THE EFFECT OF START, NOTES, IDENTIFY, PLUG, AND SEE (SNIPS) STRATEGY ON STUDENTS' READING COMPREHENSION AT SMP AHMAD DAHLAN KOTA JAMBI

THESIS

BY

UMI ASTUTI

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

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JAMBI 2023

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THE EFFECT OF START, NOTES, IDENTIFY, PLUG, AND SEE (SNIPS) STRATEGY ON STUDENTS' READING COMPREHENSION AT SMP AHMAD DAHLAN KOTA JAMBI

THESIS

Submitted as Partial Fulfilment of the Requirements for Getting Undergraduate Degree of S.Pd (S.1) in English Education Study Program

BY

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Date	: Februari, 27th 2023
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DEDICATION

First of all, the writer gives praise and thankfulness to Allah SWT because his blessing and the merciful with deeply this thesis can be finished. I dedicated this thesis especially for :

- My beloved parents ,there are my mother (Wagiyem) and my father (Panut),thank you for your love, material, advices, best support, motivation, care and prayer for me. Both of you always make me strong to face the life. Your love give a power for me to finish this thesis.
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MOTTO

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوا اتَّقُوا اللّٰهَ وَابْتَغُوْٓا اِلَيْهِ الْوَسِيْلَةَ وَجَاهِدُوْا فِيْ سَبِيْلِهٖ لَعَلَّكُمْ تُفْلِحُوْنَ

(المآئدة : ٣٥)

“O you who believe! Be mindful of your duty to Allah, and seek the way of approach unto Him, and strive in His way in order that you may succeed.”

(QS.Al-Maidah:35)

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The goal of this thesis is partial requirements for the undergraduate degree (SI) In English Education Study Program at of The State Islamic University Sultan Thaha Saifudin Jambi Which is entitle **"The Effect of Start, Notes, Identify, Plug, and See (SNIPS) Strategy on Students' Reading Comprehension at SMP Ahmad Dahlan Kota Jambi."** (Quasi Experimental)". In the preparation of this thesis, the researcher realizes that many parties support so that this thesis can be completed. Only thanks and prayers that the researcher can convey to those who have helped make this thesis, namely to:

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I hope this thesis will give contribution to teaching English. I really realize this thesis is still far from perfect, but i hope contructive critics and suggestion from all readers. I do hope the next researcher can be better than this. May Allah almighty, the Lord of Universe bless you all amiiin.

Jambi, 11 January 2023

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ABSTRAK

Nama: Umi Astuti
Jurusan: Pendidikan Bahasa Inggris

Judul :Pengaruh Start, Notes, Identify, Plug, and See (SNIPS) Stategi Terhadap Kemampuan Membaca Siswa di SMP Ahmad Dahlan Kota Jambi.

Efek strategi SNIPS pada pemahaman membaca siswa di SMP Ahmad Dahlan Kota Jambi dibahas dalam penelitian ini. Tujuan dari penelitian ini adalah untuk menentukan apakah SNIPS memiliki dampak yang signifikan pada pemahaman siswa tentang membaca dan apakah ada perbedaan yang signifikan antara siswa yang diajarkan menggunakan strategy SNIPS dan mereka yang tidak.

Metodologi penelitian ini adalah penelitian quasi-eksperimental. Sampel penelitian ini terdiri dari 64 siswa kelas dua dari VIII a dan VIII b.Dalam setiap sesi, pre test dan post test digunakan untuk mengumpulkan data. Tes yang digunakan dalam penelitian ini adalah pilihan ganda, dengan 20 pertanyaan dan 5 bagian.

Berdasarkan hasil dan diskusi, skor pre-test siswa di kelas eksperimental adalah 57,97, dan skor pre-test mereka adalah 83,13. Pengujian hipotesis juga menunjukkan bahwa pendekatan SNIPS memiliki dampak yang signifikan pada pemahaman membaca siswa. Pada tingkat signifikan = 0,05, Tv (t-value) lebih besar dari tt. (t-table).Tv adalah 8.224, sedangkan tt dari df 62 pada tingkat signifikansi 5% adalah 1.670 dan 2.388 pada level signifikans 1% adalah 2.388. Secara ringkas, kita dapat menafsirkan 1.670 <8.224> 2.388. Menurut temuan, strategi SNIPS memiliki dampak yang signifikan pada pemahaman membaca siswa di SMP Ahmad Dahlan Kota Jambi.

Kata Kunci : Kemampuan Membaca, Strategi SNIPS

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ABSTRACT

Name: Umi Astuti
Study Program : English Education Study Program
Title : The Effect of Start, Notes, Identify, Plug, and See (SNIPS) Strategy on Students' Reading Comprehension at SMP Ahmad Dahlan Kota Jambi.

The effect of SNIPS strategy on students reading comprehension at SMP Ahmad Dahlan Kota Jambi was addressed in this research. The study's objectives were to determine whether SNIPS had a significant impact on students' reading comprehension and whether there was a significant difference between students instructed using the SNIPS strategy and those who were not.

This study's methodology was quasi experimental research. This study's sample comprised of 64 second grade students from VIII a and VIII b.In each session, pre test and post tests were used to gather data. The test used in this study was multiple-choice, with 20 questions and 5 sections.

Based on the results and discussions, the students' pre-test score in the experimental class was 57,97, and their post-test score was 83,13. The testing of hypotheses also demonstrated that the SNIPS strategy had a significant effect on students' reading comprehension.On the significant level = 0,05, tv (t-value) was greater than tt. (t-table).The tv was 8.224, while the tt of df 62 at significance level 5% was 1.670 and 2.388 at significance level 1% was 2.388. In summation, we can interpret 1.670 <8.224> 2.388. According to the findings, the SNIPS strategy had a significant effect on students' reading comprehension at SMP Ahmad Dahlan Kota Jambi.

Key words : Reading skill, SNIPS Strategy

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CHAPTER I

INTRODUCTION

A. Background of The Research

When learning English, one important skill that should be emphasized is reading. Reading is a crucial skill in language learning and acquisition, according to Alfassi (2004). That involves complex cognitive activities involving memory consolidation in order to function properly in society and receive information. Therefore, the learners should have expertise in the field of reading.

The process of extracting information from a text is referred to as reading. Tarigan (2015:7) defines reading as the process by which users acquire the message to be imparted by the author through media word/composed language. It implies that reading really helps the readers to know the specific information from the author.

According to Mulyono (2003), perusing is an intricate movement that incorporates both physical and mental parts. Two aspects of reading-related physical activity are eye movement and visual acuity. Memory and appreciation are instances of mental exercises. People can read well if they are able to clearly see the letters, move their eyes quickly, accurately recall linguistic symbols, and have sufficient reasoning to comprehend what they are reading. Because of this significance, it is impossible to deny that reading is an essential part of the learning process. Understudies in the Junior High School English curriculum, especially in the second grade, are expected to grasp the meaning of various kinds of short functional writing. Descriptive, narrative, report, procedure, and other text categories are examples. Students must comprehend the meaning, textual traits, and textual language features.

Descriptive text is one of the categories taught by English teachers at SMP Ahmad Dahlan Kota Jambi in grade VIII to help students understand

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how to describe people, places, and things. However, many students struggled to comprehend descriptive text's generic organization and language features. As a result, The students were unable to identify the language features or the text's general structure.

On the other hand, most teachers still erase their teaching strategy during the method involved with instructing and learning English. This is due to the limited strategies employed by English teachers; In class, they only employ simple reading strategies. In fact, the SNIPS strategy can be utilized in English instruction.

However, based on preliminary observations at SMP Ahmad Dahlan Kota Jambi. It could be said that the students' reading skill was poor, particularly in comprehending the material. In fact, it was difficult for them to obtain knowledge, comprehend the text, and recognize the reading text. Furthermore, students were uninterested in reading English material. In general, the students did not comprehend what they read. Data were gathered through observation and interviews with English teachers at Ahmad Dahlan Junior High School in Jambi City.

To solve the problems mentioned above, teachers have to develop strategies that increase the desire of the students to learn English. The SNIPS (Start, Note, Identify, Plug, and See) method is one of the strategies. The type of reading distinguishes the SNIPS approach from the teacher's strategy. The educator's methodology involved silent reading, whereas the SNIPS strategy involved aloud reading. It increased student participation in the classroom.

According to Cohen and Spenciner (2004), SNIPS is a five-step approach in reading comprehension that includes start with questions, notes what can be learned from clues, what's important, how to put it in the text, and see if you can explain the image to others. This suggests that the strategy may improve students' reading comprehension. Besides, it tells the peruser that they can rely upon the data in the text as well as their earlier information.

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The researcher wishes to propose one of the SNIPS-based strategies that can improve students' reading comprehension of descriptive texts based on the above description.

Based on the foregoing, the researcher will conduct a research named **"The Effect of Start, Notes, Identify, Plug, and See (SNIPS) Strategy on Students'Reading Comprehension at SMP Ahmad Dahlan Kota Jambi" during the academic year 2022/2023.**

B. Identification of The Research

Students at SMP Ahmad Dahlan Jambi City struggle with a variety of reading comprehension issues, including the following:

1. The teacher lacks an effective reading instruction method. The students won't be interested in learning English as a result.
2. The subject of the text is unclear to students. The text's key words are not understood by students. The text cannot provide students with information. Understudies experience issues in grasping the point. Students struggle to draw conclusions. Understudies have an absence of jargon.
3. Students are afraid to ask questions and comprehend the material being covered, which can lead to boredom and a lack of interest in learning English.

C. Limitation of The Research

The majority of students struggle to comprehend English texts, as the aforementioned issue indicates. There are many different kinds of English texts, but researchers only pay attention to descriptive texts. Therefore, the researcher limited the problem to using the SNIPS strategy to teaching reading at SMP Ahmad Dahlan Jambi City.

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D. Formulation of The Research

The following questions were formulated by the researchers in light of the preceding background::

1. Is there has been any significant effect on students who have been taught using the SNIPS Strategy in reading comprehension and those who are not at SMP Ahmad Dahlan, Jambi City?
2. Is there any significant different on students who are educated by involving the SNIPS Strategy in reading comprehension and student who are not at SMP Ahmad Dahlan, Jambi City?

E. Research Objectives

In view of the foundation of the review and examination issues over, the exploration goals can be planned as follows:

1. To determine the significant effect on students who are taught using the SNIPS Strategy before and after and students who do not use the SNIPS strategy in understanding reading texts at SMP Ahmad Dahlan Jambi City.
2. To determine the significant differences between students whose instruction is based on the SNIPS Strategy and students whose instruction is not based on the SNIPS strategy in understanding reading texts at SMP Ahmad Dahlan Jambi City

F. Significant Research

Based the benefits of the research, the background of the study, and the above research problem are as follows:

1. For readers, it will help readers improve their reading comprehension if they are aware of the significance of the SNIPS Strategy.
2. For the SNIPS can help students improve their reading skills.
3. For teachers, as the reference to teaching english by using the SNIPS
4. For the other researchers, as the source of information to do the same research but different point of view.

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CHAPTER II

LITERATURE REVIEW

A. Reading

Reading, according to Patel and Jain (2008:113-114), is an important activity in life with which one can update his/her knowledge. It means that reading is an important tool for academic success.

Harmer (2007:99) states that reading is really beneficial for language acquisition provided that students more or less understand what they read, and the more they read, the better they get it. According to Grellet (2004:7), reading is a continuous process of guesswork, and what one contributes to the next is often more essential than what one finds in it. In reading, students should be taught to use what they know to comprehend unfamiliar elements, whether these are concepts or basic words.

As mentioned Mulyono (2003), reading requires not only the ability to extract meaning from printed matter, but also the ability to compose the text available to form meaning. Therefore, reading can be defined as an activity that gathers meaning and understanding not only from the written words but also from the meaning between the lines.

