writers has, study is limited the effect of Language Experience Approach on students' reading comprehension achievement of first grade students at SMPN 1 Pesisir Utara.

D. Research Questions

Based on the previous background above, the research question is formulated as follow :is there any significant differences on students reading comprehension achievement by using Language Experience Approach?

E. Research Objective

The objective of this research will: Investigate out whether or not there is an significant differences of Language Experience Approach on students reading comprehension achievement.

F. Significant Research

the result of this research are hoped to be useful for.

1. Students

This research expected to be beneficially useful for the students in helping and motivating students to improve reading comprehension.

2. Teacher

The significant of this research is to give an additional knowledge or information to the teacher to improve English teaching especially reading.

G. Definition of the Key Terms

Key terms according to the research are taken from context and variables on the research title. The key terms are:

1. Reading comprehension achievement is an active process of thinking depending not only the reader's comprehension skill but also on his/her experience background knowledge.

2. Language Experience Approach is a method, initially proposed by Allen (1964) to reading instruction based on activities and stories developed from personal experience approach
3. Quasyecperimental is called non-equivalent control group design, because a quasi experimental design is one that looks a bit like an experimental design but lacks the key ingredient random assignment (Campbell and Stanley,1963).

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading

1. Definition of Reading

Reading is an activity of the reader to get information from what they are read. Furthermore, reading is not only an activity to read a text but also the process of the reader to build meaning based on the context of the text related their reading experiences and background knowledge. As Hartman and Stork (cited by Zainudin) stated that reading is the skill of recognizing and understanding written language in the form of sequences of graphic signs and its transformation into meaning full speech.⁴

Also, according to Miller cited by Güldenoğlu added that reading could be defined in the most functional way as follows: In the process of reading, the readers first decode the words in the written texts by using appropriate orthographic, phonetic, and morphological knowledge and skills. Then, the readers associate decode of words with their existing phonological lexicon, their previous knowledge, and their experience. Finally, by analysing the sentences that are composed by syntactic characteristics, readers arrive at the intended message.⁵

⁴Zainuddin, Opcit, Pp. 12

⁵BirkanGüldenoğlu, "The Effects of Syllable-Awareness Skills on the Word-Reading Performances of Students Reading in a Transparent Orthography", *International Electronic of Elementary Education*, 8(3), 425-442, 2016. Pp, 425-426

Beside that, according to Sahin stated that reading is a dynamic inferring process that makes communication between writer and reader.⁶ It mean that reading can be interpreted as ability of the reader to understand the writer thought through written language.

From the definitions above, it can be concluded that reading is a capability of the reader to transformation sign word, visual graphic, written language into meaningfull language.

2. The Importance of Reading

As it is known, there are four skills in English that we should mastery. It listening, writing, reading, and speaking. Reading are one of the most important skill in English. In reading, we are not only read the text but also it can be facilities or the way to get information from the text.

Unfortunately, many people preferred learn to mastery more than one language than learning to read. Even though, some previous studies have proven that reading is essential. It can enhance people's social skills, improve hand-eye coordination, and provide with endless fun and entertainment.⁷

Besides that in educational, reading are plays an important in learning English. Some previous studies believe that students that have good habitually in reading are more easy to mastery other skill in English.⁸ It essential that students who learning English as their foreign language

⁶ Ayfer Sahin, "The Effect of Text Types on Reading Comprehension", *Mevlana International Journal of Education (MIJE)*, Vol. 3 (2), 2013. Pp.57

⁷ Erna Iftanti, "A Survey of the English Reading Habits of EFL Students in Indonesia", *TEFLIN Journal*, Vol. 23 No. 2, 2012. Pp. 149

⁸ Erna Iftanti, *Ibid*, Pp. 150

establish good English reading habits because they are very much involved in and greatly benefit from English reading practices. Also, it can be seen when the students are reading some texts, they are accidentally get new vocabulary where it could be one of important component in learning other skills in English such as in speaking skill.

3. The Purpose of Reading

English teacher especially in teaching reading class do not only asks the students to read and to comprehends the text, but also must have the purposes in teaching reading. As according to Harmer (cited by Saputra) stated there are the purposes of teaching reading, as follows:⁹

a. Reading to confirm expektations

In this purpose, students are involved reading in order to confirm their expectations about information they think the text would contain. It encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

b. Reading to extract specific information

In this purpose, the students are asked to read a text extract specific information, they see the questions or tasks they going to answer or perform before reading the text.

c. Reading for general understanding

⁹AhadiSaputra, Opcit, Pp. 222

This purpose involves students to absorb only the main point of the text. Students just look for what is necessary to get an overall understanding of the text.

d. Reading for detailed comprehension of information

The object of this reading activity is to solve the problems they read in reading text. It could give the students a valuable opportunity to study written English in detail and thus learn more about the topic and about how language is used.

e. Reading for detailed functional and discourse

It is important for students to understand the way in which text is structured and to recognize the functions that are being performed. Then students could be made aware of the structure of discourse that goes into writing and they must be able to decode it if they wish to understand the text fully.

4. Types of reading

According to Brown, there are several types of reading in the classroom:¹⁰

a. Oral reading and silent reading

Occasionally, teacher will have reason to ask the students to read orally.

At the beginning and intermediate levels, oral reading can:

- 1) Serves as an evaluative check on bottom up processing skill.
- 2) Double as a pronunciation check.

¹⁰Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. (Michigan: San Francisco State University, 2001) P.31 2

3) Serve to add some extra students participation if teacher want to highlight a certain short segment of reading passage.

For advanced levels, usually only advantages can be gained reading orally. The teacher wants to use oral reading to serve these purpose because the advantages of oral reading can easily come into:

- 1) Oral reading is not very authentic language activity.
- 2) While one student is reading, others can easily lose attention.

Silent reading may be subcategorized into intensive and extensive reading.

b. Intensive reading

Intensive reading is reading shorter text (anecdotes, short narrative, descriptions, etc) to extract specific information. This is more accuracy involving reading for details. In this course, each text is read carefully and thoroughly for maximum comprehension. In intensive reading, teacher provides direction and help before, sometimes during, and after reading. Students do exercises that require them to work in depth with various selected aspect of the text.

Intensive reading calls students attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning implications, and rhetorical relationships.

c. Extensive reading

Extensive reading is reading longer texts (book, long articles, essays, technical report, etc), usually for someone's pleasure.

In this type, students are usually given more freedom to choose reading materials that attract them and they are more responsible in finding materials within their language proficiency range. The text that they read may be completely of their own selection or to some extent selected by the teacher.

5. Strategies in Reading

According to Cahyono, reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experiences.¹¹

The purposes of reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated. Cahyono states that there are three reading strategies that involve bottom-up strategies, top down strategies, and interactive strategies.¹²

a. Bottom-up strategies

The bottom-up strategies of reading assume that the process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sound. Therefore, the reader first identifies features of letters: links

¹¹Cahyono, Bambang, Y and Mukminatien, N. Techniques and Strategies to Enhance Language Learning. (Malang: State University of Malang Press, 2011) P.61

¹²Cahyono, Bambang, Y and Mukminatien, N. Techniques and Strategies to Enhance Language Learning. (Malang: State University of Malang Press, 2011) P.61 .

these feature together to recognize letters, combine letters to recognize words, and then proceeds to sentences, paragraph, and text level processing (Vacca et al in Cahyono, 2011).

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. The readers start from identifying letters to recognize words and then proceeds to the phrase, sentence, paragraph, and then text level processing.

