

THE COMPARISON OF READING COMPREHENSION IN DESCRIPTIVE TEXT INSTRUCTION USING CASE STUDY AND ANALYTICAL TEAM OF STUDENTS AT SENIOR HIGH SCHOOL OF STATE 1 KOTAGAJAH ACADEMIC YEAR 2012/2013

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Abstract: Reading comprehension in descriptive text is the ability students of understanding and interpreting information in a descriptive text correctly or get meaning from written descriptive text based on some aspects. Many techniques presented as a solution in reading comprehension they are Case Study technique and Analytical Team technique. The problem formulation in this research are; (1) Is there any significant difference between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah (2) Which one is more effective between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah. The objectives of this research are (1) To know whether there is significant difference between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah. (2) To find out which one is more effective between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah.

In this research, the researcher uses an experimental design. The kind of design is True Experimental Control Group Pre-test and Post test. Experimental group is taught Case Study and control group taught Analytical Team technique. The population in this research is 694 students. The sample in this research is class X which consists of 2 classes 44 students and each class consist of 22 students are as experimental class and 22 as control class. The writer use cluster stratified random sampling to takes sample. From the accounting of students score on post test, is was gained that at the significant level of 0,01, the t_{ratio} is higher than t_{table} , that is 2,77 for t_{ratio} and 2,70 for t_{table} .

The conclusion are; (1) There is significant difference between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah. (2) Case Study is more effective than Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah. It means that Case Study effective to develop students' reading comprehension

Key words : Case Study and Analytical Team Technique, Reading Comprehension

INTRODUCTION

A. Problem Background

Reading is one of important skills in learning activity among the other skills. In English, there are many aspects that must be observed to mastery the English language. That aspect is an interrelated, such as listening, speaking, reading and writing. This competence expected afford to prepare the student of Senior High School to continue for the highest education or to enter in the real work world especially in sector that require for

English skill. To reach the competence well in new curriculum, that is *Kurikulum Tingkat Satuan Pendidikan* (KTSP), learning from a set of rational, Theoretical and practical based on decision of formulation standard competence, basic competence, and indicator in curriculum.

To evaluate the pra-survey deeply, the researcher uses Dirjen Dikti regulation (1985, 5) to support the finding, It says that minimum mastering the material sometime are made basic graduated for

the students who learn the material. But then usually up to mastery the moving material between 75 % and 80%.

In learning, the basic competency for the tenth grade of Senior High School that should be achieved in the reading English subject is the students have ability to develop and produce written simple functional text in the descriptive text. However, in fact, the researcher finds many students of SMA N 1 Kotagajah still do not know how to express their ideas, thinking and feeling in the right order. Most of them still lack structure knowledge and vocabulary. Besides that, there are some problems faced by the students of SMAN 1 Kotagajah in reading comprehension as follows: students are not active in learning process of reading subject and the techniques used by the teacher are not interesting for the students. On the first week of June, 2012 the researcher took the data of the students reading comprehension in descriptive text score at the tenth grade of SMA N 1 Kotagajah from the teacher.

From the data, the researcher find that from 27 students the third grade of SMA N 1 Kotagajah, there are 2 students who get score 80-100. It means that they have had good knowledge in reading comprehension in descriptive text. There are 4 students who get score about 75-79 and 5 students who get score about 65-74. It means that they have had good enough knowledge of reading comprehension in descriptive text. The last, there are 7 students who get score about 55-64 and 9 students who get score about 10-54. So, from the data just 6 students who get score more then 75. It means that most of the students at the tenth grade SMA N 1 Kotagajah still have lack knowledge of reading comprehension in descriptive text. Based on those data, it can be concluded that the quality of English language

lessons in English reading comprehension in descriptive text is still low. So it is necessary for English teacher to use the effective technique in learning reading. It will make the learning process more interesting, so that they can make progress in reading descriptive text.

First, Case Study (also known as a case report) is an intensive analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context. The case study is common in social sciences and life sciences. Case studies may be descriptive or explanatory. The latter type is used to explore causation in order to find underlying principles. They may be prospective (in which criteria are established and cases fitting the criteria are included as they become available) or retrospective (in which criteria are established for selecting cases from historical records for inclusion in the study). The case study is a research approach, situated between concrete data taking techniques and methodology paradigms.