According to Güldenoğlu (2016), readings can be most functionally defined as: In the reading process, the leader first uses appropriate orthography, phonetics, and morphology knowledge and skills to solve the words in the written text. The reader then associates the word with phonological lexicons, their prior knowledge, and their experience. Finally, by analyzing sentences constructed according to syntactic characteristics, the reader knows the intended message in the reading text.

In addition, note that according to Sahin (2013), reading is a dynamic closure process that enables communication between writers and readers. This means that reading can be interpreted as the reader's ability to understand what is being read in the text.

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From all of the definitions above, it means a common understanding of reading can be determined as an active process of finding meaning. This process is done by information and affected by nonlinguistic inner and outside variables. Therefore, reading can be taken as a life ability which is significant to immediate as well as long term life success and reading for the most part serves as source of data and satisfaction.

1. Uses of Reading

As we know, there are four English skills that we must have. Namely listening, writing, reading, and speaking. Reading is the one of the most important skills in English. In reading, we not only read the text but can also be a means or a way to get information from the text.

Unfortunately, many people prefer learning to master more than one language than learning to read. Although, several previous studies have proven that reading is important. It can improve people in their social skills, improve hand-eye coordination, and provide endless fun and entertainment (Iftanti,2012) .

In addition to education, reading plays an important role in learning English. Some previous studies believe that students who have the habit of reading are easier to master other skills in English (Iftanti,2012). It is important that students who study English as their foreign language are able to understand English reading well.

Habit is very involved and very beneficial from the practice of reading English. Also, it can be seen when the students read some texts, they accidentally get new vocabulary where it can be one of the important components in learning other skills in English such as in speaking skills.

2. Techniques in Reading

According to Patel and Jain (2008:116-125) the types of reading are:

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1. Intensive Reading

Intensive reading is linked to progress in language acquisition under the supervision of an instructor. Intensive reading will provide a foundation for describing problems or structure, as well as expanding lexicon and phrase knowledge. The foundation for classroom action will be intensive study material. It will not only be read, but also discussed in depth in the target language, analyzed at times, and used as a foundation for writing tasks.Texts or passages are studied intensively.In this reading, the learner reads the materials to gain information or analyze them. The aim of this reading is to comprehend condensed text. This reading is carried out to obtain particular knowledge.

2. Extensive Reading

Extensive reading is used to gain a broad knowledge of a topic and involves perusing longer texts for pleasure. The reader is really interested in learning more about something. After reading, the reader is unconcerned about particular or critical information.People usually read to stay informed.

3. Reading Aloud

Elizabeth (2004:286-288) states that reading aloud implies perusing a text while making sounds perceptible to others. Reading aloud by the teacher can assist students in improving their hearing skills. Reading openly can be beneficial in certain situations. Reading aloud stops students from learning to comprehend the meaning of a phrase, even if they only know one word in the sentence.

4. Silent Reading

According to Elizabeth (2004:287-288), silent reading is defined as reading something without making noises that are perceptible to others. Silent reading is a crucial ability in English instruction. This text should be

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used to help learners improve their reading abilities. Silent reading is used to gather a lot of knowledge. The silent reading must be founded on the book chosen by the students. It allows them to comprehend more quickly, easily, and fluently. It improves understanding and increases the student's lexicon.

5. Scanning Strategies

Scanning is not a real viewing procedure. It is a quest that requires the reader to hover over the material until he discovers what he is looking for. Then he comes to stop and reads as much as is required to answer his query.

6. Skimming Strategies

Skimming is the process of reading only the major concepts in a passage to get an overall sense of the substance of the reading selection. Skimming is a strategy used to search for the 'gist' of what the author is saying without going into too much detail (reading skills for college students). It is used when one only desires a preview or a summary of the material. Skimming is also used after a person has thoroughly studied and needs to review the main ideas and concepts.

B. Reading Comprehension

1. Understanding Reading Comprehension

According to Snow (2002), reading comprehension is a simultaneous process of meaning construction through encounters with written words. As a result, in order to comprehend the subject, the reader interacts with the text linked to the question in the preceding text, which builds the meaning found in the text.

Reading comprehension is critical for anyone who wishes to broaden their education and information. Some students struggle to comprehend the material they have read and thus do not gain anything from it. As a result, the instructor should give closer attention to the issue. Three factors contribute to comprehension of the reading text:

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a) Readers who understand the reading text

To comprehend, a viewer must possess a variety of skills and abilities. These include cognitive abilities (e.g., focus, recollection, critical analysis skills, deduction, imagery skills), motivation (a reading objective, interest in the material read, self-efficacy as a reader), and different kinds of information. (vocabulary, domains, and topics). information, linguistics, discourse knowledge, special knowledge of comprehension techniques).

Attention, recollection, critical analytical skills, inference, visualization abilities, and other cognitive capabilities are examples. While motivation alludes to the reader's reason in reading, interest in the material being read. Finally, different kinds of knowledge include vocabulary proficiency, subject and theme knowledge, and knowledge.

So, while teachers can focus instruction on reading texts, teachers are obligated to help students understand the material. An important goal of teachers assisting in providing reading comprehension to students is to help students learn to become independent and active readers with a variety of strategies to help them understand. Effective teachers integrate both goals into their comprehension teaching. They have a clear knowledge of which students require what type of instruction for what type of text, and they provide students with the instruction they require to satisfy both short-term and long-term comprehension of certain strategies.

b) Text must be understood

Text has a large impact on understanding. Understanding the content of the text does not constitute comprehension. During reading, the reader builds various understandings of the text that are necessary for comprehension. This knowledge contains examples, surface codes (the precise words of the text), text bases (units of ideas that reflect meaning), and understanding contained within the text.

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c) Activities of which understanding is a part

Reading is referred to as activity. The reading exercise includes one or more objectives, several operations to process the current text, and the repercussions of doing the activity. A reader must have an objective before reading, which can be enforced externally for example is completing a class assignment. A variety of motivating variables such as interest and previous information, impact the object. The initial goal of the exercise may change as the reader reads. That is, a reader may respond to information that raises new issues, rendering the initial interpretation of the text imperfect or useless.

2. Components in Reading Comprehension

According to Brown (2003), there are several components of reading comprehension:main ideas, expressions/idioms/phases in context, reasoning, grammatical characteristics, detail, supporting ideas, and lexicon. The researcher only addresses five components of reading comprehension that are relevant to the Junior High School curriculum in this study. They are:

1) Finding main ideas. It is the primary subject that can be discussed in a paragraph, which helps the readers anticipate what the paragraph is about. The main concept can be found in the first, middle, or last line of the paragraph.

2) Finding factual information. It forces readers to scan particular aspects of the text. It typically comes with a guessing question word. Finding true information can include finding specific information such as a person, location, incident, and time.

3) Finding the meaning of vocabulary in the context. The reader should be able to infer the meaning of a new term in the paragraph or phrase that they have read.

4) Identifying reference. The same words or sentences appear several times in the passage. They are typically short and commonly used names such as they, she, he, it, her, him, and others. This component can

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indicate the word to which they allude in order to assist the reader comprehend the reading passage.

5) Making inference. Readers are supposed to make correct predictions. The forecast can be made by properly interpreting the signs provided by the writer.

Finally, students should understand descriptive text well in order to increase their reading understanding of descriptive text.

C. Strategies for Teaching Reading

The purpose of reading is to make students effective and efficient readers. Brown (2004) stated that a teacher should choose a method which depends on the specific purposes of the reading. To achieve the target, teachers need to use a comprehensive strategy lesson. Comprehension strategy lessons are tactics or procedures that effective readers use to interact with written texts, and to understand these writings at a literal, inferential, critical, and creative level.

In the reading process, many aspects are involved in getting reading comprehension. They are motivation, teacher competence, student skills and interests, methods, approaches, strategies, and techniques in attracting students' interest reading comprehension. This is the SNIPS strategy.

SNIPS strategy is a five-step strategy that focuses on understanding and interpreting visual aids such as pictures, graphs, charts, maps, timelines, and other visual representations found in text. The SNIPS steps are: start with a question, note what can be learned from the clues, identify the important ones, put the important points in the text, and see if you can explain the visuals to someone. Thus, SNIPS can be used effectively with more text-based approaches to improve students' understanding of reading assignments (Cohen and Spenciner, 2004) .Using strategies will help students understand the information contained in your assignment.

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SNIPS strategy can improve students' reading comprehension. In summary, the SNIPS Strategy plays an important role in helping students' reading comprehension.

D. Descriptive text

1. Definition of Descriptive Texts

There are many kinds of reading text; descriptive, recount, narrative, report, procedure, explanation, argumentative, persuasive, exposition, and many others. one of the genres that Junior High School students learned is Descriptive Text. According to Wardiman et al (2008:16), descriptive text is a text that describes the features of someone, something, or a certain place. This description can be shown in the form of the sound, taste, and smell of things or objects. The characteristic of something or object to be described usually deals with the physical appearance of the object to be described.

Meanwhile, many linguists, such as Dietsch and Kane (2006:140), mention that descriptive text is a description of an object that the writer had felt before through they sense describing a thing from what people or we see, hear, touch, smell, or taste before. Dietsch argues in her book that description is a recording of concrete details that you see, hear, smell, taste, or touch. It can be said from the above description that descriptive is a text that comes from the experience of authors or others. This illustrates how the author describes what he or she sees, feels, senses, tastes, or touches, then writes or speaks.

The researcher concludes from the explanation above that the descriptive text simply describes people, places, or things. Also, descriptive text is a text that describes something that can be concrete or abstract, including its characteristics, as it looks like the object being described.

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2. Purposes of Descriptive Texts

Generally, the purpose of descriptive text is to describe a particular object. However, there are some reasons for descriptive text, according to some linguists.

Based on Dietsch (2006), descriptive has three general purposes:

a) Descriptive is made to create an image, a mood, or an aura of a place. The reader can imagine what does it look like, so the reader can see, hear, taste, smell, or feel what the author explains.

b) Descriptive can be a tool to stimulate understanding and to persuade someone about something.

c) Descriptive can urge the listener to action, which means when we ask them about something they can quickly know and explain to us who is the person we are looking for, or we want to know, then we can know when or where something takes place or happened.

3. The Generic Structure of Descriptive Texts

Dietsch (2006) stated that The descriptive text has dominant generic structure as below:

a) Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduction of what kind of subject is describing, who, when, or where the subject is. Here, in the identification, we also mention the name of the person, the name of the place, the name of the animal, etc.

b) Description

A description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject, and all paragraphs build the description of the subject. The description can be the physical appearance of the subject, the qualities of the subject like the degree of beauty, excellence or value, and other characteristics of the

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subject, which is like the uniqueness of the special aspects that the subject has.

4. Language Features of Descriptive Texts

According to Siahaan and Shinoda (2008), the language features of descriptive are focus on the specific participant, use of attributive and identifying processes, frequent use of adjectives and classifiers in the nominal group, and use of simple present tense.

E. SNIPS Strategy

SNIPS strategy is a five-step strategy that focuses on understanding and interpreting visual aids such as pictures, graphs, charts, maps, timelines, and other visual representations found in text (Cohen and Spenciner, 2004) . The steps of a SNIPS are: start with a question, notes what can be learned from the clues, identify what is important, plug what is important put it in the text, and see if you can explain the visual to someone. As such, SNIPS can be used effectively with a more text-based approach to improve students' understanding of reading assignments.

Ellen (2002) stated that SNIPS is a reading comprehension strategy that will help you understand visual aids in reference materials and textbooks. Using snips strategy can assist you in grasping the meaning of pictures, graphs, charts, maps, timelines and other visual representations that you might find in your textbooks such as math, science and social studies.

