USING PLAN (PREDICT, LOCATE, ADD, NOTE) STRATEGY IN TEACHING READING DESCRIPTIVE TEXT

PENGGUNAAN STRATEGI PLAN (PREDICT, LOCATE, ADD, NOTE) DALAM PENGAJARAN TEKS DESCRIPTIF

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Abstract

The aim of this study was to determine the effectiveness of PLAN (Predict, Locate, Add, and Note) Strategy in Teaching Reading Descriptive text to Junior High School at SMP N 1 Bukit Sundi. This research used experiment research design that consist of two groups as the sample groups. They were: an experimental class that used PLAN Strategy and the other was control class, used discovery learning strategy. The population of this research were eight grade students of SMP N 1 Bukit Sundi that have learn descriptive text. The samples of this research were class VIII.E as experimental class (20 Students) and class VIII.D as control class (20 students. Instruments that used in collecting the data was reading test. The result of the research showed that PLAN trategy gave possitive effect on students' reading comprehension of descriptive text. It could be seen from mean scores of students' test at experimental class was higher than mean scores of students' reading test at controll class. This strategy gives more challenging activities and develops students' autonomy and made students' easier in comprehending desriptive text.

Keyword: PLAN, Reading, Descriptive Text

Abstrak

Tujuan dari penelitian ini adalah untuk melihat efektivitas penggunaan strategi PLAN (*Predict, Locate, Add, Note*) dalam pengajaran reading teks deskriptiv di SMP N 1 Bukit Sundi. Penelitian ini merupkan penelitian experimen yang terdiri dari dua kelas sampel. Kelas eperiment menggunakan strategi PLAN dan kelas kontrol menggunakan

strategi pembelajaran discovering. Populasi dari penelitin ini adalah kelas delapan SMP N 1 Bukit Sundi yang telah mempelajari teks deskriptiv. Sampel dari penelitian ini adalah kelas VIII.E (20 orang) dan kelas VIII.D sebagai kelas kontrol (20 orang). Instrumen yang digunakan dalam mengumpulkan data adalah tes reading. Hasil penelitian ini menunjukkan bahwa strategi PLAN memberikan efek positif terhadap kemampuan siswa dalam memahami teks descriptif. Hal ini dapat dilihat dari mean score hasil tes reading kelas experimen lebih tinggi dibandingkan dengan kelas control. Strategi ini memberikan aktivitas yang dapat meningkatkan dan membuat siswa dapat memahami teks descriptif lebih mudah.

Kata Kunci: PLAN, Reading, Descriptive Text

Introduction

Reading is an interactive process that goes on between readers and the text resulting in comprehension. In this process, the readers interact dynamically with the text as she or he tries to elicit the meaning and where various kinds of knowledge are being used. In learning English, reading is the most important skill for students because it is the chosen instrument to enlarge their knowledge. Besides, reading is very essentials for students studying English as Foreign Language (EFL) because most text book and the sources of science knowledge and information on higher technology are published in English, even in translation activity (Rahemi, Jufri, Ardi, 2013). As a result reading is foundation of advanced studies which requires reading skill to access both text book and other reading materials outside the classroom. In this case, students need comprehension in order to received writer's message through reading text materials.

Furthermore, reading comprehension is the heart and goal of reading since the purpose of all reading is to gather meaning from the printed page. If a student says word in a passage without gathering their meaning one would hesitate to call the reading. Comprehension is the ultimate goal of reading. Every student agrees that reading comprehension is not a simple matter of recognizing individual words or even of understanding each individual word as our eyes pass over it. It is not surprising that students have difficulties in this area.

Considering the importance of reading, reading is included in English curriculum at school with various strategies (Wiryani, Y; Fitrawati, 2017). In junior high school, reading is taught integrated with other skills. Students are required to achieve informational level of literacy in which they are expected

to use language to get information in the form of genres. There are several of texts that should be learn by the eighth grade students at Junior High School, one of them is descriptive text. Descriptive text is a kind of the text that tells how something looks, smells, acts, tastes, sounds etc. Djuharie (2007: 24) states that descriptive text is describe about something a particular person, place, or thing that have characteristic that related to location, purposes, function, features, and proof and noun. Dekskriptive text is also the text that describes something in order the reader or listeners are able to get the same sense as what the reader experienced. Descriptie text gives more information about persons, things and animals specifically. An important thing about descriptive texts is the texts should describe what thing looks like not based on speaker opinion only.