The bottom-up strategies are also used by the readers and they feel the text being read is difficult. The difficulty of the text can be about language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of the text. Furthermore, when the content of the text is felt difficult, the readers try to understand the text by relying on visual information that are on the page.

b. Top-down strategies

The process of deriving meaning of the text in top-down strategies starts from the reader's prior knowledge and experience to the print. By the top-down strategies, readers start to process the text

by applying the higher level stages. In this case, readers start with hypotheses and predictions and attempt to verify them by working down to the printed stimuli.

c. Interactive strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about meaning and/or by decoding graphic symbols. Interactive strategies in reading require both bottom-up and topdown strategies in combination. Readers in understanding a text use these two strategies interactively and simultaneously. The interactive strategies suggest that the process of reading is initiated by decoding letters and words by formulating hypotheses about meaning.

6. Testing Reading

Reading skill is a receptive skill. The task of language tester is to set reading tasks which will result in behavior that will demonstrate their successful completion. The reading texts can be taken from textbooks, novel, newspaper, magazine, academic journal, letter, timetable, etc. The text can be in the forms of newspaper report, advertisement, editorial, etc. According Isnawati, the technique that might be used to test reading skills are:¹³

a. Multiple Choice

¹³Isnawati, Ida. English Instructional Evaluation 1 . (State Islamic College of Tulungagung, 2012) p.41

The test takers provide evidence of successful reading by marking mark against one out of a number of alternatives. Its strengths and weaknesses have been presented earlier.

b. True / false

The test-takers should respond to a statement by choosing one of the two choices,

c. Completion

The students are required to complete a sentence with a singleword.

d. Guided short answer

This is the alternative of short answer in which students are guidedto havethe intended answer. They have to complete sentencespresented to them.

e. Summary cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by test-takers. This is really the extension of the guided short answer.

B. Reading Comprehension

Definition of Reading Comprehension

It is necessary for the students of Junior High School to master reading comprehension. Comprehension is constructing meaningfrom the printed material. It is an interactive process that requires theuse of prior knowledge in combination with the printed material.Cahyono, states that comprehension is the understanding of therepresentation of the printed

words. The readers know and understand the meaning of the words decoded.¹⁴

Comprehension is the process of building a connection between what the reader knows and what he/she doesn't know between the knowledge. Cahyono said, that reading comprehension is a process of getting information from context and combining separate into a new whole. It is a process of using reader's existing knowledge (schemata) to interpret text in order to construct meaning.¹⁵

Meanwhile, Cahyono states that reading comprehension is an activity aimed to understand the message of a particular text.¹⁶ So, Reading comprehension is a process to get or understand ideas, which are symbolized by a written or printed language as a piece of communication.

According to Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁷ So, in comprehending a topic, the readers interact with the text related to the question of the text to prior experiences of construct meaning which can be found in the text.

Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so

¹⁴Cahyono, Bambang, Y and Mukminatien, N. Techniques and Strategies to Enhance Language Learning. (Malang: State University of Malang Press, 2011) P.59.

¹⁵Ibid. P.58.

¹⁶Ibid. P.49

¹⁷Snow, Catherine. Reading for Understanding: Toward a Research and Development Program in Reading Comprehension. (Arlington: Rand, 2002) p.11.

they got nothing from the text. Therefore the teachers have to be more concerned about the problem.

Comprehension entails three elements:

a. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g. attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading and interest in the content being read, self efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic, discourse knowledge, knowledge of specific comprehension strategies).

The cognitive capacities include attention, memory, critical analytic ability, inference, visualisation ability, etc. Meanwhile, motivation refers to the purpose of the reader in reading, an interest in the text being read. Finally, various types of knowledge include vocabulary mastery, domain and topic knowledge, and knowledge

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which text, and they give students instruction they need to

meet both short-term and long-term comprehension for certain comprehension strategies.

b. The text is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and representation of the mental models embedded in the text.

c. The activity in which comprehension is a part

Activity refers to dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purpose for the activity can be change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purposes either incomplete or irrelevant.

C. Teaching Reading in Curriculum 13

K13 is current curriculum applied by Indonesian government. In this case the curriculum is an integrated curriculum, that is curriculum models that can

train skills, themes, concepts, and topics both in the form of single discipline, in some disciplines and within and between learner.¹⁸ In other words, the curriculum is integrated as a concept can be referred to as learning systems and approaches disciplinary education or subject/field of study for provide a broad and broad experience for students.

The meaning is stated because in the integrated curriculum concept, participants students will understand the concepts they learn as a whole and realistic. It is widely said that what they are processing is not only in just one open space there are all cross discipline that are good mentioned between one another.¹⁹ So, curriculum 13 models can train skills, themes, concepts, and topics, and disciplines. Based on syllabus of K13 for Junior High School, reading is one of skills that taught in English language material, in the syllabus about reading there are several materials, namely descriptive text, procedure text, and others.

1. Definition of Descriptive Text

In the study of researcher used descriptive text. Descriptive text is a kind of genre text that contains describing about people, place or thing.²⁰ Descriptive text is "descriptive text is "a way to explain events in the world". Descriptive text is "a type of text used to describe place, person, quality,

¹⁸LoeloekEndahPoerwati, SofanAmri, PanduanMemahamiKurikulum 2013, (Jakarta: PT PrestasiPustakarya, 2013), P, 28.

¹⁹Ibid, P, 29

²⁰Matthews, Peter. 1997. *The Concise Oxford Dictionary of Linguistics*. Oxford: Oxford University Press. P, 94

emotion, mood, etc.””. So, descriptive text is a text that describes the details of events or something.²¹

2. The generic structure of descriptive text

According to Bamanti and Oktaviani (2011: 50) the generic structure of descriptive text is divided in two parts, there are :

a) Identification

It is generic part of paragraph which introduces or identifies the character.

b) Description

It is a part of paragraph which describes the character.

3. Language features of descriptive text

a) Descriptive often uses adjectives, numbering, and classifying. For example: is really cool, it has very thick fur, etc.

b) Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example: go, fly, coo. Etc

c) Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs

d) Descriptive text also uses adverbs to give information about character or adjective that explained. Example: it is extremely high, it runs definitely past, etc.

4. The purpose of descriptive text

²¹Schwegler, Robert A. 2010. *Patterns of Exposition 9th Ed.* Boston: Pearson Educational Inc. P, 351

Fink et al said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting (1983: 41) it is allowed by using picture, so that the reader can visualize it.

According to febriani (2011: 17) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information, generraly, the purpose of descriptive text isto describe something, someone, a place, animal, or plants specifically.

5. Example of descriptive text

My Mother

My mother is a beautiful person. She is not tall and not short, and she has curly and brown hair. The color of her eyes is like honey and her skin color is light brown, and she has a beautiful smile. It weighs 120 lbs.

She is a very good woman. He is very beautiful, friendly, patient, and he likes to help people. I love my mother, because she is a good example for me. He likes to be in church, and he also likes to sing and dance.

He is a very good child, wife and mother. He always looks after his family. He likes his house clean and orderly. He is a very organized person, and everything in the house is in the right place. He doesn't like chaos.

He always smiles. He is also sweet and beautiful. I like when I will go to sleep or go out I wake up or when I will go to some place, he always gives me kisses, and when the family has problems he is always with us to help us and give us all his love.

D. Approach in Teaching Reading

1. Definition of Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; Following Anthony, approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. We will examine the linguistic and psycholinguistic aspects of approach in turn.²²

Based on all definition above it can be concluded approach is a set of assumptions about the nature of language teaching and learning that serves as practice and principles in language teaching and describes the nature or form of the subject matter to be taught.