According to Sorrel (1990), developing a strategy that consisted of the following with each steps:

1. Start with Questions

The reader begins by clarifying the purpose by asking himself "Why am I looking at this visual aid?" The reader then asks questions to determine what type of information to focus on, depending on the type of visual aid presented.

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For pictures, readers might ask "What picture is that?" and "What is it? motion or emotion?" For graphs and charts, readers consider "What is it? in comparison?" and "How do things compare?" For the map, the reader asks "What key areas are important to look at?" and "What makes them? key areas?" Questions like "What does the timeline show?" and "What is it? start and end date and time interval?" may be asked for line time.

2. Notes What Can Be Learned From Directions

To answer a question, look for clues or clues about the meaning of the props in the title, description, line, number, or color. Activate prior knowledge related to the subject.

3. Identify What's Important

Identify the main idea of the visual aid as well as the two facts represented in the visual aid.

4. Plug the Important Into text

Consider how visual aids relate to the main idea of the text.

5. See If You Can Explain Visuals to Someone

Explain the visual aid to someone else, or explain it aloud to yourself if none is available. What's the graphic about? How does it relate to the text? What's the best clue about what it means, and why is it a good clue?

In conclusion, SNIPS usually use visual aids to find the main idea in each paragraph of reading assignments, visual learners are usually interested in representative visuals. SNIPS usually use visual aids to find the main idea in each paragraph of reading assignments, visual learners are usually interested in visual representations. SNIPS can be used effectively with more text-based approaches to improve students' understanding of students' reading assignments.

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Based on Edu (2011) states that there are several advantages of SNIPS Strategy:

1. They become more aware of how texts are constructed.

2. They make them more critical of text. They can take the information that has been included and excluded from the text.

3. This also makes them more critical about the words and sentences construction on that the writer chooses.

4. Students who have effectively read and understood reading assignments are better prepared in the class.

5. Students leading to improved class participation and more accurate and complete notes.

6. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers.

F. Relevant Research

There are some related studies that had been done by some researcher. First, Nurjannah (2013) with entitled "*The Effect of Using SNIPS Strategy towards sudents Reading Comprehension of the Second Year Students at MTS YPI Kuala Enok*"**.** To find out there is a significant effect of using SNIPS strategy towards students reading comprehension of the second year students at MTS Kuala Enok. The type of the research was quasi experimental research. This research subject was conducted at VIII-A class of MTS YPI Kuala Enok in Academic year 2012/2013. The class consisted of 25 students. The result indicate that SNIPS strategy has been effective to improve students reading comprehension.

Second, Nopiani (2019) "*The Effect Of SNIPS Strategy On Students' Reading Ability In Comprehending Accounting Text*". To find out the significant difference in comprehending accounting reading text between the students' who are taught using SNIPS strategy and that who are not at SMK Negeri 1 Kota Bengkulu. This research used quasi experimental method. The technique of data collecting was used reading ability (Reading

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Test). There are two test, Pre-Test and Post-Test. The data of this reasearch was used quantitative and the design is quasi experimental research. The population of the research was all class XI accounting of SMK Negeri 1 Kota Bengkulu in accademic year 2018/2019 that consist of 103 students. The sample of the research was students of XI.AK1 as experiment class and XI.AK2 as control class that consist of 75 students. Then, the research instrument was in the form of 20 multiple choicetest items. The experimental class as to know students' ability in reading comprehension was used SNIPS Strategy. The researcher concluded that there was significant differences in reading ability in comprehending accounting text between the students who were taught by using SNIPS Strategy and that of those who were not at SMK Negeri 1 Kota Bengkulu.

Third, Harianja (2020) in this research entitled "*Improving Reading Comprehension Of Narrative Text Through Start, Note, Identify, Plug, and See (SNIPS) Strategy To The Eight Grade Students Of SMP Xaverius 2 Palembang*." This study focused on investigate the effect of SNIPS strategy on reading comprehension of eight grade students of SMP Xaverius 2 Palembang. The researcher used experimental method by using quasi experimental design to the two groups of students. The result showed that SNIPS strategy had a significant difference on the students' reading comprehension.

From the three previous study above, there is similarity and differences.The similarity of those research above are discuss about the effect of using SNIPS strategy in reading comprehension by using quasi experimental research. On the other hand, the differences is the first research was using recount text as the reading text, the second research was using accounting text , and the third research was using narrative text. So, based on the comparison of the three previous study above, the researcher found that the teaching English specially on reading subject by using SNIPS strategy is effective and successfully to overcome problem of reading.

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Therefore, in this research, the researcher want to find out the significant effect in understanding reading texts in descriptive text of students who are taught using the SNIPS Strategy and students who do not use the SNIPS strategy at SMP Ahmad Dahlan, Jambi City.

G. Research Hypothesis

- Ha1= There is an effect on students' reading comprehension before and after taught by using SNIPS strategy.
- Ho1= There is no effect on students' reading comprehension before and after taught by using SNIPS strategy.
- Ha2 = There is a significant difference between the students' taught by SNIPS strategy and those who are taught by conventional strategy.
- Ho2 = There is no significant difference between students' taught by SNIPS strategy and those who are taught by conventional strategy.

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CHAPTER III

RESEARCH METHODS

A. Place and time of research

The location of this research is Ahmad Dahlan Junior High School, Jambi City which was located in Kota Baru, Jambi City. This research were conducted from October to December 2022 for the academic year 2022/2023.

B. Research design

This research is a quasi-experimental research. This study operates on two variables and consists of two groups. According to Cresswell (2008), experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome on dependent variable.

The reasons why the researcher use quasi-experimental research design, because it allows researcher use samples. In addition, the researcher would do education research so that will be imposible to take the sample randomly, because the samples have naturraly intact group such as classes.

This study operates on two variables and consists of two classes. They are the experimental class and control one. One of them is an experimental class that is taught using the SNIPS strategy. In contrast, the control group was treated without using the SNIPS strategy.

Table 3.1 Research Design

Class	Pre-test	independent	Post test
Control	0_1	-	0_2
Experiment	0_3	X	0_4

Source:Nopiani (2019)

Notation:

0_1 : Pre-test control class

0_2 : Post-test control class

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0_3 : Pre-test experimental class

0_4 : Post-test experimental class

X : Treatment using SNIPS strategy

Both experimental and control groups were pre-tested for all samples, pre-test will be given to determine students' reading comprehension before using the SNIPS strategy. Then the teacher taught the reading material using the SNIPS strategy for the experimental group and using conventional methods for the control group. After four meetings, both groups will be given another test (post-test) to determine the effect of using the SNIPS strategy on students' reading comprehension.

C. Population and Sampling Techniques

1. Population

Schreiber says, “The population in social science research refers to all your potential participants; Schreiber states that think of it as a whole group of people you are interested in (Schreiber, 2011) .

The population in this study were first semester students of class VIII SMP Ahmad Dahlan Jambi City in the academic year 2022/2023. The population of this study amounted to 128 students including four classes. It can be seen in the following table:

Table 3.2

Population of class VIII SMP Ahmad Dahlan Jambi City

No	Class	Amount
1	VIII A	32
2	VIII B	32
3	VIII C	32
4	VIII D	32
Total		128

Source: Ahmad Dahlan Middle School, Jambi City

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2. Sampling technique

The sample is any subgroup of the larger (Mualler, 1922) . For the sample of the research, the researcher used cluster sampling because the students were already formed into classes. According to Fraenkel and Wallen (2012) the cluster random sampling can be seen as the selection groups, or clusters, of subjects rather than individuals, so that cluster sampling randomly select group, not individuals. The researcher used lottery technique. The researcher made the paper rolls, and then selected it randomly. Then, the selected paper roll became the experimental class. The result of the paper roll is class VIII a became the experimental class and VIII B as the control class. The sample of the research was 64 students; 32 students for experimental and also 32 students for control class. The experimental group was taught using the SNIPS Strategy, while the control group was not taught using the SNIPS Strategy.

Table 3. 3

Sample of class VIII SMP Ahmad Dahlan Jambi city

No	Class	Amount
1	VIII A	32
2	VIII B	32
	Total	64

D. The Technique of Data Collection

The technique of collecting the data in this research was by using a test. Therefore the test is divided into two kind, pre-test and post-test. According to Creswell (2012:297), Pre-test provides a measure on some attribute or characteristic that you assess for participant in an experiment before they receive a treatment, while Post-test is a measure of some attribute or characteristic that is assess for participants in an experiment after a treatment.

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The data of student' reading comprehension through SNIPS strategy will obtain from the pretest and post test that conduct by the researcher in viii a as experiment class and viii b as controll class. The researcher give the pre test and post test to the experimental class and controlled class. The researcher give SNIPS Strategy as the treatment in experimental class and for controll class. The researcher teach for four meetings in each classes. The data analyzed by using t-test in SPSS 24. Include of finding as follow; The data description of students' reading comprehension and statistical data of students' reading comprehension.

1. Validity and Reliability of Instrument Test

In this research, the researcher used test in collecting the data, namely test for measuring students' reading comprehension of descriptive text. According to Brown (2010), test means a method of measuring a person's ability, knowledge or performance in given domain. It was used to find the significant effect of using SNIPS strategy on students' reading comprehension of descriptive text. The test consist of 20 items.

In this research, the researcher used multiple choice, in which Creswell (2010) said multiple choice is easy to administer and can be scored quickly. The test consisted of 20 items which represented each indicators.

This research use pretest and post-test. Pre-test will be given before the researcher taught descriptive text by using Start, Notes, Identify, Plug, See (SNIPS) strategy in the first meeting to measure students' reading comprehension of descriptive text and Post-test will be given at the last meeting after being taught descriptive text by using Start, Notes, Identify, Plug, See (SNIPS) strategy to know students' reading comprehension after giving treatment. After the students do the best, the researcher then take the total score from the result of the reading comprehension. It can be seen from the blue print of the test below:

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Table 3. 4

Blue Print of The Test

No	Indicator	Number
1.	The students are able to find the main idea of the text	1, 6, 11, 18
2.	The students are able to find the generic structure and specific information of the text	1, 4, 7, 15
3.	Students are able to understand the reference of the text	5, 8, 19, 14
4.	Students are able to make the inference of the text	3, 17, 10, 20
5.	The students are able to understand the vocabulary of the text	2, 9, 13, 16

After that, the students' score classified by the classification table:

Table 3. 5 The Students' Score Classification

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

a. Validity

According to Creswell (2012), validity is the degree to which a test measured what it is supposed to be measured. In this research, instrument validity included content validity, construct validity, and item analysis. Content validity is the degree to which test measure an intended content area. It requires both items validity and sampling validity. Item validity is concerned with whether the test item are relevant to the intended content

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area and sampling validity is concerned with how well the test sample represent the total content area. The researcher was used the test by adopting the previous researcher so that no need to find out the validity of the test, because the test was already valid. The researcher was adopted the test by Utami in her thesis (2022).

b. Reliability

The good quality of instrument is determined by the instrument reliability. On the other hand, if the instrument is reliable, it has good quality. “A good instrument is an instrument that can consistently provide data that is in accordance with reality” (Arikunto, 2006).

1. Normality test

Normality test is a grouping of data to find out where the distribution of the data curve is normal or not. Because the normal distribution data was a requirement to measure parametric tests. Based on the number of samples were 64 students, the researcher used SPSS version 24 to calculate the normality test. The data normal or not, it can be seen from the following categories:

a. Sig (significant) or the probability value at the Shapiro wilk > 0.05 indicates normal distribution of data.

b. Sig (significant) or the probability value at Shapiro wilk < 0.05 indicates normal distribution of distribution of data.