However, based on researcher's observation and interview with some English teachers at SMP N 1 Bukit Sundi, descriptive text becomes one of the most difficult text to be comprehended by students. In comprehending descriptive text students should consider many things such as they should focus on the topic which describes about something such as particular person, place or thing. nevertheless,the students cannot predict about the topic because they have lack of background knowledge about it. Most of them only wait information from teacher's explanation. The other problems are it is hard for them to comprehend the main idea of the text; they faced difficulties in getting point or ideas on descriptive text. As a result, most of them do not understand what they read and it makes they lose motivation in Reading. The laziness can be seen when the students do exercises. They like chatting with their friends. They do reading activity is only for fulfilling the reading test which is given by the teacher.

Next, having lack of vocabulary becomes one of crucial problems for students. The long reading text material and many descriptive words which is unfamiliar make them frustrated in reading descriptive text. Moreover, they also had less interesting in reading activity, especially in English reding text material. This makes their English in reading comprehension cannot be improved yet.

In reading, teachers should concern about reading strategies used. Reading strategy is one of important factors in successful l comprehension. Related on the problems above, the writer uses PLAN (Predict, Locate, Add, and Note) strategies to help students read informational texts actively and strategically.

Predict, Locate, Add, Note (PLAN) is a graphic organizer that help students to comprehend the text after that they discuss with their partner in class discussion. According to Caverly, et, al in barton & jordan (2001:95) PLAN is a study reading strategy for informational text that helps students read strategically. It also can be taught in pre reading, during reading and after reading. PLAN provides a structure to help students organize their reading and reflect on the text in short chunks. It means, that PLAN make the students can know how to arrange their reading ability and also can expand their comprehension about the text in short. There are several benefits of using PLAN in teaching reading as stated by Seagrave (2006) first, PLAN facilitate active reading. Students interact more with the text as they should create their predictions into a map. Then, it engages students' background knowledge of the topic that simultaneously builds their interest and motivation to read. This strategy also encourages students to take responsibility of their comprehension by requiring concrete evidence of their reading. Creating concept map helps students to visualize the ideas in the text that will monitor their comprehension. It also helps students to recognize text construction easily.

The strategies can be implemented involved in before, during and after reading. Cohen & Cowen (2008:219) states there are four main steps to be followed. First, student predict the content of the text (predict step). The next step is locate. During this step, students place check marks next to topics that are known and question marks by topics that are unknow on the map (locate step). After that, student that, students read the text to correct their predictions (add step). Finally, students demonstrate their comprehension by revising the concept map, writing summary, or completing some other relevant tasks (note step). This step is important because students use their comprehension to complete the learning task.

Through these strategies students are pushed to use a number of strategies such as relating text to prior knowledge, predict, questioning, summarizing, using imagery, and setting a purpose for reading. Both strategies have the similar indicator and same activities and it will give more challenging activities and can develop students' reading comprehension especially on Descriptive text. There are some procedures of Teaching Reading on Descriptive Text by PLAN:

1) Student predict the content of the text (Predict).
2) Locate the topics you know something about and which topics little about. Such as place an topics about which you already now something, and place

a question mark by topics that are unfamiliar to you (Locate).

3) After that, students read the text to correct their predictions (add).

4) Writing summary, or completing some other relevant tasks (Note).

The purpose of this research was to examine whether PLAN strategy give better effect on students' reading comprehension of descriptive text. There are two hypotheses:

H0: There is no significant effect of using PLAN strategies on students' reading comprehension of descriptive than using discovery learning

HI: There is a significant effect of using PLAN strategy on students' reading comprehension of descriptive text than using discovery learning.

Research Method

This research was conducted by using quasi experimental design. The population in this research was eight grade students of SMP N 1 Bukit Sundi. That consist of six classes VIIIa (20 students), VIIIb(20 students), VIIIc (20 Students), VIIId (20students), VIIIe (20 students),VIIIf (20 students). The total of the students were 120. The researcher used purposive sampling to determine the samples of the research. After that, the mean of students' score were calculated by using formula proposed by Arikunto (2010):

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

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

$\sum X$ = Sum of students' score

n =   The number of students

The sample were two parallel. Class VIII e was choosen as exprimental class and VIIId as control class. The instrumentation of the research was reading test in the form of multiple choices. The test was used to know the students' reading comprehension ability. The test included 5 descriptive texts which have some indicators of reading comprehension descriptive text. They are: Topic, main idea, Supporting detail, Social Function of descriptive text, Generic structure of descriptive text (Identifiacation, Description) and language feature. The total of the item of the test developed by 40 items. So the total of score is 100. The researcher provided 60 minute to fill the test. In order to ensure the homogeneity of the two parallel classes, the researcher conducted pre-test. Two

parallel classes were chosen as experimental and control class purposively. The experimental class used PLAN strategies and control class treated by Discovery learning strategy.