2. Language Experience Approach

a. Definition of Language Experience Approach

According to the discussion, Allan (1963, as cited in Wurr, 2002) introduces Language Experience Approach (LEA) as a method in teaching language. The method uses students' experience and knowledge as reading material. Stauffer (1970) states, LEA is an effective instructional method in teaching language, because it combines and

²²Jack C. Richard and Theodore S. Rodgers. *Approaches and Methods in Teaching*. Cambridge University Press

integrates four skills components in language learning. The statement supports Brown (2001) opinion that reading ability will develop best in association with writing, listening and speaking.²³

Stauffer (1970) mentions some reasons in using Language Experience Approach as an alternative teaching reading method for young learners. First, it supports developmentally appropriate instruction for children. Second, it supports balanced instruction that includes the reading and writing of authentic text together with the explicit strategy instruction. Third, it fosters integrated learning. The last, it combines all the components of the teaching learning.²⁴ According to those reasons, the implementation of LEA will be needed to improve the quality of teaching reading and achieve the objectives of the learning process.

b. Procedure of Language Experience Approach

There are some procedures in implementing LEA as a teaching method. Dixon and Nessel (1983) introduces five cycles in conducting LEA in the classroom:²⁵

- 1) Preparing dictation. In this cycle teacher should provide familiar and important topic for the material and ask students to share their stories related with the topic.

²³Dewi Syhintiawati Rahayu "The Use of Language Experience Approach in the Teaching Reading for Young Learners", Jurnal of English and Education 2013 No.1.p 44

²⁴Ibid.44

²⁵Nessel, D.D and Jones, M.B. (1981). *The Language Experience Approach to Reading: A Handbook for Teachers*. New York: Teacher College Press.

- 2) Taking dictation. In this cycle teacher asks some students to come forward
- 3) Reading the story. In this cycle, teacher asks students to read the story together loudly. Then, give them time to read the story individually to check their understanding.
- 4) Conducting follow-up activities. In this cycle, teacher can use several of activities holiday, daily activity, related to the topic to support learning process.
- 5) Developing basic skills. In this cycle, teacher can develop the material based on the students' needs and share their experiences in front of the class while teacher writes down the story on board exactly what students say.

c. The Advantage and Disadvantage of Language Experience Approach

1) The Advantage of Language Experience Approach

Applying the language experience approach in EFL classes is believed to have numerous benefits for the second language learners. The principal advantages of the LEA include the following:

a. *The LEA is an integrative approach.*

All the language skills: speaking, writing, listening and reading are exercised in a LEA class (Taylor). While working on the written account of the learners' experience, it is inevitable to employ both the productive as well as the receptive language skills. When discussing an agreed topic, students naturally exploit their oral and

listening skills. After the discussion, learners give an oral account of the experience, which serves as reading material in the next stage. The actual writing takes place in the extending stage. In general, by the medium of the LEA, pupils are introduced to the process of writing step by step whereas reinforcing and developing the remaining language skills.

b. *The LEA enriches learners' vocabulary.*

Another benefit of taking advantage of the LEA in a class is expanding students' vocabulary (Cairney). This technique supports the development of vocabulary since students can learn vocabulary relevant to the experience-related topics in a meaningful context. It is recommended that prior to the discussion, the teacher prepares word banks that the learners might take advantage of (Cramer). This vocabulary is repeatedly practised at various stages of the LEA and thus more likely to be memorized.

c. *The LEA can be used in mixed-ability classes.*

It is possible to employ the LEA with heterogenous groups of students - for instance, when the teacher divides the class into groups, the more-advanced students can take the role of a transcriber or a prompter in the discussion (Taylor). On the other hand, the less proficient learners can be given more stimuli to be able to participate in the discussion and dictation more frequently.

d. *The LEA can be adjusted for learners of all levels.*

It can be modified for students of all proficiency levels since the primary emphasis is not laid on the length (Taylor). While beginning learners may dictate a few sentences, the more advanced students can perform more complex tasks, for example prepare the text for publishing, or re-write the story by adding more personal details or views on the topic (Herrel and Jordan 214-216).

e. *The LEA takes advantage of cooperative language learning.*

This unique approach gives opportunities for "scaffolding and cooperative learning" (qtd. in Wurr). In a LEA class, there are numerous possibilities to learn from the more knowledgeable peers and the teacher while working on the written account of the common experience, particularly during the discussion and the composing stages. In fact, the LEA is largely based on the concept of scaffolding - "helping students to progress through interaction with someone with better knowledge" ("Practice of ELT" 263). Learners can advance their language skills, vocabulary, grammar, pronunciation etc. while listening and debating their personal experiences in pairs, small groups, or in a whole-class discussion with the more proficient learners and the teacher.

The LEA makes writing a cooperative activity. Cooperative writing has plentiful benefits for all the involved, for instance "the generation of ideas is frequently more lively" with a group of learners in comparison to individual writing, or learners tend to

come up with more creative ideas, views etc. ("Practice of ELT" 260). As a result, the language learning is a lot more appealing to pupils as it is dynamic and interactive. Moreover, Hedge believes that a group composition allows students to learn from each other's strengths (14). In a LEA class, the less-skilled students can capitalize on the strengths of their peers, for instance by observing their tactics when creating a composition while the more advanced learners can share their knowledge with each other. Another advantage of cooperative writing by the medium of the LEA is that it helps to build "a sense of classroom community" while working on the same objectives ("Language Experience Approach").

2) The Disadvantage of Language Experience Approach

The practitioners of the LEA have registered a number of common problems when incorporating the LEA in a language class. The most significant difficulties involve the following:

a. *Insufficient participation of the less proficient learners.*

Despite the fact that one of the main objectives of the teacher in a class based on the LEA is to encourage the participation of as many learners as possible, it may happen that some students may refuse to participate due to limited language proficiency or anxiety to talk in front of a whole class (Gordon). The more confident and advanced learners might take control of the discussion while the shy ones are too concerned to present their ideas and opinions.

To prevent this problem, Gordon suggests dividing the learners into small groups of four where "each member is individually accountable for contributing the team's sentence" (Gordon). Any member of the team might be called upon by the teacher to suggest the next sentence at any moment of the composing stage. The team member are encouraged to help the less advanced learners if needed (Gordon).

b. *Limited error correction*

It is recommended that the transcriber records the composition as the students dictate it, without any correction of grammar or vocabulary (Taylor). However, the second language learners might invent many non-standard sentences, for instance with incorrect word order or inappropriate vocabulary. The meaning of such sentences may be difficult to capture. Moreover, these sentences might be unsuitable to be practised in the following stages as it is likely that some learners might memorize the non-standard structures before the text is corrected in the extending stage. Despite the fact that the peer correction is allowed, it might happen that none of the learner is able to observe and fix serious mistakes.

Gordon proposed several modifications of the LEA in order to constrain the above mentioned problem in a second-language class. One of the possible alternatives might be partial correction of the fundamental errors by the transcriber. In case a team suggests

a non-comprehensible sentence, the teacher re-formulates it and writes down the correct version. Another possibility is to "write a rough draft version" that is edited by the teacher in collaboration with the learners before it is copied into learners' notebooks (Gordon). It means that the text is firstly edited before moving to the reading or expanding stages, which could help to eliminate the problem with reinforcing inappropriate language structures.

c. *The preparation for the LEA class may be very time-consuming.*

To facilitate the discussion and the composing process, the teacher needs to prepare appropriate stimuli (pictures, photos, objects etc.), which might be very challenging and take a lot of time to compile. Moreover, it may be necessary to plan and conduct a common activity before the LEA class can take place (Taylor). This might be also very time-consuming since it may take place outdoors (a visit to a museum, cinema etc.).

To resolve the problem with the limited resources, the teacher might encourage learners to bring their own prompts in connection with the agreed topic. This could facilitate learners' recalling the experience and brainstorming the ideas as the stimuli are prepared by the students themselves. It is also plausible to shorten the LEA procedure. Taylor advises that the teacher ought to take advantage of any common school activity (such as a school trip, visit to a cinema, museum etc.) or provide short experiences like watching

a part of a movie before adapting the LEA in a class. As a consequence, the LEA is not so time-consuming.