2. Homogeneity Test

Prior to the T-test, the F-test will be carried out. To find out the variance of the two samples, the calculated F was then compared with the F-table (Muhe, 2016). Homogeneity test will use whether the experimental and control class is derived from population with homogeneous variance, homogeneity of variance test was used with significance level $\alpha = 0.05$. In this study, the researcher used ANOVA to calculate the homogeneity test by using software SPSS version 24.

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3. t test

The next data analysis procedure is the T-test. T-test is a statistic that is used to find out the significant difference of the two sample means on the two variables compared.

Quantitative data analysis will be used in this study. The researcher will be found the average score. The researcher also will be found significant differences within groups and between groups in terms of reading comprehension of descriptive texts. The researcher will be measure how big the contribution of SNIPS strategies to students' understanding of descriptive texts.

In finding the mean of the test, the researcher will be found the normality of the pre-test and post-test, and the homogeneity of the test. Then, the researcher will be used the post-test of the experimental and control classes. The scores have been analyzed statistically. In order to find out whether there was a significant effect of using start, notes, identify, plug and see strategy on students' reading comprehension, the data statistically will be analyzed by using T-test formula by using SPSS (Statistical Package for the Social Science). The researcher will be analyzed the data by using requirement test before. It consists of normality test, homogeneity test, and T-tes**t.**

2. Research Instruments

In this research, the researcher use multiple choices technique that will be design by using four choices and the respondent will choose one, based on the question. This technique can assessed the students' reading comprehension. The test is divide into two kinds of tests; pre-test and post-test. Pre-test will be given one time before treatment, and post-test will be given after treatment. The treatment will be given for four meetings in the classroom. The test will be given twice. First, test will be given in pre-test. The purpose of giving pre-test is to know the students' ability in reading comprehension. Then, the test will be given in post-test. The purpose is to

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know about the significant effect of using SNIPS strategy towards students' reading comprehension..

The data of this research is from the scores of the students' post-test. The data is collect through the following procedure:

1. Both groups (Experimental group and control group) are asks to express their idea for reading comprehension.

2. The teacher evaluated the test based on reading comprehension aspects that consisted of finding main idea, finding the meaning of vocabulary in context, identifying references, and making inferences from reading text. It is to make the teacher easy locate the meaning.

3. The test will be used to obtain the data concerning the students reading comprehension. The technique is carry out in items of collecting the data and information dealing with the data variable X (SNIPS strategy) and Y (reading comprehension). The materials of the test were adopt from Utami in her thesis (2022).

3. Variable of The Research

Referring to Creswell (2012;112) variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization studied. There are two kinds of variable in this research, the first variable as the Independent Variable (which has influence to dependent variable) and the second variable was Dependent Variable (variable that depend on independent variable). The explanation as follow :

a. Independent Variable

According to Creswell (2012:116), an independent variable is an attribute or characteristic that influence or affects an outcome or dependent variable. SNIPS strategy was the Independent Variable in this research.

b. Dependent Variable

According to Creswell (2012:115), dependent variable is an attribute or characteristic that is dependent on or influenced by independent variable.

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Students' reading comprehension was the Dependent Variable in this research.

E. Statistical Hypothesis

In this study, four hypotheses are going to be tested. Two null hypotheses (Ho) and two alternative hypotheses (Ha).

- Ha1 = There is an effect on students' reading comprehension before and after taught by using SNIPS strategy.
- Ho1= There is no effect on students' reading comprehension before and after taught by using SNIPS strategy.
- Ha2 = There is a significant difference between the students' taught by SNIPS strategy and those who are taught by conventional strategy.
- Ho2 = There is no significant difference between students' taught by SNIPS strategy and those who are taught by conventional strategy.

The criteria used as follows:

- If t-test(tv) > t-table (tt) in significant degree 0,05,Ho (null hypotheses) is rejected and Ha (alternative hypotheses) is accepted. It means there is an effect on students' reading comprehension before and after taught by using SNIPS strategy.
- If t-test(tv) < t-table in significant degree 0,05,Ho is accepted and Ha is rejected. It means there is no effect on students' reading comprehension before and after taught by using SNIPS strategy.
- If t-test(tv) > t-table (tt) in significant degree 0,05,Ho (null hypotheses) is rejected and Ha (alternative hypotheses) is accepted.It means there is significant difference between students' who are taught by SNIPS strategy and those who are taught by conventional strategy.

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- If t-test(tv) < t-table in significant degree 0,05,Ho is accepted and Ha is rejected. It means there is no significant difference between students' who are taught by SNIPS strategy and those who are taught by conventional strategy.

F. Schedule of The Research

This research will be conduct on october to December 2022.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Finding of the Study

The study's objective was to compare students taught without the SNIPS method to those taught with it in terms of reading comprehension. The review's discoveries are being utilized to assemble observational confirmation for utilizing the Clips system to show perusing in the 2nd grade of SMP Ahmad Dahlan Kota Jambi.

The researcher's pre- and post-tests in VIII b, the controlled class, and VIII a, the experimental class, provided the data on student reading comprehension using the SNIPS method. The experimental and control groups were subjected to pre- and post-tests by the researcher. The scientist regulated the Clips procedure to the exploratory class however not to the controlled class. Each classes had 4 gatherings with the specialist. The t-test was used to analyze the data in SPSS 24. Be sure to include the following results: a statistical analysis of students' reading comprehension and a data summary of their comprehension.

Following the treatment was given prior to the test. There were four discussions during the session. The instructional learning process began with students being introduced to descriptive text and its processes on Thursday, November 17, 2022. The understudies were then taught to explore the fundamental design of explanatory text. At the second meeting, which took place on Monday, November 21st, 2022, the students were given a presentation of the SNIPS plan. The SNIPS reading comprehension technique was demonstrated by the instructor. Reading materials were provided to students. The understudies were presented to the Clips system. Following that, the understudies were told to utilize the Clips procedure while perusing.

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The students were shown how to use the SNIPS strategy during the primary exercise. The first step was to start with a question, a procedure in which students should create questions using wh-questions. Before reading the entire bookthe students were asked to ask the text some questions. Prior to tending to the instructor's questions, the understudies previously figured out their own. Notes were the second procedure. It was instructed to the students to take detailed notes on what they could learn from the text's clues. The third step was identification. The task of determining what the students had read from the extensive text was given to them. Additionally, students were expected to comprehend the content of the text. The fourth step was plug. In order to determine how the contents of the text relate to the primary concept of the text, the students were asked to plug the important into the text. The fifth step was see. The understudies were told to peruse the material and explain it based on their understanding. Almost all of the students followed this procedure.

The SNIPS plan was outlined again in the third meeting, which took place on Tuesday, November 22nd, 2022. The fifth step of planning was read aloud. During this procedure, the students and teacher collaborated to create a summary of the results that they reviewed. Their synopsis may assist students in comprehending information in the book. The students were evaluated because the study's objective was to ascertain whether or not the SNIPS approach improved students' reading comprehension. They were required to respond to questions about the five aspects of reading comprehension at the conclusion of each meeting.. It was anticipated that because the students were familiar with the SNIPS strategy, they would have no trouble understanding the material.

The fourth treatment followed the very same stages as the second and third meetings. The research continued to investigate the five types of reading comprehension at the fourth meeting, which took place on Monday, November 28, 2022. By the fourth meeting, for instance, the students had already identified the text's central idea. asked the students to locate the

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main We were instructed to read the text's first and last paragraphs. The understudies were then ready to find specific printed material. Students were instructed to use wh-questions to create queries during the questioning phase. The instructor then tested students' comprehension of how to locate specific information by asking one text-based question, to which the majority of students responded appropriately. Additionally, the students were able to locate the text's conclusion. Students were actually able to anticipate the solution because they had read the entire text during the reading stage, so it is a method of guessing or predicting something unknown based on which assertion is true. The researcher made some significant observations during this discussion. The students carefully followed the SNIPS strategy protocols.

A post-test was administered to evaluate the classroom procedures following the completion of the treatments. Before and after using the SNIPS, there was a difference in reading comprehension success, it was found. Five areas of reading comprehension were also successful. This study exhibited that to show understanding comprehension,teachers and understudies should devise a really captivating methodology and assets. Then, in light of the information examination discoveries, it tends to be expressed that educating with the Clips system affected understudies' understanding cognizance. This has been upheld by Cohen's (2004) hypothesis that Clips is one of the most notable systems for supporting understudies in understanding and recollecting what they read.

1. Descriptive Analysis

Students whose reading comprehension was taught using the SNIPS method were the subjects of the data collected from VIII an, which served as the experimental class, and students whose reading comprehension was not taught using the SNIPS method were the subjects of the data collected from VIII b, which served as the controlled class. Each class has 32 students in it. As a result, the sample of this study included 64 students.

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Table 4. 1

The Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	32	30	75	57,97	10,840
Post-Test Experiment	32	70	95	83,13	6,445
Pre-Test Controll	32	40	75	59,53	9,948
Post-Test Controll	32	40	85	64,22	11,296
Valid N (listwise)	32				

Table 4.1 uncovered that the general number of understudies in every meeting was 32. The lowest pre-test score in the experimental class was 30; the highest score was 75; the lowest post-test score was 70; and the highest post-test score was 95. The lowest pre-test score in the control group was 40, while the highest was 75, while the lowest post-test score was 40, and the highest was 85.

a. The Result of Pre Test and Post Test of Experimental Class

Information on understudies' pre and post test scores in the exploratory class were gathered when the analyst treated the understudies. The pre-test's objective was to evaluate students' comprehension skills, and the post-test's objective was to evaluate students' progress in reading comprehension instruction using the SNIPS strategy. SPSS 24 was used to evaluate the data. The information is as follows:

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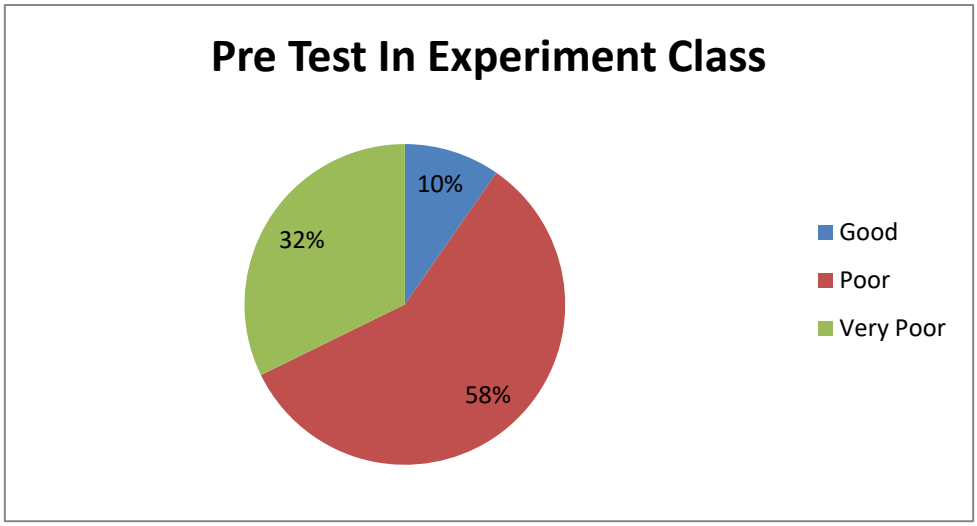
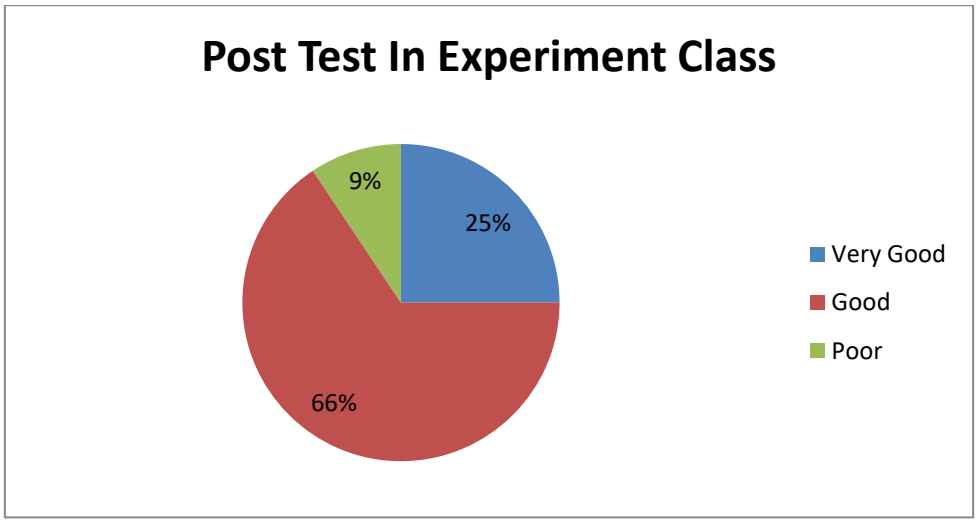
Pie Chart 4. 1



According to pie chart 4.1, 32% of students received a very poor category in interval 55, 58% received a poor category in interval 56-70, and 10% received an excellent category in interval 71-85.