Second, Analytical team is global learning (a cognitive style) in which the learner tries to remember something as a whole. For example, a learner may try to memorize complete sentences in a foreign language. When a learner remembers something by separating it into parts, this is called an analytic style, or part learning. For example, a learner may divide a sentence into words, memorize the words, and then combine them again to make sentences. Then, global question (in language teaching) a question used in a reading comprehension exercise.

Considering the explanation above, the researcher likes to focus the research in the comparison of students' reading comprehension in descriptive text

instruction between using Case Study and Analytical Team at the tenth grade of SMA N 1 Kotagajah academic year 2012/2013.

B. Problem Identification

According to problem background above, the researcher identify the problem as follow:

- 1) Most of the students at the tenth grade of SMA N 1 Kotagajah still lack pronunciation and vocabulary.
- 2) The reading comprehension in descriptive text of the students at the tenth grade of SMA N 1 Kotagajah is still low.
- 3) The technique which used by the teacher is not interesting for the students.

C. Problem Limitation

Based on the problem background above, especially in finding problems, description of method and technique, planning of using method and techniques and conclusion of the problem background, the researcher need to limit the problem namely is The Comparison of Students' Reading Comprehension in Descriptive Text Instruction between Using Case Study and Analytical Team at the Tenth Grade of SMA N 1 Kotagajah Academic Year 2012/2013. This limitation is used as a guidance to guide the researcher operates among the variables.

D. Problem Formulation

According to the problem background of this research, especially in finding problems, description of method and technique, planning of using method and techniques and conclusion of the problem background, the researcher devises the problem formulation be 2 formulation. They are as follow:

1. Is there any significant difference between using Case Study and Analytical Team toward students'

reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah?

2. Which one is more effective between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah?

E. Research Objective

According to the problem formulation above the researcher sets two problem formulations above in objectives bellow:

1. To know whether there is significant difference between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah.
2. To find out which one is more effective between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction for the tenth grade students of SMAN 1 Kotagajah.

F. Research Scope

From the problem limitation and problem formulation above, the researcher shows that the research scope as follow:

- 1) The character of this research is quantitative research.
- 2) The subject of the research is the students at tenth grade.
- 3) The object of the research are reading comprehension in descriptive text, Case Study and Analytical Team.
- 4) The place of the research will be conducted at SMA N 1 Kotagajah.
- 5) The time of the research will be done in the second semester in academic year 2012/2013.

G. Research Benefit

The benefits of this research are:

1. For the school

The result of this research can be as a real data and gives a real contribution to develop English achievement in the future school program.

2. For the English Teachers

To give information for the English teachers that selecting the technique will has positive effect on students' reading comprehension and give the information for the English teachers the effective technique should use in English teaching especially in reading.

3. For the Students

From this research, the students can have learning experience, minimize their problems in reading comprehension and learn reading easier, enjoyable, and interesting by minimize the difficulties.

4. For the Researcher

The researcher is interested in applying collaborative learning technique in the research, especially using Case Study and Analytical Team the researcher will get more knowledge about collaborative learning in the real class.

5. For the Other Researchers

This research is hoped can give information about application of collaborative learning technique.

THEORETICAL FRAMEWORK

A. Previous Research Overview

The first, the research from Atika Fitrianingrum entitled *Improving Students' Reading Comprehension Using Case Study (An Action Research at the Eleventh Grade of SMA Negeri 1 Gondang in the Academic Year 2010/2011)*.

The second, the research from Rengganis Siwi Amumpuni entitled *The Effectiveness of Analytical Team to Teach Reading Viewed from Students' Interest (An Experimental Research at the Second Grade Student's of English Teaching Department of IKIP PGRI Madiun in the Academic Year of 2011/2012)*.