Table 1: Procedure of Experimental and Control Class

Experimental class (PLAN Strategy)	Control class (Discovery Learning)
Pre-Teaching Activity a. Teacher greets the students and lead to pray b. Introduce the competence that students should achieve.	**Pre- Teaching Activity** a. Teacher greets the students and leads to pray. b. Introduces the competence that students should achieve
Whilst Teaching Activity a. The teacher divides the students into groups. b. The teacher gives a topic of descriptive text. c. The teacher asks the group to predict the topic d. Have them discuss the contents of the text with partners, small group, or in a whole class discussion e. The teacher asks the students Locate the topics you know something about and which topics little about. Such as place and topics about which you already know something, and place a question mark by topics that are unfamiliar to you. f. After that, student that, students read the text to correct their predictions (add step). j. Finally, students demonstrate their comprehension by revising the concept map, writing summary, or completing some other relevant tasks (note step)	**Whilst Teacher Activity** a. The teacher gives a text descriptive to students. b. The teacher reads the descriptive text in clearly pronunciation and asks the students to follow them. c. Teacher check students' pronunciation. If the students reads a wrong word, the teacher to correct them word, have them repeat after teacher. d. Next, teacher divides the students into groups e. The teacher asks the students to read the descriptive text in group. f. The teacher gives some question for students about reading material. g. Students discuss the answer in group. h. The teacher analyze of the students answer i. Teacher give reward.
Post Teaching Activity a. The teacher concludes the lesson together with the students b. The teacher gives students homework.	**Post Teaching** a. The teacher concludes the lesson together with student b. The teacher give homework to the student.

Result and Discussion

The finding of the research shows that using PLAN strategy give significant effect on students' reading comprehension of descriptive text. It can be seen in the result of students' test. Researcher used preliminary test before choosing the sample than analyzed the students' score for all population of the reading test. Then, choose two parallel classes as the sample. To choose parallel class as the sample of the research, the researcher did purposive sampling technique. Then, used lotteries to decide experimental and control classes. The first lottery was used to choose one class as experimental class and other one was as control class. After lottery of two classes, class VIII.E was chosen as the experimental and VIII.D as the control class. There were 40 students involved, 20 students were in experimental class, and 20 students were in control class.

Before doing treatment at the class, researcher did pre-test both of two classes to know the basic knowledge of students' reading comprehension and to determine of the sample have same ability in reading and homogenous. The data of pretest could be seen on table 6 as follow:

Table 2: The Data of Students' Pretest Score on Reading Comprehension of Descriptive Text

Class	N	$\overline{x}$	S
Experiment	21	63.8	13.86
Control	20	61.7	10.03
The differences		**2.1**	**3.83**

Based on the table above, it can be shown that the difference of mean score of pretest on reading comprehension of descriptive text among experimental class and control class was 2.1. It means that the ability of both classes were homogenous. After giving pretest to experimental class and control class the researcher used different strategy in teaching reading of descriptive text in experimental class and control class. Experimental class was taught by PLAN strategy and control class was taught by using discovery learnng strategy.

In order to know students' reading comprehension of descriptive text after being taught in experimental class and in control class, the researcher gave reading test (Post tst) to both the class. The instrument of the test was reading test in the form of multiple choices that consist of eight indicators of reading comprehension was topic, main idea, supporting detail and indicator of

descriptive text was description, identification simple present tense. It was done 80 minute.

After giving the post test the researcher then analyzed the mean score, standard deviation and variance of the data based on the result of post test. The data of students' post test score could be seen on table as follow.

Table 3: The Data of Students' Post Test Score on Reading Comprehension of Descriptive Text

Class	N	$\overline{x}$	S
Experiment	21	71	14.31
Control	20	62.4	13.76
The differences		**8.6**	**0.55**

Based on the table above, it can be seen that the mean score of students at experimental class was higher that the mean score of students at control class. The difference was 8.6. In order to know the students' reading comprehension ability of descriptive text after being taught by PLAN strategy, the mean score of pretest and posttest at control and experimental class were compared. The data of those mean scores can be seen as follow.

Table 4: The Data of Students' Pre test and Post Test Score on reading comprehension of descriptive text at Control and Experiment class

CLASS							
CONTROL				EXPERIMENT			
Stage	N	$\overline{x}$	S	**Stage**	N	$\overline{x}$	S
Pre test	20	61.7	10.03	Pre test	21	63.8	13.86
Post test	20	62.4	13.76	Post test	21	71.0	14.31
Differences		**6.8**	0.64	Differences		**7.2**	0.45

Based on the table above, it can be seen the differences of mean score of pre test and post test at control class was 6,8 and experimental class was 7,2. It mean that, the students' mean score of post test on reading comprehension of descriptive text was increased after being taught by PLAN strategy in teaching reading of descriptive text.