Pie Chart 4. 2



According to pie chart 4.2, 25% of students received a very good category in the interval >85, 4% received a bad category in the interval 56-70, and 9% received an excellent category in the interval 71-85.

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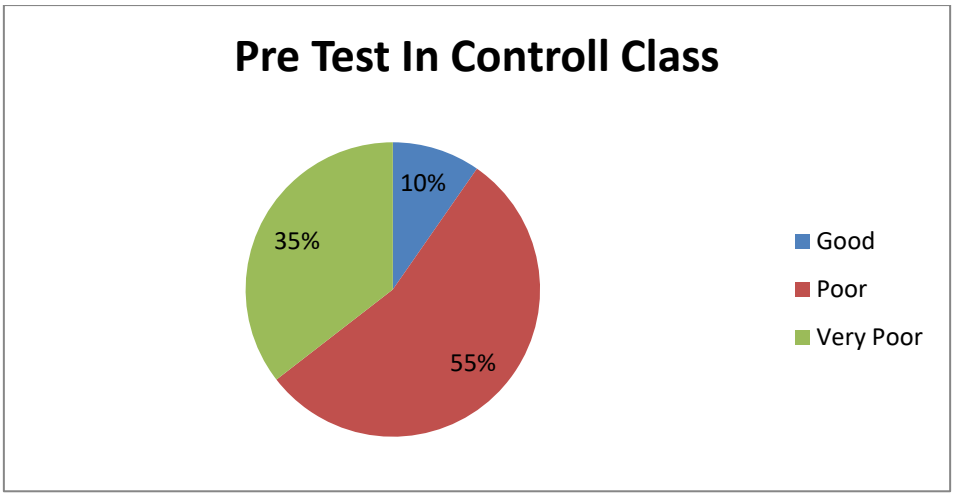
b. The Result of Pre Test and Post Test of Control Class

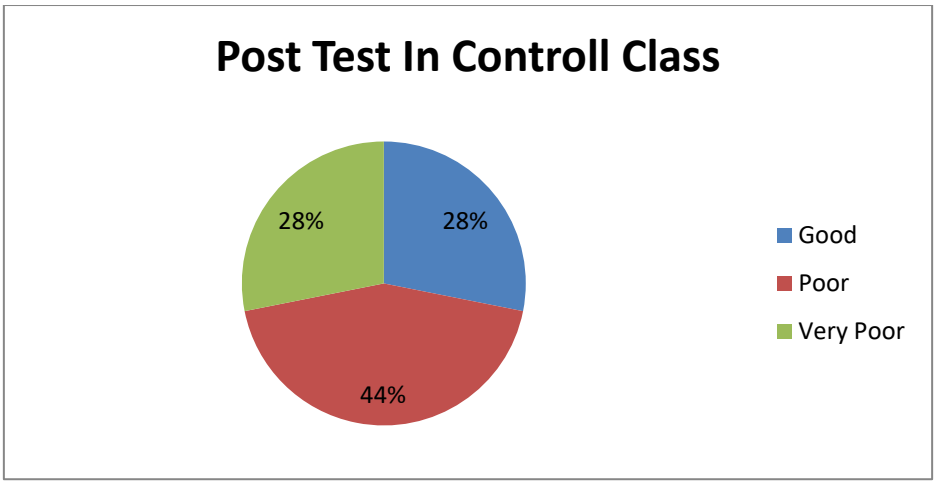
Students' pre- and post-test results in the control class without treatment were collected by the researcher. students. SPSS 24 was used to evaluate the data. The information can be summarized as follows:

Pie Chart 4. 3



According to pie chart 4.3, 35% of the students were assigned to the very poor group in interval 55, 55% to the poor in the interval between 56 and 70, and 10% to the good in the interval between 71 and 85.

Pie Chart 4. 4



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Based on pie chart 4.4, 28% of students were assigned to the very poor group in interval 55, 44% were assigned to the poor category in interval 56-70, and 28% were assigned to the decent category between 71 and 85.

2. Statistical Analysis

a. Normality and Homogeneity Test

Table 4. 2

Normality Test

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Students' Learning Outcome	Post Test Experiment	,177	32	,087
	Post Test Control	,184	32	,066

a. Lilliefors Significance Correction

According to Lilifors, if (p) is significant (Sig.) >0,05, the data have a normal distribution (Ho was approved and Ha was rejected), while a value less than 0,05 indicates that the data do not have a normal distribution. According to Table 4.2, the normality test for the experimental class was 0.087, with Ho being rejected and Ha being accepted. The experimental class's post-test result was found to be higher than the significance level of 0.05 (0,087>0,05), indicating that the data were distributed consistently. In the correlation bunch, the post-test result was 0.0666. The data were also not regularly distributed due to 0,066>0,05. The trial and control groups' post-test results can be deduced to be normally distributed.

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Table 4. 3

Homogeneity Test

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
2,594	3	124	,056

According to Table 4.3, the mean significance value of The experimental and control classes' posttest scores were 0.056. It very well may be deciphered based on the approval or rejection parameters for the homogeneity test. The sample was homogeneous if the number (p) was greater than significant (=0,05), and the pre-test result was 0,056>0,05, indicating that the data were valid and homogeneous. It also implies that the students' detailed text reading comprehension was comparable.

b. Hypotheses Test

To gather empirical data regarding the second-grade implementation of the SNIPS reading instruction method at SMP Ahmad Dahlan Kota Jambi. The researcher made use of SPSS 24 and the T-Test formula. The matched example T-test is utilized to decide if there is a massive impact between understudies' perusing understanding when treatment. The result of the paired sample T-test is as follows:

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Table 4. 4

Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
pair 1	Pre Test Experiment - Post Test Experiment	-25,156	10,586	1,871	-28,973	-21,339	-13,442	31	.000
pair 2	Pre Test Control - Post Test Control	-4,688	7,822	1,383	-7,508	-1,867	-3,390	31	.002

a. Making a decision based on the acquired number and the t table: locating ttable on the tablet:

1). The degree of significance is 5% (as determined by data entry on the choice that selects a 95% confidence level)

2). Degrees of Freedom (DF) are defined as N (amount of data) - 1 (or 32-1 =31

3). As a result, the number 1,696 is received from table t.

1. Ha1 = Students' reading comprehension improves significantly both before and after the SNIPS strategy is implemented.

2. Ho1 = There is no tremendous impact on understudies' perusing appreciation when the SNIPS strategy is introduced.

The following factors were used:

- If t-test(tv) > t-table(tt) by 0.05, Ho (invalid speculations) are denied and Ha (elective theories) are acknowledged. It denotes

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there is a significant effect on students' reading comprehension before and after using the SNIPS strategy.

- If the t-test(tv) t-table is vital for the degree of 0,05, Ho is endorsed and Ha is declined. This suggests that students' reading comprehension does not differ significantly between before and after using the SNIPS strategy.

According to table 4.4, to = -13,442. In the t test, the plus and negative signs are ignored in the t test, the number (tv) -13,442>1,696. (ttable). As a result, Ho is denied while Ha is approved. It implies that students' reading comprehension is significantly affected before and after using the SNIPS strategy.

Table 4. 5

Independent Sample T-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
Students' Learning Outcome	Equal variances assumed	6,900	,011	8,224	62	.000	18,906	2,299	14,311	23,502
	Equal variances not assumed			8,224	49,248	.000	18,906	2,299	14,287	23,526

According to table 4.5, the tv is 8,224 and the df is 62.The tv number is compared to the chart at 5% or 1%.T table is 1.670 at level 5% and 2.388 at level 1%. According to ttable, tvis is greater than ttable at levels 5% and 1%.

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- ♦ Ha2 = Students taught using the conventional strategy and those taught using the SNIPS strategy differ significantly.
- ♦ Ho2 = There is no tremendous contrast between understudies showed utilizing the Cuts methodology and those showed utilizing the ordinary technique.

The following factors were used:

- If t-test(tv) > t-table(tt) by 0.05, Ho (null hypotheses) are refused and Ha (alternative hypotheses) are approved.It implies that there is a significant difference between students taught using the SNIPS strategy and those taught using the conventional strategy.
- If Ho is accepted and Ha is rejected when the t-test(tv) t-table has a significant degree of 0. It implies that students taught using the conventional strategy and those taught using the SNIPS strategy are not significantly different.

Finally, we can identify that 1.670<**8.224**>2.388. To summarize, the researcher discovered that Ha is approved while Ho is denied. According to those explanations, there is a huge distinction between understudies who are instructed utilizing the SNIPS strategy and those who are taught using the conventional strategy.

B. Discussion

According to the study findings, data was collected from 32 students in the control class and 32 in the experimental class. 64 students participated in this study as a result. The information synopsis uncovered that numerous understudies got a low score in perusing clear text before the specialist regulated the treatment (pre test). The understudies performed better in the pre-test after the scientist executed the Clips technique treatment. The experimental students performed better than the control students. who did not receive therapy.This view is founded on a study of the average, median, and mode scores of pupils in the experimental and controlled classes.

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The mean of the exploratory class' pre-test score was 57,97, with the most reduced score being 30 and the best score being 75.Meanwhile, the mean pre-test score in the controlled accomplice was 59,53, with the least score being 40 and the best score being75.

After When the treatment was administered to the experimental group, the mean post-test result in the controlled group increased from 59,53 to 64,22, with the lowest and highest scores being 40 and 85, respectively. The experimental group's score increased significantly to 83,13, with a score of 70 and a score of 95. It suggests that the mean score in the two gatherings developed, yet the higher mean score in the trial class was 25,16 while it was just 4,69 in controlled class. The two classes got business as usual and homogeneity information with values (p) > = 0,05 from pre and post test scores. The result of the normality test was 0.087. It suggests that the material was distributed appropriately. The uniformity test result was 0.056 other than that. It is possible to infer that the material was homogeneous.

Based on the information examination, premise, and disscuss in the past part, the surmising can be made that the Cuts system altogether affects understudies' perusing cognizance at SMP Ahmad Dahlan Kota Jambi. The table demonstrates that 1,696>4.4,(tv)-13,442. ttable). It is additionally upheld by Nurjannah (2013's) prior study, "The Impact of Utilizing Cuts Procedure on Understudies' Perusing Understanding of Second Year Understudies at MTS YPI Kuala Enok." Second-year students at MTS Kuala Enok's reading comprehension significantly improved as a result of using the SNIPS method. Therefore, it can be deduced that students' reading comprehension when taught using the SNIPS method is higher than when taught using the conventional method.