To sum up, the LEA has several drawbacks, which require a modification of the LEA to a certain extent. The most criticized one are the unsatisfactory participation of the less advanced learners, the restricted error correction and challenging preparation. However, there exist many possibilities how to successfully prevent or limit these disadvantages.

E. Some Related Previous Studies

There are some related studies that had been done by some researchers. First, Dewi, (2013)²⁶ *The Use of Language Experience Approach to Teaching Reading for young Learners*. The aims of her research is to increase students' motivation and understanding in reading by using a language experience approach. The research method used in this study is the exploration study. The subject of this research are 6 students in one of the English language courses in Bandung. The research obtained data by means of observation, questionnaire, interview, analysis data in a qualitative and quantitative way. Data obtained from students (86.67%) which gave a positive response to the use of LEA during the learning process. From observational data that students actively take participation in learning process. From questionnaire also reveals that LEA can help students improve their motivation and confidence in learning skills.

²⁶DewiSyhintiawatiRahayu "The Use of Language Experience Approach in the Teaching Reading for Young Learners", Jurnal of English and Education 2013

The results of her research shows that there is an improve their motivation of the students' reading skill using language experience approach.

Second, Tati (2017)²⁷ *Implementation of Language Experience Approach in Learning Speaking Skill at Madrasah Aliyah Negeri (MAN)*. this research aimed to improve students' speaking ability based on short storytelling competency through the implementation of LEA. This study adopted classroom action research (CAR). The subject were students of grade XI MIA 2 of MAN 2 Cirebon which consisted of 43 students. The writer collaborated the teacher to cope with the problems in mastering the competencies in two cycles. Each cycle consisted of plan, action, observation, and reflection. Data collection technique used in this study included questionnaires, observations, interviews, field notes, and tests. The result of this study indicated that application of the language experience approach strategy can improve students' storytelling. The improvement was shown from the quality of the learning process that was reflected on the activity, attention and concentration of students in the subject, the students interest, and the students' speaking confidence. The results of the actions taken up to this second cycle had met the success of indicators from the product base which was 75% of students who obtained score greater than or equal to 26.

Finally, Eka and Yunita (2012)²⁸ *Improving Students Achievement in Reading Comprehension Through the Application of Language Experience*

²⁷ Tati (2017). *Implementation of Language Experience Approach in Learning Speaking Skill at Madrasah Aliyah Negeri*. From: <https://www.syekhnurjatati.ac.id> at 11/08/18.

²⁸ Eka and Yunita (2012). *Improving Achievement in Reading Comprehension Through the Application of Language Experience Approach*. From: <https://jurnal.unimed.ac.id> at 11/08/18.

Approach. This paper discusses improving students' achievement in reading comprehension through the application of language experience approach. This paper will answer the question "Does the application of language experience approach improve the students' achievement in reading comprehension? The objective of the study is aimed at finding out whether the application of language experience approach improves the students' achievement in reading comprehension. The sample of the research was the second grade students of SMA Panca Budi Medan, class XI- 2 science which consisted of 39 students, 19 boys and 20 girls. The technique of collecting data was by using three tests with two cycles in action research. The results showed that the application of language experience approach improved the students' achievement in reading comprehension.

The first thesis stated that research discuss about the significant the use Language Experience Approach in Teaching Reading for Young Learners by using Exploratory Study. Then the second thesis stated that research was told about learning speaking skill the same approach and finally thesis was told about the same approach about reading comprehension through application of language experience approach. So, Based on the comparison of third previous studies above, the reseracher found that teaching english especially reading comprehension subject by using Language Experience Approach (LEA). LEA is effective and successfully to overcome problems of reading. By using Language Experience Approach the students can be improves motivation and increase knowledge about learn language.

F. Hypothesis of the Research

The hypothesis is a temporary answer to research problems until proven through data collected. Based on understanding above, the hypothesis proposed by the author is as follows:

(Ho) : There is no significant difference in reading comprehension between the students who are taught using Language Experience Approach and that of those who are not at SMPN 1 Pesisir Utara, Pesisir Barat Lampung.

(Ha) : There is significant difference in reading comprehension between the students who are taught of using Language Experience Approach and that of those who are not at SMPN 1 Pesisir Utara, Pesisir Barat Lampung.

CHAPTER III

METHODOLOGY

A. Research Design

Experimental research design is the one of study design in quantitative research. In experimental research design itself divided into several kinds namely pre-experimental, true experimental, and quasi-experimental.

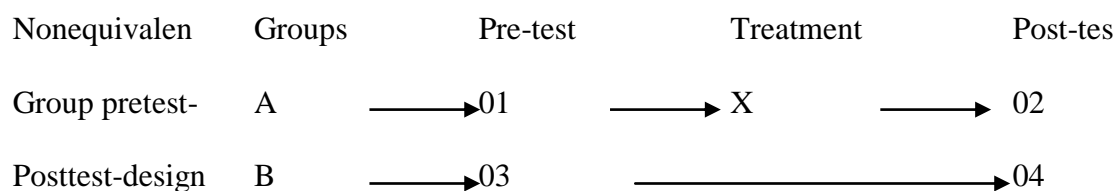
In this research, the researcher used quasi-experimental as research design. According to Gay and Airasian quasi-experimental researcher is the researcher has to agree to keep the students in existing classrom while doing the research.²⁹ According to Ary stated that quasiexperimental design are similar to randomized experimental designs in that it involves manipulation of the independent variable in which the samples are not randomly assigned.³⁰ This design is often used in classrooms when experimental and control groups are such naturally assembly group as intact classes which may be similar (Best and Khan, 1993; 151). Intact classes mean that the eighth grade students in the experimental group and the second group have the same age, and the same English teacher.

The reasons of using quasi-experimental research design because it allows researcher use samples. In addition, the researcher would do education research so it is imposible to take the sample randomly because the sample have naturally intact group such as classes.

²⁹L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition*, (New Jersey: Prentice Hall, Inc ., 2000), p.270

³⁰Donald Ary, et all. *Introduction to Research in Education* (Wadsworth Cengage Learning, 2010). Page. 316.

The research design is called non-equivalent-groups pretestposttestdesign(McMillan, 1990) because two groups of experimental and control were involved in this study as present in the following:³¹



- Where:
- A :The experimental group
 - B : The control group
 - O1 : pretest for the experimental group
 - O2 : Posttest for the experimental group
 - O3 : Pretest for the control group
 - O4 : Posttest for the control group
 - X : The treatment

However, X means the treatment of Language Experience Approach, strategy for experimental group that is apply to improve the students' reading comprehension achievement. The eighth grade students in the control group only received pretest and posttest.

B. Population and Sample

1. Population

³¹ James H. McMillan, Sally Schumacer, *Research in Educational*. (England: Pearson, 2014). P298.

McMillan (1992: 69) states that the population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria which intend to generalize the result of the research.³² The population of this study is the eighth grade students of SMP Negeri 1 Pesisir Utara, Pesisir Barat Lampung. The total number of population is 58 students which comprises two classes. The total number of the first grade students of SMP Negeri 1 Pesisir Utara, Pesisir Barat Lampung in the academic year of 2017/2018 is shown in the Table 1.

Table 1.

Distribution of Population				
No	Class	Female	Male	Number
1	VII. A	13	15	28
2	VII. B	13	15	28
TOTAL		27	31	56

2. Sample

Sample is any subgroup of a larger (Mueller, 1992: 78).³³ The sample of this study is taken purposively, which is known as purposive sampling. Wallen and Fraenkle (1991: 138) states that in that purpose sampling, the researcher will use previous knowledge of a population and will use personal judgment to select the sample. The researcher

³² Ibid. P.143

³³ Mualler, D. (1922). An interactive guide to Educational Research: A Modular Approach, Boston, MA: Allyn and Bacon.

assumed that personal knowledge of population is use to judge whether a particular sample is representative.