Data Analysis

In getting the result of this research, the researcher measured the normality and homogeneity of the data and tested the hypothesis.

Measuring the Normality

In analyzing the normality of the data on students' reading comprehension on experimental class and control class the researcher got the data from both of the classes. The normality of students' reading comprehension pre test and post test score at experimental class and control class could be seen on table as follow:

Table 5: The Normality of Students' Reading Comprehension of Descriptive Text Post Test Score

Class	Number of Students (N)	(α)	Critical Value of Accounting (L_o)	Critical Value of Accounting (L_t)	Distribution
Experiment	21		-0.33319		Normal
Control	20	0.05	0.1264	0.190	Normal

Based on the table above, from the experimental class, it was gotten that calculated normally coefficient Lo= -0.33319at the significances level 95% and the table normality coefficient Lt= 0.190. It means that Lo ≤ Lt. The data from control class were Lo= 0.1264and Lt= 0.190. It means that Lo ≤ Lt. According to the data analysis above, it could be concluded that the data from both experimental class and control class were distributed normally.

Homogeneity Testing

In order to analyze the variance of the data of students' reading comprehension on descriptive text in experimental class and control class, the researcher analyzed it by using test of homogeneity. It can be seen on following table:

Table 6. The Result of Homogeneity Testing of post - test

Class	(n)	(α)	S	S^2	F_c	F_t	Variances
Experiment	21		14.31	204.77			Homogeneous
Control	20	0.05	13.76	189.38	1,03	2,15	Homogeneous

The researcher got the data $F_{calculated}$= 1.03 at the significances level α= 0.05. $F_{table}(20)(19)$= 2.15. It could conclude that $F_{calulated} \leq F_{table}$. Therefore, both experiment and control class had the same variances.

Hypothesis Testing

In order to know there was any differentiation of students' reading comprehension in both experimental and control class, the researcher did T-test statistical analysis. It can be seen in the following

Table 7. Result of t-test on post-test

Class	(n)	S^2	S	A	T_c	T_t	Reference
Experiment	21	14.31	204.77	0.05	2.04	1.70	Ho was rejected and Ha was received
Control	20	13.76	189.38				

Researcher got the data $T_{calculated}$ = 2.07 and T_{table} (0.95)(39)= 1.70. In conclusion, Ho was rejected and Ha was received. It means the students' reading comprehension that was thought by using PLAN was better than students' reading comprehension that taught by discovery learning strategy. In the other words, there was a positive effect on students' reading comprehension. According to the data above, it can be concluded that using PLAN strategy in teaching of descriptive text give improvement toward students' reading comprehension of descriptive text.

Based on the finding of the research, the students' reading comprehension of descriptive text at the eighth grade of SMPN 1 Bukit Sundi increased after being taught by using combining PLAN strategy. It means that H1 was received and H0 was rejected. The students' mean score at experimental class in the post-test is higher than the pre-test. Meanwhile the students' reading comprehension of descriptive text at the eighth grade of SMP N 1 Bukit Sundi increased after being taught by using discovery learning. It can be seen from the mean score of the control class in the pre-test and in the post-test. In line with this research Fastila (2012) finds that using PLAN can improve students' skill in reading report text. It means that, the existence of PLAN strategy in teaching reading comprehension helped the students to find the meaning of the text because in this strategy the students is given opportunity to share their idea to other students in the group. This finding supported the theory that is proposed by the Nunan (2005:71) where reading comprehension is an activity to get the meaning, understanding and entertainment. Furthermore, applying this strategy in teaching reading comprehension of descriptive text also improved the

students' ability in sharing idea to other students and the students also can gave respond to other students and finally it makes them easier to comprehend the text.

Conclusion

There are many strategies that can be applied in teaching reading. Using PLAN strategy is one of interesting activity in teaching reading. The students can be easy in learning reading because they are helped by some interesting activity which is created by them. In this strategy, the teacher invited the students to be more active and dependent in learning activity and finally the students have to explore their idea into a summary based on their understanding. The student can enjoy learning because this strategy is designed like the game. Based on the result of this research it was found that using PLAN strategy give the better effect toward the students' reading comprehension on descriptive text. The writer suggests to the readers as the teachers to apply these strategies to Junior High School and the teacher have to master procedures of these strategies and can explain to the students clearly. In implementing this strategy, it is suggested to use familiar topic of reading materials. It is better to use topics that are close with students' knowledge and environment so students can use their background knowledge to invest in reading activities.

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