Furthermore, The results of the paired sample t-test and the independent sample t-test demonstrated that tv (t value) was greater than tt (t-table). The tv was 8,224, while the tt of df 62 was 1.670 at significance level 1% and 2.388 at significance level 5%, respectively. At long last, we can recognize 1.670 <8.224> 2.388. Consequently, Ho (null hypotheses)

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and Ha (alternative hypotheses) were rejected.had been accepted. As a result, it is possible to conclude that there was a significant contrast between understudies who were shown utilizing the Cuts procedure and the individuals who were not. It is also supported by a previous study by Nopiani (2019) titled "The Effect Of SNIPS Strategy On Students' Reading Ability In Comprehending Accounting Text," which discovered a significant difference in students' reading abilities when the SNIPS Strategy was utilized. "Improving Reading Comprehension Of Narrative Text Through Start, Note, Identify, Plug, and See (SNIPS) Strategy To The Eight Grade Students Of SMP Xaverius 2 Palembang" was the title of a study that was carried out by Harianja (2020). The discoveries uncovered that the Cuts system altogether affected the understudies' understanding perception.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher used a statistical investigation technique in this investigation. The quantitative study was a quasi experimental research designed to determine the effect of the SNIPS strategy on students' reading comprehension.After completing all of the study's stages, the researcher comes to the opinion that the SNIPS strategy should be used in teaching reading at SMP Ahmad Dahlan Kota Jambi. The study's result is for English teachers and further investigation into reading comprehension in narrative writing.The result is as follows:

1. According to the explanations in Chapter IV, the results of students' reading comprehension who are taught using the SNIPS strategy are in the acceptable group. The pupils' post-test scores in the control group are greater than those in the experimental group. Before the researcher implemented the plan, the students' pre-test score in the experimental class was 57,97, and afterward, the students' post-test score increased from 57,97 to 83,13.In contrast, the mean pre-test score of students in the control class was 59,53, and the mean post-test score was 64,22. This implies that the experimental class's gain score was 25,16 while the control class's gain score was only 4,69. Based on the data analysis, hypothesis, and discussion in the preceding chapter, the inference can be made that the SNIPS strategy has a substantial impact on students' reading comprehension at SMP Ahmad Dahlan Kota Jambi. This assertion is supported by the paired sample t-test, (to) -13,442>1,696. (ttable).

2. The independent sample t-test revealed that tv(t value) was greater than tt.(t-table).The tv was 8,224, while the tt of df 62 at significance level 1% was 1.670 and 2.388 at significance level 5% was 2.388. Finally, we can discern 1.670 <**8.224**> 2.388.As a result, Ho (null hypotheses) was denied and Ha (alternative hypotheses) was approved. As a result, it can be

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concluded that there was a significant difference between students who were taught using the SNIPS strategy and those who were not.

B. Suggestion

In this research, the researcher would like to offer the following suggestions to improve and enhance the learning process:

1. For Teachers

During the teaching and learning process, the teacher should make it enjoyable and comprehensible for the students in order to improve the students' learning outcomes. In this instance, the teacher can do an apperception before the learning process to prepare students for the content. The manner in which a teacher presents information is also essential.To accomplish this, an efficient strategy is required.The SNIPS strategy is one of the method for teaching English.

2. For Students

Aside from the teacher's efforts to ensure a successful learning process, the students' participation is also essential. If you only depend on the instructor, the learning process will fail.During the teaching and learning process, students must become more involved participants and give attention to the instructor.Students must become acquainted with the SNIPS strategy, which can be used not only in the classroom but also in other settings, and they must exercise on their own.

3. For The Next Researcher

The researcher recognizes that this thesis isn't flawless and could use some work.The researcher expects that it will be helpful to the next researcher who wants to conduct a research on the same subject as fundamental information and a reference before conducting the research.

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APPENDICES

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Appendix 1

The Score of Pre Test and Post Test of Experimental and Control Class

No.	Students	Experimental Class		Gain	Control Class		Gain
		Pre Test	Post Test		Pre Test	Post Test	
1.	S-1	75	85	10	70	75	5
2.	S-2	60	90	30	75	80	5
3.	S-3	60	90	30	65	50	-15
4.	S-4	70	80	10	70	75	5
5.	S-5	60	75	15	75	75	0
6.	S-6	55	70	15	70	65	-5
7.	S-7	30	70	40	55	50	0
8.	S-8	65	90	25	40	50	10
9.	S-9	40	80	40	60	65	5
10.	S-10	50	85	35	60	65	5
11.	S-11	45	80	35	60	40	-20
12.	S-12	65	85	20	50	50	0
13.	S-13	60	95	35	50	60	-10
14.	S-14	50	80	30	70	85	15
15.	S-15	55	85	30	45	50	5
16.	S-16	60	80	20	60	70	10
17.	S-17	45	85	40	60	65	5
18.	S-18	60	80	20	50	60	10
19.	S-19	75	85	10	55	65	10
20.	S-20	75	90	15	75	80	5
21.	S-21	50	85	35	65	80	15
22.	S-22	65	85	20	60	65	5
23.	S-23	70	90	20	65	65	0
24.	S-24	70	90	20	40	55	15
25.	S-25	65	70	5	65	75	10

26.	S-26	45	75	30	60	65	5
27.	S-27	65	80	15	50	50	0
28.	S-28	60	75	15	50	65	15
29.	S-29	50	75	25	70	75	5
30.	S-30	55	80	25	45	50	5
31.	S-31	60	85	25	60	70	10
32.	S-32	45	95	50	60	65	5
Total		1.855	2.645	790	1.510	1.665	165
Mean		57,97	83,13	15,60	59,53	64,22	6,6

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Appendix 2

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	**1**
2	1,886	2,920	4,303	6,965	9,925	**2**
3	1,638	2,353	3,182	4,541	5,841	**3**
4	1,533	2,132	2,776	3,747	4,604	**4**
5	1,476	2,015	2,571	3,365	4,032	**5**
6	1,440	1,943	2,447	3,143	3,707	**6**
7	1,415	1,895	2,365	2,998	3,499	**7**
8	1,397	1,860	2,306	2,896	3,355	**8**
9	1,383	1,833	2,262	2,821	3,250	**9**
10	1,372	1,812	2,228	2,764	3,169	**10**
11	1,363	1,796	2,201	2,718	3,106	**11**
12	1,356	1,782	2,179	2,681	3,055	**12**
13	1,350	**1,771**	2,160	2,650	3,012	**13**
14	1,345	1,761	2,145	2,624	2,977	**14**
15	1,341	1,753	2,131	2,602	2,947	**15**
16	1,337	1,746	2,120	2,583	2,921	**16**
17	1,333	1,740	2,110	2,567	2,898	**17**
18	1,330	1,734	2,101	2,552	2,878	**18**
19	1,328	1,729	2,093	2,539	2,861	**19**
20	1,325	1,725	2,086	2,528	2,845	**20**
21	1,323	1,721	2,080	2,518	2,831	**21**
22	1,321	1,717	2,074	2,508	2,819	**22**
23	1,319	1,714	2,069	2,500	2,807	**23**
24	1,318	1,711	2,064	2,492	2,797	**24**
25	1,316	1,708	2,060	2,485	2,787	**25**
26	1,315	1,706	2,056	2,479	2,779	**26**
27	1,314	1,703	2,052	2,473	2,771	**27**
28	1,313	1,701	2,048	2,467	2,763	**28**
29	1,311	1,699	2,045	2,462	2,756	**29**
30	1,310	1,697	2,042	2,457	2,750	**30**
31	1,309	1,696	2,040	2,453	2,744	**31**
32	1,309	1,694	2,037	2,449	2,738	**32**
33	1,308	1,692	2,035	2,445	2,733	**33**
34	1,307	1,691	2,032	2,441	2,728	**34**
35	1,306	1,690	2,030	2,438	2,724	**35**
36	1,306	1,688	2,028	2,434	2,719	**36**
37	1,305	1,687	2,026	2,431	2,715	**37**
38	1,304	1,686	2,024	2,429	2,712	**38**
39	1,303	1,685	2,023	2,426	2,708	**39**

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Appendix 3

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	**40**
41	1,303	1,683	2,020	2,421	2,701	**41**
42	1,302	1,682	2,018	2,418	2,698	**42**
43	1,302	1,681	2,017	2,416	2,695	**43**
44	1,301	1,680	2,015	2,414	2,692	**44**
45	1,301	1,679	2,014	2,412	2,690	**45**
46	1,300	1,679	2,013	2,410	2,687	**46**
47	1,300	1,678	2,012	2,408	2,685	**47**
48	1,299	1,677	2,011	2,407	2,682	**48**
49	1,299	1,677	2,010	2,405	2,680	**49**
50	1,299	1,676	2,009	2,403	2,678	**50**
51	1,298	1,675	2,008	2,402	2,676	**51**
52	1,298	1,675	2,007	2,400	2,674	**52**
53	1,298	1,674	2,006	2,399	2,672	**53**
54	1,297	1,674	2,005	2,397	2,670	**54**
55	1,297	1,673	2,004	2,396	2,668	**55**
56	1,297	1,673	2,003	2,395	2,667	**56**
57	1,297	1,672	2,002	2,394	2,665	**57**
58	1,296	1,672	2,002	2,392	2,663	**58**
59	1,296	1,671	2,001	2,391	2,662	**59**
60	1,296	1,671	2,000	2,390	2,660	**60**
61	1,296	1,670	2,000	2,389	2,659	**61**
62	1,295	**1,670**	1,999	**2,388**	2,657	**62**
63	1,295	1,669	1,998	2,387	2,656	**63**
64	1,295	1,669	1,998	2,386	2,655	**64**
65	1,295	1,669	1,997	2,385	2,654	**65**
66	1,295	1,668	1,997	2,384	2,652	**66**
67	1,294	1,668	1,996	2,383	2,651	**67**
68	1,294	1,668	1,995	2,382	2,650	**68**
69	1,294	1,667	1,995	2,382	2,649	**69**
70	1,294	1,667	1,994	2,381	2,648	**70**
71	1,294	1,667	1,994	2,380	2,647	**71**
72	1,293	1,666	1,993	2,379	2,646	**72**
73	1,293	1,666	1,993	2,379	2,645	**73**
74	1,293	1,666	1,993	2,378	2,644	**74**
75	1,293	1,665	1,992	2,377	2,643	**75**
76	1,293	1,665	1,992	2,376	2,642	**76**
77	1,293	1,665	1,991	2,376	2,641	**77**
78	1,292	1,665	1,991	2,375	2,640	**78**

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Appendix 4

Lesson Plan of Experimental Class

SEKOLAH : SMP AHMAD DAHLAN KOTA JAMBI

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VIII / GANJIL

ALOKASI WAKTU : 2 X 45 MENIT

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR :

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

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INDIKATOR :

- Peserta didik dapat Mengidentifikasikan pengertian dari Descriptive text, fungsi sosial, struktur teks dan unsur bahasa dalam descriptive text.
- Peserta didik dapat mengidentifikasi informasi rinci dari teks seperti main idea, inference, finding factual, reference,dan vocabulary.
- Peserta didik dapat Mengkomunikasikan secara lisan dan tulis, memberi informasi pendek dan sederhana terkait orang, benda dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan.

MATERI AJAR:

Struktur Descriptive Text (generic structure) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran

umum tentang suatu topik.

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki

benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

Menggunakan simple present tense

Menggunakan attribute verb, seperti be (am, is, are)

Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

(1) Kata benda yang terkait dengan orang/benda/tempat/binatang

(2) Kata sifat yang terkait dengan sifat orang/binatang/benda

(3) Kata kerja bentuk pertama (present tense)

(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Contoh teks deskriptif:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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My Cat

(Identification)

I have a cat in my house, the cat is male. I like call him “Papay”. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

(Description)

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, heusually sleeps on the sofa in the living room or sometime under the table. “Papay” often goes out to find for food at night. And sometime he brings amouse on his mouth. Then he eats the mouse in the back of my house forhimself.