There are 56 students at the same level (56 out of population) that is taken as sample. The researcher take two classes as the sample, where 28 students are taken from each class. They are given pretest and posttest. They are divide into two groups, 28 students for the experimental group and 28 students for the control group. The experimental group is taught by using Language Experience Approach, while thecontrol group is not taught using Language Experience Approach.

The researcher considered the 56 students as the samplebased on the similar criteria of students:

1. The average score (6-7) of the previous semester scores
2. The age of 12-13 years old
3. Taught by the same teacher
4. Same number of the gender

Table 2.
Table of Sample

No	Group	Class	Total	
			Female	Male
1	Experimental Group	VII. A	13	15
2	control Group	VII. B	13	15
TOTAL			26	30

C. Data Collecting Technique

In collecting the data, the writer used reading comprehension test. There are two test, pretest and posttest that was given to the sample of this study. The test means examination or trial of something to find its quality, value, and compositions. It is also something for measuring knowledge, intelligent, ability of an individual group (Hatch & Farhady, 1982; 44). In constructing the test, the writer do some step: (1) preparing the test. The test is inform of multiple choice reading comprehension test, (2) asking the expert judgement on the appropriateness. It is the judgement from the writer's advisors, (3) Trying out the test. The writer did the try out at SMP Negeri 5 kota Bengkulu which has similar characteristic with the sample, (4) analyzing the result, whether or not it is valid and reliable, (5) producing the final test, (6) conducting the test.

The writer gives pretest to the control group and the experimental group as the sample of this study, before conducting the teaching experiment to the experimental group. It is to measure the students' reading comprehension mastery before the treatments. Finally, the posttest was given to the sample, after the experiment conducted. It is to measure the students' reading comprehension achievement after the treatment.

D. Instrument of The Research

1. Field notes

Field notes is a kind notes that usually the researcher used when the directly observes the sample. Field note is highly recommended in qualitative research because this qualitative research in contextual. This in line with Julia Phillippi, she said that field notes are widely recommended in qualitative research as a means of documenting needed contextual information.

The function of field notes was to catch something happen that may not be enough captured through the audio-recording when the researcher did observation and interview. Field notes should not need be formal, but they should be maintained and secured in a similar manner to audio tapes and transcripts, as they contain sensitive information and relevant to the research.

2. Pre-test and post-test

In this research, the researcher used test as instrument of the research both of classes. They were experimental class and control class, because the researcher wanted to measure the students reading score from pre test and post test between both classes.

In pre test and post test, the researcher used test that consisted of 7 descriptive text and 20 multiple choice questions about identifying people of word, identifying detail place, identifying implicit information the text.

3. The Procedures in Teaching Reading Comprehension

1. The stages for the Experimental Group

The researcher taught reading comprehension using Language Experience Approach, where each meeting took time allocation about 2 x 45 minutes. The kind of teaching is done for Eight meetings. The stages are follow:

a. Pre-activities (20 minutes)

The teacher prepared the student for the subject matter and identified their prior knowledge.

1) Choosing the text

The teacher worked to identify the text and typing the title of the text on the board

2) Brainstorming

The teacher asked students to discuss with one another and retrieve their previous knowledge about the subject. Then asked them what they knew about the subject. The process of recording ideas continues until the end of the ideas that the student think about.

b. Whilst-activities (50 minutes)

The researcher separated students to smaller study groups because class VII. A consists 28 students, so the researcher is make 5 groups and gave his own topic and material (Language Experience Approach) for each groups to study.

1) The teacher develops discourse with students by asking students to think about things that are his favorite.

- 2) The teacher strives to listen to the best and direct the conversation that takes place between his students.
- 3) Writing down the things conveyed by students. Usually the teacher gives instructions / examples to students so that what is stated is in the form of a story.
- 4) The teacher listens the readings of his students, watches his words and records words that are not in the discourse
- 5) Using of discourse in reading learning. The teacher must utilize the knowledge gained from reading his students. If the teacher knows that his students can't read certain words in the discourse used, he must teach by separating certain words from the discourse.
- 6) The teacher gives students a chunk of text to read.
- 7) The teacher asks the students lightly mark a checklist (✓) in Pencil next to each paragraph that text clearly understand and to mark a question mark (?) next to any paragraph that contains material that they do not understand.
- 8) The teacher asks the students when students reach the end of the chunk of material to retell in their own words, what they have read.
- 9) The teacher gives the instruction to the students to concentrate on the paragraph they have marked with a question mark (?) and engage in any of the following fix-up strategies:
 - a) The teacher asks the students to reread the difficult paragraph in an effort to make sense of it.

- b) The teacher asks the students to isolate the problem
- c) The teacher asks the students to look up the vocabulary word in the glossary or dictionary.
- d) The teacher asks students to look over other parts of the chapter such as the introduction, summary, chapter questions, pictures or other graphics.
- e) The teacher asks the students to try to focus on exactly what they do not understand or what confuses them.
- f) The teacher helps the students to understand the text.

c. Post-activities

Teacher carefully observed the students working independently language experience. Gave the follow up by giving homework.

2. The Stages for the Control group

In the class VII.B is control class the consist 28 students, the stages for the Control Group In the control group, the student were given pre-test and posttest but receive no treatment at all (McMillan, 1992:176). The writer donot teach the control group. However, if the student in control group are taught by the English teacher of the school, it is not the treatment from the researcher.

4. Technique of Analyzing Data

1. Normality of the Test

Normality test is a group of data to know whether the data distribution is normal curve or not. In this researcher user Kormogrov Smirnov

normality test. Kormogrov Smirnov is used to the goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standard deviation.³⁴ Based on the statistical counted about normality test with believe $\alpha = 0,05$

2. Homogeneity of the Test

Before the T-test, F-test carried out. To find out the similarities of variance of both sample the F count is then compared with F-table.³⁵

3. T- test

The next data analysis procedure as T-test. T-test is a statistic which used to find out the significant difference of two mean sample on two variabel compared.

Quantitative data analysis used in the research. The researcher found out the means score. the researcher also measured how much the contribution of language experience approach in improving students reading comprehension achievement.

In analyzing the data, the students' reading score in pre-test and post-test were count by using T-test formula to the effect of the treatment, the researcher classified the students ability based on the score element of

³⁴Daniel Muijis. *Doing Quantitative Research in Education with SPSS*, (London: SAGE Publication, 2004), Page. 1

³⁵Arniati Muhe and Amiruddin Tawe, "The Effect of the Entrepreneurial Learning Design on Students' Entrepreneurial Competence in Vocational High Schools in Makassar", *International Journal of Environmental & Science Education*, Vol. 11 No. 9, 2016. Pp. 3152.

language (Fluency, accuracy, and comprehension). Then, the researcher found out the means score and standard deviation of the pre-test and post-test researcher decided whether those differences were likely to happen by chance or by Treatment effect. The formula for the t-test can be seen as follows:

$$t = \frac{\bar{X}_T - \bar{X}_C}{\sqrt{\frac{\text{var}_T}{n_T} + \frac{\text{var}_C}{n_C}}}$$

Then, the result of students' score in pre test and post test would be classification based on scale interval categories created Daryanto (cited by Sari).³⁶ As follows:

Table 3.5

Scale Interval Categories

Interval	Qualification
0 – 25	Poor
30 – 55	Very poor
56 – 75	Good
76 – 85	Very Good
86 – 100	Excellent

³⁶ Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on Four Levels Comprehension Skill", retrieved on October 5, 2017, Page: 9 from ejournal.iainbengkulu.ac.id/index.php/linguists/article/download/102/97

CHAPTER IV

RESULT AND DISCUSSION

A. RESULT

In this part, the result of the research was presented. The result showed that the students' test in learning reading comprehension at first grade students' of SMPN 1 Pesisir Utara Kabupaten Pesisir Barat Lampung was increased. The finding of this study were obtained based on data analysis as presented in Chapter III. The finding were as follow.