The last research from Sri Handayani entitled *The Influence of Case Study Technique and Students' Intelligence in Teaching Writing (An Experimental Research on Descriptive Writing for the Tenth Grade Students of SMA Negeri 1 Ngaglik, Sleman, Yogyakarta in the Academic Year of 2011/2012)*.

B. Theoretical Review

2.2.1 The Instruction of Reading Comprehension

Instruction reading is the process by which individuals are taught to derive meaning from text. In instruction reading, the students are taught to use critical thinking strategies and to use context to "guess" words that they do not know the meaning of. (Pakharee, 2007, 56)

Hedge (2003, 19) states that any reading component of English language course may include a set of learning goals, i.e.:

1. Developing the ability to read a wide range of texts in English. This is the long range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. Developing the ability to adapt the reading style according to the reading purpose.
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the contents of the text.

The aim of reading instruction is to develop students' skill that they can read English text effectively and efficiently. In reading instruction, the teacher should provide technique to the students along with the purpose for reading. The purpose for reading also determines the appropriate approach to reading

comprehension. Therefore, reading technique should be matched to reading purpose for achieving an effective reading.

2.2.2 Reading Comprehension

Reading is clearly a process which is complete only when comprehension is attained. Dechant believes that reading be completed when a reader attains full comprehension. The critical element is that the reader reconstructs the message encoded in the written language. Comprehension depends as much or even more on the information stored in their reader's brain than on the information stored in the text. (Dechant, 1991, 49)

Nauman (2000, 48) says that reading comprehension, or the construction of meaning while reading, is the goal of reading and is not a solitary and simple process. It is a complex and dynamic process in which the reader decodes the writer's words and draws on his own background knowledge to construct understanding of the text that is similar to the writer's intent. Comprehension relies on the reader's experiences, knowledge about language, knowledge of the text structures and genres, meta cognitions, basic reasoning abilities and active engagement.

From the explanation above, the researcher conclude that reading comprehension is the ability of students to understand and interpret information in a descriptive text correctly or get meaning from written descriptive text, a major goal of reading instructions is to help students develop the knowledge, skills, and experiences that they must have to be competent and enthusiastic readers.

2.2.2.1 Strategies for Reading Comprehension

Based on Brown (2000, 306), most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to your classroom techniques.

2.2.2.2 Micro and macro skill in Reading

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written texts, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new

information, given information, generalization, and exemplification.

12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14. Develop and use a battery of reading strategies such as scanning and skimming detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

2.2.2.3 Types of Reading

Reading activities can be differentiated into several kinds. This can be viewed in terms of review. There are two types of review related to the kinds of reading, among others (1) according to technical terms, and (2) according to the structure terms (Suyatmi, 1997, 39).

2.2.2.4 Reading Skill

Reading skill is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. (Brown, 2000, 302)

2.2.3 Descriptive Text

Anderson (1998, 26) says that descriptive text is a text which describes particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. A description differs from an information report because it describes a specific subject rather than a general group.

Based on the explanation above, descriptive text is text which describes about everything, for example person, animal and place. Descriptive text show the description of the object, not only contain parts or physical characteristic but

also value or quality and usage or function. Descriptive text has the purpose is to describe and reveal a particular person, place, or thing and give detail portrays the image of certain thing from which a writer wants to transfer it to the readers.

2.2.3.1 Social Function of Descriptive Text

Descriptive text function is to describe and reveal a particular person, place, or thing and give detail portrays the image of certain thing from which a writer wants to transfer it to the readers. (Anderson, 1998, 30)

Based on explanation above, the social function of descriptive text is to describe about everything and give detail portrays the image of certain thing from which a writer wants to transfer it to the readers

2.2.3.2 Generic Structure of Descriptive Text

Descriptive text has generic structure as below: a) Identification; identifying the phenomenon to be described. b) Description; describing the phenomenon in parts, qualities, or/and characteristics.

2.2.3.3 Language Features of Descriptive Text

Descriptive text has language features as below: a) Using attributive and identifying process. b) Using adjective and classifiers in nominal group. c) Using simple present tense.

2.2.4 Case Study

Elizabert (2005, 275) says that case study is a group of student view a written study of a real-life situation in which there are problems associated with the field. "These cases" usually contains a brief explanation of how the situation wake up and

addressing the dilemma face by the key characters in the scenario.