METODE PEMBELAJARAN:

SNIPS (Start, Note, Identify, Plug and See) Strategy

ALAT/MEDIA PEMBELAJARAN:

1. Media : Teks Deskriptif
2. Alat : Spidol

LANGKAH-LANGKAH PEMBELAJARAN:

PERTEMUAN KE 1:

1. Kegiatan Awal (10 menit)

a. Apersepsi

- Guru mengucapkan salam, mengecek kehadiran siswa, memotivasi serta menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi

2. Kegiatan inti (60 menit)

- Guru memberikan teks deskriptif teks.
- Guru menjelaskan materi yang akan dibahas dan memberikan bahan bacaan berupa teks deskriptif.
- Siswa di berikan latihan terkait materi teks deskriptif.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

- Guru memberikan kesempatan berdiskusi kepada siswa untuk mengalisis teks terkait materi pembelajaran dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Guru membimbing peserta didik untuk mengumpulkan informasi yang ada dalam teks agar dapat mengidentifikasikan jenis text, fungsi sosial, struktur teks dan unsur bahasa serta informasi rinci lainnya dalam descriptive text.
- Guru meminta peserta didik untuk menyimpulkan pembelajaran.

3. Kegiatan akhir (20 menit)

- Guru menyimpulkan dan memberi penguatan terkait dengan materi pembelajaran yang sudah dilakukan
- Guru menanyakan kesulitan yang dihadapi oleh siswa selama proses pembelajaran berlangsung
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya serta menutup pembelajaran dengan do'a
- Kemudian memberi salam

SUMBER BELAJAR :

- Teks bacaan bahasa inggris

PERTEMUAN KE 2 :

1. Kegiatan Awal (10 menit)

a. Apersepsi

- Guru mengucapkan salam, mengecek kehadiran siswa, memotivasi serta menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi

2. Kegiatan inti (60 menit)

- Guru menanyakan siswa terkait materi teks deskriptif yang telah dibahas sebelumnya.
- Guru menjelaskan Prosedur strategi SNIPS.
- Guru memberikan kesempatan siswa untuk bertanya terkait materi pembelajaran.
- Guru mengajarkan siswa materi teks deskriptif menggunakan SNIPS Strategi.

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- Siswa di berikan latihan terkait materi teks deskriptif agar dapat mengidentifikasikan jenis text, fungsi sosial, struktur teks dan unsur bahasa serta informasi rinci lainnya dalam descriptive text.
- Guru dan siswa membahas soal latihan.
- Guru memberikan kesempatan kepada siswa untuk menanyakan terkait soal latihan yang diberikan.

3. Kegiatan akhir (20 menit)

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya serta menutup pembelajaran dengan do'a
- Kemudian memberi salam

SUMBER BELAJAR :

- Teks bacaan bahasa inggris

PERTEMUAN KE 3 :

1. Kegiatan Awal (10 menit)

a. Apersepsi

- Guru mengucapkan salam, mengecek kehadiran siswa, memotivasi serta menjelaskan tujuan pembelajaran

2. Kegiatan inti (60 menit)

- Guru menanyakan siswa apa saja yang sulit dalam memahami isi bacaan terutama teks deskriptif.
- Guru memberikan bahan 10 Soal latihan pertama dalam bentuk multiple choice bacaan berupa teks deskriptif.
- Guru meminta siswa membaca teks deskriptive untuk mengidentifikasi informasi rinci dari teks seperti main idea, inference, finding factual, reference,dan vocabulary dalam descriptive text.
- Siswa memeriksa serta memahami setiap kalimat dalam teks.
- Siswa memutuskan beberapa kalimat yang mendukung gagasan utama dan yang mana menjelaskan kalimat rincian dalam teks.
- Siswa menuliskan kalimat ide utama dalam paragraph dan rincian pendukung utama.
- Guru mengamati aktivitas siswa saat mereka melakukan/ menerapkan semua langkah langkah yang telah di ajarkan dengan benar atau tidak.

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3. Kegiatan akhir (20 menit)

- Menutup pembelajaran dengan do'a
- Kemudian memberi salam

SUMBER BELAJAR :

- Teks bacaan bahasa inggris

PERTEMUAN KE 4 :

1. Kegiatan Awal (10 menit)

a. Apersepsi

- Guru mengucapkan salam, mengecek kehadiran siswa, memotivasi serta menjelaskan kegiatan pembelajaran.

2. Kegiatan inti (60 menit)

- Guru memberikan kesempatan siswa untuk bertanya terkait materi pembelajaran.
- Guru memberikan latihan bahan bacaan berupa teks deskriptif.
- Guru meminta siswa membaca teks deskriptive untuk mengidentifikasi informasi rinci dari teks seperti main idea, inference, finding factual, reference,dan vocabulary dalam descriptive text menggunakan SNIPS strategi.
- Siswa memeriksa serta memahami setiap kalimat dalam teks.
- Siswa memutuskan beberapa kalimat Yang mendukung gagasan utama dan yang mana menjelaskan kalimat rincian dalam teks.
- Siswa menuliskan kalimat ide utama dalam paragraph dan rincian pendukung utama.
- Guru mengamati aktivitas siswa saat mereka melakukan/ menerapkan semua langkah langkah yang telah di ajarkan dengan benar atau tidak.
- Guru memberikan penilaian kepada siswa dengan menjawab pertanyaan yang berkaitan dengan teks yang dibaca.
- Guru meminta peserta didik untuk menyimpulkan pembelajaran.

3. Kegiatan akhir (20 menit)

- Menutup pembelajaran dengan do'a
- Kemudian memberi salam

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SUMBER BELAJAR :

- Teks bacaan bahasa inggris

PENILAIAN:

No	Tanggal	Nama Peserta Didik	Catatan Perilaku

Skor = $\frac{\text{Jumlah item yang di jawab benar}}{\text{Jumlah item soal pilihan ganda}} \times 100$

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Appendix 5

Lesson Plan of Controlled Class

SEKOLAH : SMP AHMAD DAHLAN KOTA JAMBI

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VIII / GANJIL

ALOKASI WAKTU : 2 X 45 MENIT

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR :

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

INDIKATOR :

- Peserta didik dapat Mengidentifikasikan pengertian dari Descriptive text, fungsi sosial, struktur teks dan unsur bahasa dalam descriptive text.
- Peserta didik dapat mengidentifikasi informasi rinci dari teks seperti main idea, inference, finding factual, reference,dan vocabulary.
- Peserta didik dapat Mengkomunikasikan secara lisan dan tulis, memberi informasi pendek dan sederhana terkait orang, benda dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan.

MATERI AJAR:

Struktur Descriptive Text (generic structure) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran

umum tentang suatu topik.

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki

benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

Menggunakan simple present tense

Menggunakan attribute verb, seperti be (am, is, are)

Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

(1) Kata benda yang terkait dengan orang/benda/tempat/binatang

(2) Kata sifat yang terkait dengan sifat orang/binatang/benda

(3) Kata kerja bentuk pertama (present tense)

(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Contoh teks deskriptif:

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My Cat

(Identification)

I have a cat in my house, the cat is male. I like call him “Papay”. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

(Description)

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table. “Papay” often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house forhimself.

METODE PEMBELAJARAN:

Ceramah

ALAT/MEDIA PEMBELAJARAN:

1. Media : Teks Deskriptif
2. Alat : Spidol

LANGKAH-LANGKAH PEMBELAJARAN:

PERTEMUAN KE 1:

1. Kegiatan Awal (10 menit)

a. Apersepsi

- Guru mengucapkan salam, mengecek kehadiran siswa, memotivasi serta menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi

2. Kegiatan inti (60 menit)

- Guru menampilkan slide PPT tentang deskriptif teks.
- Guru menjelaskan materi yang akan dibahas dan memberikan bahan bacaan berupa teks deskriptif.
- Siswa di berikan latihan terkait materi teks deskriptif.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

- Guru memberikan kesempatan berdiskusi kepada siswa untuk mengalisis teks terkait materi pembelajaran dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Guru membimbing peserta didik untuk mengumpulkan informasi yang ada dalam teks agar dapat mengidentifikasikan jenis text, fungsi sosial, struktur teks dan unsur bahasa serta informasi rinci lainnya dalam descriptive text.
- Guru meminta peserta didik untuk menyimpulkan pembelajaran.

3. Kegiatan akhir (20 menit)

- Guru menyimpulkan dan memberi penguatan terkait dengan materi pembelajaran yang sudah dilakukan
- Guru menanyakan kesulitan yang dihadapi oleh siswa selama proses pembelajaran berlangsung
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya serta menutup pembelajaran dengan do'a
- Kemudian memberi salam

SUMBER BELAJAR :

- Teks bacaan bahasa inggris

PERTEMUAN KE 2 :

1. Kegiatan Awal (10 menit)

a. Apersepsi

- Guru mengucapkan salam, mengecek kehadiran siswa, memotivasi serta menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi

2. Kegiatan inti (60 menit)

- Guru menanyakan siswa terkait materi teks deskriptif yang telah dibahas sebelumnya.
- Siswa di berikan latihan terkait materi teks deskriptif agar dapat mengidentifikasikan jenis text, fungsi sosial, struktur teks dan unsur bahasa serta informasi rinci lainnya dalam descriptive text.
- Guru dan siswa membahas soal latihan.
- Guru memberikan kesempatan kepada siswa untuk menanyakan terkait soal latihan yang diberikan.

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@ Hak cipta milik UIN Sutha Jambi

3. Kegiatan akhir (20 menit)

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya serta menutup pembelajaran dengan do'a
- Kemudian memberi salam

SUMBER BELAJAR :

- Teks bacaan bahasa inggris

PERTEMUAN KE 3 :

1. Kegiatan Awal (10 menit)

a. Apersepsi

- Guru mengucapkan salam, mengecek kehadiran siswa, memotivasi serta menjelaskan tujuan pembelajaran

2. Kegiatan inti (60 menit)

- Guru menanyakan siswa apa saja yang sulit dalam memahami isi bacaan terutama teks deskriptif.

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- Guru memberikan kesempatan siswa untuk bertanya terkait materi pembelajaran.
- Guru memberikan bahan 10 Soal latihan pertama dalam bentuk multiple choice bacaan berupa teks deskriptif.
- Guru meminta siswa membaca teks deskriptive untuk mengidentifikasi informasi rinci dari teks seperti main idea, inference, finding factual, reference,dan vocabulary dalam descriptive text.
- Siswa memeriksa serta memahami setiap kalimat dalam teks.
- Siswa memutuskan beberapa kalimat yang mendukung gagasan utama dan yang mana menjelaskan kalimat rincian dalam teks.
- Siswa menuliskan kalimat ide utama dalam paragraph dan rincian pendukung utama.
- Guru mengamati aktivitas siswa saat mereka melakukan/ menerapkan semua langkah langkah yang telah di ajarkan dengan benar atau tidak.

3. Kegiatan akhir (20 menit)

- Menutup pembelajaran dengan do'a

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- Kemudian memberi salam

SUMBER BELAJAR :

- Teks bacaan bahasa inggris

PERTEMUAN KE 4 :

1. Kegiatan Awal (10 menit)

a. Apersepsi

- Guru mengucapkan salam, mengecek kehadiran siswa, memotivasi serta menjelaskan kegiatan pembelajaran.