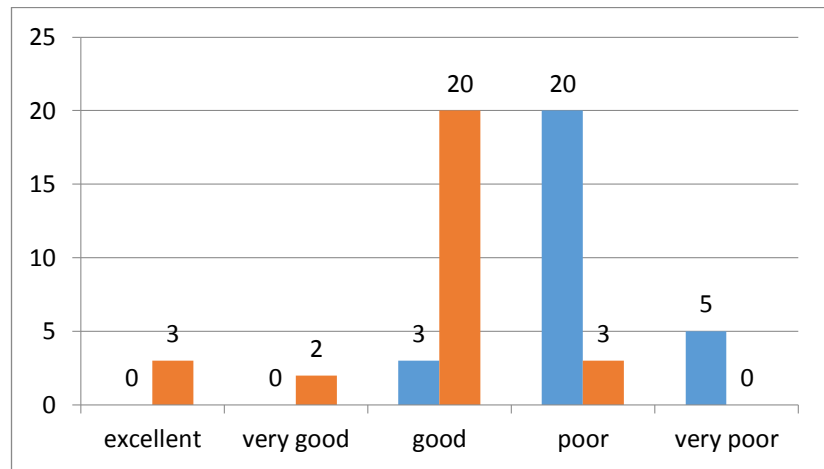
1. The Result of Reading Comprehension Test

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the students before the experimental was conducted and the post-test was given at the end of the experiment.

a. The Description of Pre-Test and Post-Test Scores in the Experimental Class.

Figure 4.1

Students' Pre-Test and Post-Test in Experimental Class



Graph for Pre-test and Post-test Scores in Experiment Class

Based on Figure 4.1, the post-test score was higher than Pre-test score. It means teaching reading comprehension by using Language Experience Approach could increase the students' Reading Comprehension score.

The distribution of pre-test and post-test scores in the experimental Class can be seen On Table 4.1

Table 4.1

The Score Distribution in Experimental Class

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
85-100	Excelent	0	0%	3	15%
76-84	Very Good	0	0%	2	10%
56-75	Good	3	15%	20	60%
30-55	Poor	20	60%	3	15%

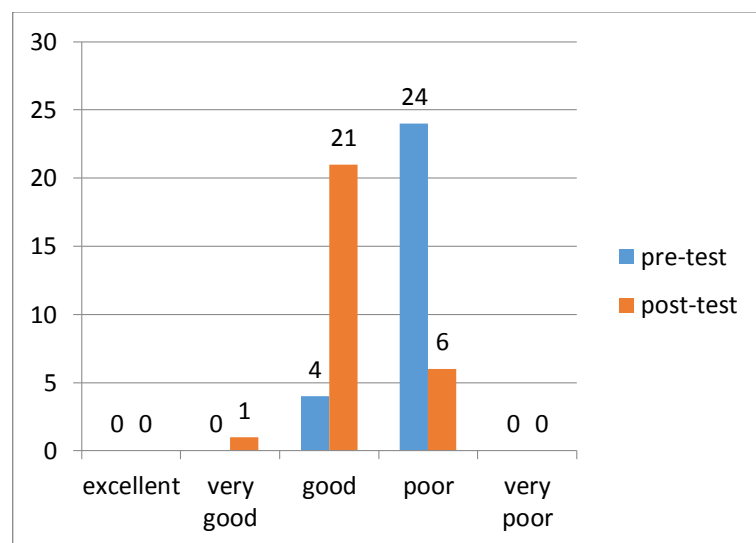
0-25	Very Poor	5	25%	0	0%
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Based on table 1, the pre-test in the experimental group, there was 0 (0%) students in excellent category, 0 (0%) students was in very good category, 3 (15%) students were good category, 20 (60%) students were in poor category, and 5 (25%) were very poor category. While, in post-test, there was 3 (15%) students in excellent category, 2 (10%) students was very good category, 20 (60%) students were good category, 3 (15%) students were poor category, and 0 (0%) students were very poor category.

b. The Description of Pre-Test and Post-Test Scores in the Control Class.

Graphically the total score of students pre-test and post-test in the control class can be seen on figure 4.2

Figure 4.2
Students' Pre-Test and Post-Test in Control Class



Graph for Pre-test and Post-test Scores in Control Class

Based on Figure 4.2, it was showed that the post-test score and the pre-test scores were relatively same. It means the score of students' reading comprehension increased gradually.

The distribution of pre-test and post-test scores in the control class can be seen on table 4.2

Tabel 4.2

The Distribution in Control Class

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
85-100	Excellent	0	0%	0	0%
76-84	Very good	0	0%	1	5%
56-75	Good	4	20%	21	65%
30-55	Poor	24	80%	6	30%
0-25	Very Poor	0	0%	0	0%

Based on the table 4.2, the pre-test in control class, there was 0 (0%) students in excellent category, 0 (0%) students was in very good category, 4 (20%) students were in good category, 24 (80%) students were in poor category, and 0 (0%) students were in very poor category. While in post-test there was 0 (0%) students was in excellent category, 1 (5%) students was in very good category, 21 (65%) students were in good category, 6 (30%) students were in poor category, and 0 (0%) students were in very poor category.

2. The Normality and Homogeneity of the Data Score

Before analyzing the data, homogeneity and normality of the data should be measured. In determining homogeneity and normality of the data Kolmogorov-Smirnov test was used.

a. The Result of Normality Data of Pre-Test Score

In analyzing the normality of the data test of pre-test scores, one sample Lielifors test used since the data of each group less than 50 data. The test of normality of pre-test scores of the experimental group and pre-test scores of the control group can be seen on table 4.3 and 4.4

Table 4.3

Test of Normality of Pre-Test Scores of the Experimental Class

One-Sample Kolmogorov-Smirnov Test

		pre_test_experimental
N		28
Normal Parameters ^a	Mean	36.96
	Std. Deviation	13.563
Most Extreme Differences	Absolute	.200
	Positive	.200
	Negative	-.125
Kolmogorov-Smirnov Z		1.061
Asymp. Sig. (2-tailed)		.211
a. Test distribution is Normal.		
b. calculated from data		

The kolmogorov-smirnov test of the pre-test of the experimental class showed that significance were 0,211, since p value (0,211) was higher than 0,05, it can be concluded that th data obtaind were considered normal.