2. Kegiatan inti (60 menit)

- Guru memberikan kesempatan siswa untuk bertanya terkait materi pembelajaran.
- Guru memberikan latihan bahan bacaan berupa teks deskriptif.
- Guru meminta siswa membaca teks deskriptive untuk mengidentifikasi informasi rinci dari teks seperti main idea, inference, finding factual, reference,dan vocabulary dalam descriptive text.
- Siswa memeriksa serta memahami setiap kalimat dalam teks.
- Siswa memutuskan beberapa kalimat Yang mendukung gagasan utama dan yang mana menjelaskan kalimat rincian dalam teks.
- Siswa menuliskan kalimat ide utama dalam paragraph dan rincian pendukung utama.
- Guru mengamati aktivitas siswa saat mereka melakukan/ menerapkan semua langkah langkah yang telah di ajarkan dengan benar atau tidak.
- Guru memberikan penilaian kepada siswa dengan menjawab pertanyaan yang berkaitan dengan teks yang dibaca.
- Guru meminta peserta didik untuk menyimpulkan pembelajaran.

3. Kegiatan akhir (20 menit)

- Menutup pembelajaran dengan do’a
- Kemudian memberi salam

SUMBER BELAJAR :

- Teks bacaan bahasa inggris

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PENILAIAN:

No	Tanggal	Nama Peserta Didik	Catatan Perilaku

Skor = $\frac{\text{Jumlah item yang di jawab benar}}{\text{Jumlah item soal pilihan ganda}} \times 100$

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APPENDIX 6

INSTRUMENT OF PRE-TEST

Name:

Class:

Read the following text and answer question 1-4 by choosing the correct answer between a, b, c, or d!

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

1. From the text above we can conclude that,....

a) She is a famous and talented singer
b) She can’t play musical instruments
c) She dislikes jazz and RnB
d) Isyana is an extrovert girl

2. What is the topic of paragraph 2 ?

a) Isyana’s personality
b) Isyana’s physical appearance

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c) Isyana's attitude
d) Isyana's passion

3. What does Isyana do? She is a ....

a) Vocalist
b) Singer
c) Pianist
d) Musician

4. "She is a very famous singer from Indonesia". The underlined word means ....

a) Strange
b) Unpopular
c) Well-known
d) Clumsy

Read the following text and answer question 5-9

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

5. What is the main idea of the passage?

a) Peter is the youngest brother
b) The writer is youngest brother
c) A naughty boy
d) A friendly boy

6. A word in the text that has the same meaning as "interested" is …

a) Engrossed
b) Always

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c) Constantly
d) tendency

7. From the text, we may conclude that….

a) Many people do not like Peter.
b) People is older that the writer.
c) Peter is a welcoming person.
d) Peter is not diligent at all.

8. Which of the following statement is not true about Peter?

a) He has long and straight hair.
b) He has bright eyes.
c) He is interested in sports.
d) He likes basketball and cooking.

9. ”He is fourteen years old.....Than me.”

The underlined word refers to ….

a) Peter
b) The writer
c) The writer’s brother
d) the writer’s family

Read the following text and answer question 10-12.

Adele is beautiful. She has white skin complexion and beautiful eyes. She has wavy brown hair. She is not extra thin and has average height. Although she is not like the other celebrities who have thin and glamorous appearance, but she has her own charm.

She believes that as a singer, her job is to satify people’s ears, not heir eyes. That inspires me a lot because I want to be a good singer too in the future.

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It's okay to be different with others. All we need to do is just be yourself and don't be scared to fight for your dreams.

10. What is the text talking about?

a) Information about the writer
b) Tell about the writer
c) Tell about Adele
d) To give guidance how to be a great artist like writer

11. " I want to be a good singer too in the future"

The underlined word refers to…

a) Adele
b) The writer
c) Tallent
d) Celebrities

12. From the text above we can conclude that…

a) Adele is beautiful a great artist
b) Adele is beautiful teacher
c) The writer is artist
d) The writer is a great artist

Read the following text and answer question 13-16.

I love dogs very much. I keep some dogs in my house. They are Casper, Brownie, Dottie and Midas. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie.

Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large

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head, a short neck and thick short legs. He's very strong. I always take care of my dogs everyday.

13. " He is a bulldog "

The underlined word refers to ….

a) Mida
b) Midas
c) Brownie
d) Casper

14. The generic structure of the text is ….

a) Description – identification
b) Identification – description
c) Orientation – events – Reorientation
d) Reorientation – events – Orientation

15. "She has long and thick fur". The antonym of the underlined word is…

a) Heavy
b) Length
c) Short
d) Fragnant

16. The second paragraph implies that…

a) Dottie's physical appearance
b) Casper's physical appearance
c) Brownie's physical appearance
d) The Author's physical appearance

Read the following text and answer question 17-20.

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Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, *a* Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

17. What does the text mainly talk about?

a) Doraemon
b) Fujiko Fujio
c) Robotic cats
d) Nobita

18. What is the weakness of Doraemon?

a) He has a magic pocket
b) He gets panic easily
c) He is only a robotic cat
d) He likes eating Dorayaki

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19. "He has small body and white hands and feet"

The underlined word refers to…

a) Nobita
b) Doraemon
c) Dorayaki
d) yojigen-pocket

20. "… he will frantically pull out every unnecessary … " (paragraph 3).

The underline word can be best replaced by …

a) Happily
b) Calmly
c) Worriedly
d) Diligently

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APPENDIX 7

INSTRUMENT OF POST-TEST

Name:

Class:

Read the following text and answer question 1-5 by choosing the correct answer between a, b, c, or d!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. What is the main idea of the passage?

a) Peter is the youngest brother
b) The writer is youngest brother
c) A naughty boy
d) A friendly boy

2. A word in the text that has the same meaning as "interested" is …

a) Engrossed
b) Always
c) Constantly
d) Tendency

3. From the text, we may conclude that….

a) Many people do not like Peter.
b) People is older that the writer.
c) Peter is a welcoming person.
d) Peter is not diligent at all.

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4. Which of the following statement is not true about Peter?

a) He has long and straight hair.
b) He has bright eyes.
c) He is interested in sports.
d) He likes basketball and cooking.

5. "He is fourteen years old . . . Than me."

The underlined word refers to ….

a) Peter
b) The writer
c) The writer's brother
d) The writer's family

Read the following text and answer question 6-9.

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

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This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

6. What does the text mainly talk about?

a) Doraemon
b) Fujiko Fujio
c) Robotic cats
d) Nobita

7. What is the weakness of Doraemon?

a) He has a magic pocket
b) He gets panic easily
c) He is only a robotic cat
d) He likes eating Dorayaki

8. "He has small body and white hands and feet"

The underlined word refers to…

a) Nobita
b) Doraemon
c) Dorayaki
d) Yojigen-pocket

9. "… he will frantically pull out every unnecessary … " (paragraph 3).

The underline word can be best replaced by …

a) Happily
b) Calmly
c) Worriedly
d) Diligently

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Read the following text and answer question 10-13.

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

10. From the text above we can conclude that,....

a) She is a famous and talented singer
b) She can’t play musical instruments
c) She dislikes jazz and RnB
d) Isyana is an extrovert girl

11. What is the topic of paragraph 2 ?

a) Isyana’s personality
b) Isyana’s physical appearance
c) Isyana’s attitude
d) Isyana’s passion

12. What does Isyana do? She is a ....

a) Vocalist

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b) Singer
c) Pianist
d) Musician

13. "She is a very <u>famous</u> singer from Indonesia". The underlined word means ....

a) Strange
b) Unpopular
c) Well-known
d) Clumsy

Read the following text and answer question 14-17.

I love dogs very much. I keep some dogs in my house. They are Casper, Brownie, Dottie and Midas. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie.

Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs everyday.

14. " <u>He</u> is a bulldog "

The underlined word refers to ….

a) Mida
b) Midas
c) Brownie
d) Casper

15. The generic structure of the text is ….

a) Description – identification
b) Identification – description

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c) Orientation – events – Reorientation
d) Reorientation – events – Orientation

16. "She has long and thick fur". The antonym of the underlined word is…

a) Heavy
b) Length
c) Short
d) Fragnant

17. The second paragraph implies that…

a) Dottie's physical appearance
b) Casper's physical appearance
c) Brownie's physical appearance
d) The Author's physical appearance

Read the following text and answer question 18-20.

Adele is beautiful. She has white skin complexion and beautiful eyes. She has wavy brown hair. She is not extra thin and has average height. Although she is not like the other celebrities who have thin and glamorous appearance, but she has her own charm.

She believes that as a singer, her job is to satify people's ears, not heir eyes. That inspires me a lot because I want to be a good singer too in the future. It's okay to be different with others. All we need to do is just be yourself and don't be scared to fight for your dreams.

18. What is the text talking about?

a) Information about the writer
b) Tell about the writer
c) Tell about Adele
d) To give guidance how to be a great artist like writer

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19. "<u>I</u> want to be a good singer too in the future"

The underlined word refers to…

a) Adele
b) The writer
c) Tallent
d) Celebrities

20. From the text above we can conclude that…

a) Adele is beautiful a great artist
b) Adele is beautiful teacher
c) The writer is artist
d) The writer is a great artist

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Appendix 8

Documentations

The teacher teaching students' in controll class

The teacher ask the students if they didn't understand how to using SNIPS strategy to comprehend the text

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The students from Experiment class who explain the descriptive text using SNIPS strategy

The Students from Controll class doing pre test worksheets

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UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

CONSULTATION CARD					
Document code	Form code	Date Valid	Revision Number	Revision date	Page

Name : Umi Astuti
Students ID : 205172880
Advisor I : Uyun Nafiah MS, M.Pd
Faculty : Faculty of Education and Teacher Training
Major : English Education Program

No	Day/Date	Consultation To	Consultation Material	Signature
1	Juni 6th 2022	Proposal	Revise about sampling in chapter 3 and hot to teach students	
2	Juni 8th 2022	Proposal	Revise about background chapter 1and appendices	
3	Juni 9th 2022	Proposal	Revise about the previous research chapter 2	
4	Juni 27th 2022	Proposal	Revise about theory of SNIPS, and analisis data chapter 3	
5	Juni 29th 2022	Proposal	Revise about design, and spesification of reading	
6	September 29th 2022	Proposal	ACC for seminar proposal	
7	October 18th 2022	Thesis	ACC for doing the research	
8	November 18th 2022	Thesis	About the instrument	
9	December 27th 2022	Thesis	About chapter 4 & 5	
10	January 10th 2023	Thesis	Revise chapter 5	
11	January 11th 2023	Thesis	ACC for munaqosyah	

Jambi, 11 January 2023
Advisor 1

Uyun Nafiah MS, M.Pd
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UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

CONSULTATION CARD					
Document code	Form code	Date Valid	Revision Number	Revision date	Page

Name : Umi Astuti
Students ID : 205172880
Advisor II : Ayuliamita Abadi, M.Pd
Faculty : Faculty of Education and Teacher Training
Major : English Education Program

No	Day/Date	Consultation To	Consultation Material	Signature
1	July 8th 2022	Proposal	Revise about chapter 1	
2	July 26th 2022	Proposal	Add some journal	
3	August 22th 2022	Proposal	Match the syllabus to the research proposal	
4	August 24th 2022	Proposal	Use Curriculum 13 to adjust with the school of the research	
5	September 14h 2022	Proposal	Add instrument and revise the font	
6	September 27th 2022	Proposal	Add Lesson plan for teaching 2 classes	
7	September 28th 2023	Proposal	ACC for seminar proposal	
8	October 18th 2022	Thesis	ACC for doing the research	
9	January 9th 2023	Thesis	About chapter 4 & 5	
10	January 11th 2023	Thesis	ACC for munaqosyah	

Jambi, 11 January 2023
Advisor 2

Ayuliamita Abadi, M.Pd
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SMP N 16 TJT	2011-2014
SMA N 1 TJT	2014-2017
UIN Sulthan Thaha Saifuddin Jambi	2017-2023