The histogram of the normal data of pre-test scores of the experimental class can be seen on figure 4.3

The histogram of the normal data of pre-test scores of the experimental class can be seen on figure 4.3

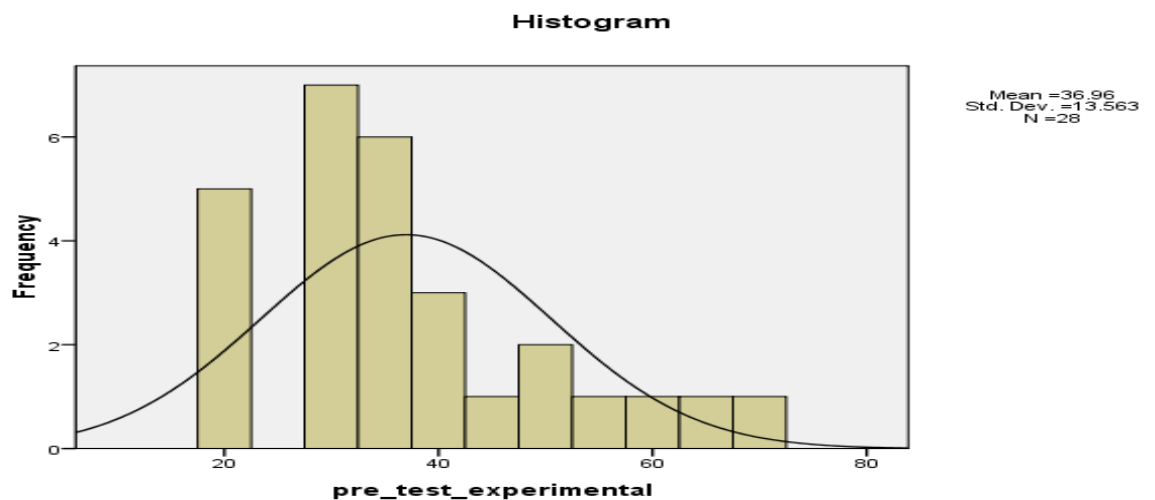


Figure 4.3

The Histogram of the Students' Pre-Test of The Experimental Class

Table 4.4
Test of Normality Test of Pre-Test Scores of the Control Class

One-Sample Kolmogorov-Smirnov Test

		Pretestcontol
N		28
Normal Parameters ^a	Mean	43.3929
	Std. Deviation	9.91198
Most Extreme Differences	Absolute	.194
	Positive	.194
	Negative	-.127
Kolmogorov-Smirnov Z		1.028
Asymp. Sig. (2-tailed)		.241
a. Test distribution is Normal.		
b. calculated from data		

The kolmogorov-smirnov test of the pretest of the control group showed that sinificance was 0,241. Since p value (0,241) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test scores of the data control class can be seen on figure 4.4

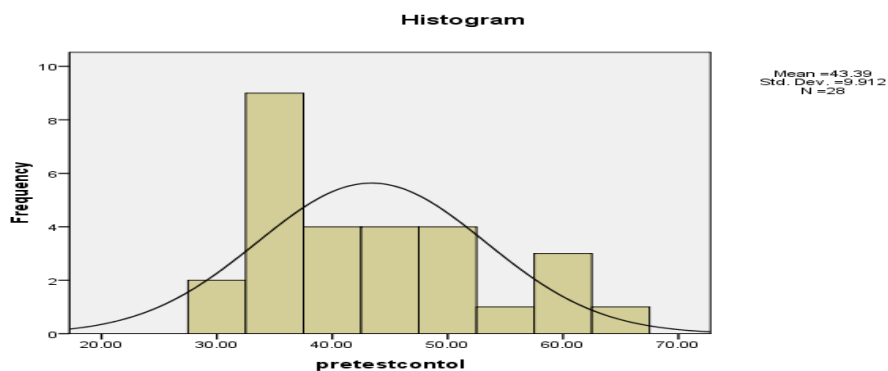


Figure 4.4
The Histogram of Students' Pre-Test Control Class

b. The Result of Normality Data Test of Post-Test Scores

In analyzing data the normality of the data test of post-test scores, one-sample kolmogorov-smirnov test was used since the data of each group less than 56 data. The test of normality of post-test scores of the Experimental group and Control group can be seen on table 4.5 and 4.6

Tabel 4.5
Test of Normality of Post-Test Scores of the Experimental Class

One-Sample Kolmogorov-Smirnov Test

		posttestexperimental
N		28
Normal Parameters ^a	Mean	70.3571
	Std. Deviation	8.81167
Most Extreme Differences	Absolute	.162
	Positive	.123
	Negative	-.162
Kolmogorov-Smirnov Z		.859
Asymp. Sig. (2-tailed)		.620
a. Test distribution is Normal.		
b. calculated from data		

The kolmogorov-smirnov test of the pretest of the control group showed that sinificance was 0,620. Since p value (0,620) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test scores of the data control class can be seen on figure 4.5

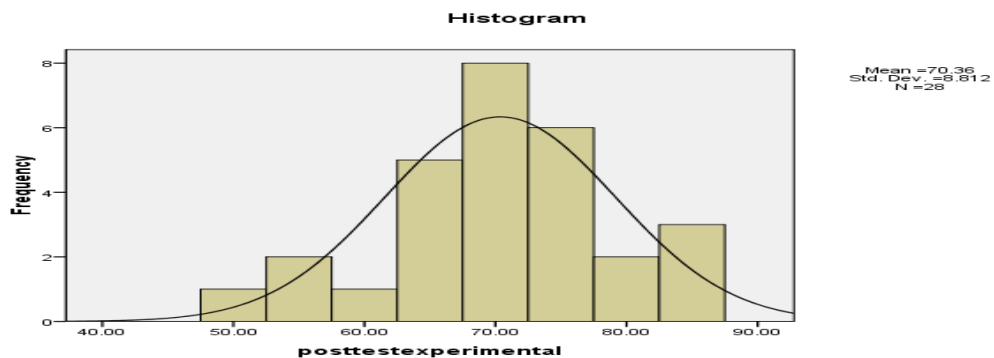


Figure 4.5
The Histogram of The Students' Post-Test of the Experimental Class

Tabel 4.6
Test of Normality Test of Post-Test Scores of the Control Class

One-Sample Kolmogorov-Smirnov Test

		posttestcontrol
N		28
Normal Parameters ^a	Mean	62.8571
	Std. Deviation	7.38223
Most Extreme Differences	Absolute	.150
	Positive	.136
	Negative	-.150
Kolmogorov-Smirnov Z		.793
Asymp. Sig. (2-tailed)		.555
a. Test distribution is Normal.		
b. calculated from data		

The kolomogrov-smirnov test of the post-test of the experimental group showed that significance was 0,555. Since p value (0,555) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experimental group can be seen on figure 4.6

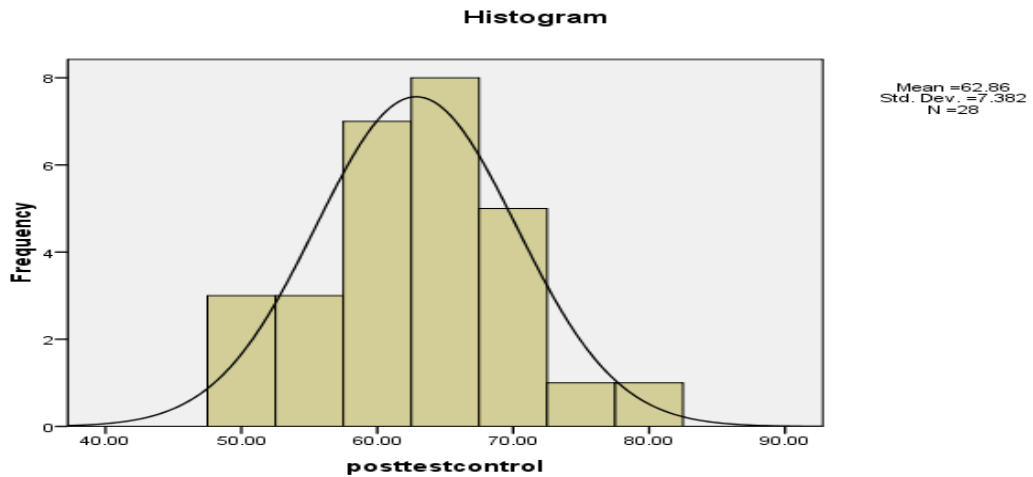


Figure 4.6
The Histogram of the Students' Post-Test of the Control Class

c. The Result of Homogeneity of Variances Test

The result of Homogeneity of variances test can be seen on table 4.7

Table 4.7

Test of Homogeneity of Variances

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.217	1	54	.643

The test homogeneity of variances showed that the significant were 0,643. Since, 0,643, was higher than alpha level of 0,05 meaning that the variances of very treatmentt was homogenous.

3. The Statistically Analysis Result

In order to verify the hypothesis proposal, the statistical analyses were applied. The t-test and independent sample, t-test in which paired t-test was used to find out whether there are significant differences in students' reading comprehension before and after the treatment in the experimental and control class, meanwhile independent sample t-test (SPSS) 16 program for window was applied in order to find out whether or not there was significance in students reading comprehension between the experimental class and control class.

a. Paired Sample t-test Analysis

1). Statistical Analysis on the Result of post-test experimental and post-test in the experimental class

Table 4.8

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttestcontrol	62.8571	28	7.38223	1.39511
	posttestexperimental	70.3571	28	8.81167	1.66525

Based on the paired sample statistic (table 4.8), the mean of reading comprehension post-test in the control class was 62, 8571 and the standard deviation was 7,38223. The mean of reading comprehension post-test in the experimental class was 70, 3571 and the standard deviation was 8,81167.

Tabel 4.9

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
			Std.		95% Confidence Interval of the Difference				
					Mean	Deviation			
Pair 1	posttestexperimental–posttestcontrol	7.50000	10.67187	2.01679	3.36188	11.63812	3.719	27	.001

The result of the paired sample t-test, paired sample difference in mean between pre-test of reading comprehension achievement in the experimental class was 7,50000 with standard deviation of 10. 67187 and t-obtained was 3,71at the significant level Of 0,05 and the degree of freedom 27 and the critical value of t-table for tailed test was 1,70

From the table 4.9, it can be seen that t-obtained 3,71 was higher than the critical value of t-table 1,70, it can be stated that the research hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. It means that there was significant difference is reading comprehension achievement within the students in the experimental class.

The table above showed the variables of this research. There were two variables of the research, which were dependent and independent variable. From the table above, dependent was Reading Achievement and the independent variable was title Language Experince Approach.

b. Independet Sample T-Test Analysis of Students Reading Test

Tabel 4.10

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.217	.643	3.452	54	.001	7.50000	2.17242	3.14457	11.85543
	Equal variances not assumed			3.452	52.392	.001	7.50000	2.17242	3.14151	11.85849

Based on table 4.10, the value t-obtained was 3.452 at the significant level 0,05 in two tailed testing with df was 54. Where critical value of t-table was 1,70, since the value t-obtained 3,453 higher than the critical value of t-table (1,70), H_a was accepted and H_o was rejected. It means that there was significant difference in reading comprehension within the students in experimental class, who were taught by using Language Experience Approach and those who were not

Table 4.11
The Effect of Language Experience Approach on Students' Reading
Comprehension Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.140 ^a	.620	-.018	1.89070

a. Predictors: (Constant), language Experience Approach

Based on table above shows a symbols 'R' which is the abbreviation of correlation coefficient. Based on the table above coefficient (R) was 0,140. It means the correlation between Language Experience Approach and Reading Comprehension is enough. While the Coefficient Determination (R square) showed how far the effect both them. It showed that R square was 0,620. It means The Effect of Language Experience Approach on Students' Reading Comprehension Achievement was 62,0 % (0,620).

Based on explanation above. It can be concluded the alternative hypothesis (Ha) was accepted and null Hypothesis (Ho) was rejected. It means that there was any significant effect of Language Experience Approach on Students' Reading comprehension Achievement at first grade students of SMPN 1 Pesisir Utara, Pesisir Barat Lampung.

B. DISCUSSION

Based on the result of the study, the following interpretations are presented to strengthen the value of the study. Experimental and control class were the same in their initial level of reading comprehension as

indicated by reading pre-test given before the treatment. The result of the study showed a statistically significant difference in reading comprehension achievement between the students who were taught using Language Experience Approach and those who were not. The value of t -obtained was 3,452 at the significant level 0,05 in two tailed testing with df was 54, where critical value of t -table was (1,70). Since the value t -obtained 3,452 was than the critical value of t -table (1,70), H_0 was rejected. It means that there was significant difference in students' reading comprehension achievement who were taught by using Language Experience Approach

In addition, Language Experience Approach helps students to think about how their reading in proceeding. It assists students in knowing what stors of questions they need to ask themselves during the reading of a text to gain meaning. Students were continously active in arrangin and organizing what they had learned, in order to make hypothesis and predictions in relations to text and its objectives. For this purpose, they used to assess deep understanding of students through questioning and also analyze of the problem. Students are provided with a system that helps them actively monitor their reading success.

Using Language Experience Approach in teaching reading that helps students to get idea based on the premise that succesful reading begins with recognizing what is undrstood and not understood in a passage. This proved that Language Experience Approach could

enhance the students' reading comprehension. The group who were taught through Language Experience Approach surpassed the group that was taught through traditional method. Language Experience Approach is considered effective to improve in improving students' reading comprehension achievement. Students have specific steps to use to clear up trouble spots and become involved in summarizing the material in their own words, thus helping them to remember as well as understand.

There were some reasons why Language Experience Approach gave significant effect on students' reading achievement in experimental class. First, the students in experimental class were provided the situation where they did so discovery activities which actively involved them in analysis and application. The students were not only the receiver, but also the actors of their own experiences in learning the material, specifically reading achievement.

Second, the students in experimental class were not taught through only receiving information passively from passively from a textbook or teacher. So, they also experienced the material without too much passive information that were given by teacher. By using Language Experience Approach, the students found the general structure of reading through analysis.

While the students in control class were not taught by using Language Experience Approach, but only got conventional strategy which

is usually used by the teacher. The result of the students in control class got lower posttest scores than posttest score of experimental class.

It can be concluded that Language Experience Approach was able to improve students' reading achievement. Most of first grade students in experimental class had better development and improvement in their post-test scores compared to their scores in pre-test. As the students in control class got lower scores in the post-test. The result of this research showed that using Language Experience Approach gave significant difference in improving students' ability of what they read and give contribution for students to extensive knowledge of the picture even before they read of the text. Therefore, in this research it means that LEA could improve the students' reading achievement in first grade of SMPN 1 Pesisir Utara, Pesisir Barat Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion stated on the previous chapter, can concluded that there was significant difference in reading achievement toward the students who where taught by using Language Experince Approach and those who were not. The students in the experimental class could improve their reading achievement significantly. It can be sen rom the analysis of the data gathered during the experimental. The mean score of the post-test in experimental class was 6,22 which was higher than the mean score of the post-test control class which was 5,55.

It showed that Language Experience Approach gave significant effect on students' reading achievement. There were some reasons why Language Experience Approach gave significant effect on students' reading achievement in experimental class. First, the students in experimental class were provided the situation where they did sodiscovery activities which actively involved them in analysis and application. Second, the students in the experimental class were not taught through only receiving inormation passively from a textbook or teacher.

While the students in control class that only get conventional (lecturing) method which is usually used by the teacher were not significantly improved. The students in control class of lower post-test scores that post-test score of experiment class. As the comparison of

experimental class, the control class did not show the significant effect of using conventional method which is usually used by the teacher in teaching reading achievement. Thus, alternative hypothesis (H_a) was accepted, and null hypothesis (H_o) was rejected.

B. Suggestion

Based on conclusion above, the researcher would like to suggest that the students at SMPN 1 Pesisir Barat, Pesisir Barat Lampung. Would like to improve their motivation, their active, and their comprehending reading text using Language Experience Approach.

The researcher also suggests, the teacher at SMPN 1 Pesisir Barat also at junior high school would be used LEA strategy to improve the students' reading achievement.

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