2.2.4.1 Procedure of Case Study

According to Claire (2005, 276), the procedure of Case Study consists of several steps:

- 1) Divide the student into some groups and distribute identical cases or different cases for each group
- 2) Allow time for students to ask questions about the process which they will use to clarify the issues presented in the case
- 3) The students work in groups (regardless of the length of time ranging from one to several weeks of classroom sessions, based on the task complexity) to learn more in the case from the perspective of the protagonist, and that they are familiar with issues of selection decisions
- 4) The student sort of factual data, applying analytical tools, articulating problems, reflect on their relevant experience, draw conclusions, and recommended actions to resolve the dilemma or resolve issues contained in the case.
- 5) Sometimes the students prepare oral or written statement describing its assessment of the case, the decision options they see, as well as their recommendations for decision
- 6) The students discuss the cases with the whole class while the teacher gives the opportunity questioning in connection with their experience. If it is really the case, the student would want to know what happened, so be prepared to share an opinion with them after they make a report and give them extra time for a few minutes to discuss what had happened

2.2.4.2 The Advantages and Disadvantages of Case Study

A learning strategy has the advantages and disadvantages, similarly Case Study of collaborative learning technique. Case Study of collaborative learning technique has several advantages. The advantages from Case Study are: 1) Case Study is an effective approach to the mastery of basic facts and information. 2) Case Study has also revealed very positive effects on ethnic relations and various types of prosocial developments, this strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. 3) The use of Case Study includes enduring teams and an improvement point scoring system, which provides high motivation for students across the range of ability levels.

Case Study of collaborative learning technique has also disadvantages, such as: 1) It is difficult to know whether students can solve the problems in intellectual or team work. 2) It takes a long time during the process. 3) Each week, the teacher prepares a case for the students. Using Case Study requires the special skills of the teachers so that not all teachers can apply collaborative learning method in the class

2.2.5 Analytical Team

Patricia (2005, 291) says that in Analytical Teams, team members assume the roles and specific tasks to be executed when they read the assigned reading to them, listening to lectures, or watch the video critically.

This technique is very useful in helping students understand the wide array of activities created a critical analysis. This technique will be very effective, especially when the teacher gives the roles

norms contained in the relevant discipline. By dividing the process into several parts and divides these sections on each individual, the students can be focus on learning and implementing one aspect at a time so they can prepare themselves for the completion of tasks more complex problems where they have to assume a variety of roles.

2.2.5.1 Procedure of Analytical Team

According to Claire (2005, 292), the procedure of Analytical Team consists of several steps: 1) Divide the students into some groups consists of four or five people, give to each individual in the group a role and "job done". 2) Give the materials, publish video, or give the task to read the passage. 3) Give the time to the group so that its members can share their findings and work together to prepare for the delivery of their analysis in the form of a written or oral presentation. 4) Try to cover a strategy that emphasizes the role and task components. Stand up and sharing can be a suitable option for a short amount of activity. While the panel or poster session will be suited for tasks that are more complex.

2.2.5.2 The Advantages and Disadvantages of Analytical Team

Analytical Team has some the advantages, they are: 1) Analytical Team variations relied on highly structuring the interaction among students, both in their teams and in their expert groups, to create interdependence and intrinsically interesting learning tasks. 2) Analytical Team has a number of positive outcomes. Because each student has a unique contribution to make, the methods boost status and self-esteem-each student is an expert in turn. 3) Teammates encourage each other to do their best because they

need the information that each student can provide.

The disadvantages of Analytical Team are: 1) The students realize to pay careful attention during the class presentation because by doing so, it will help them to do the test well. So, using Analytical Team needs specific nature such as the nature of love to work together.2)The teacher gets hardly the class's attention. 3) The noise level becomes too high. 4) Some of the students do not want to working in group

2.3 The Difference of Case Study and Analytical Team through Students' Reading Comprehension in Descriptive Text

Christensen (2004, 36) says that the case study is a research approach, situated between concrete data taking techniques and methodology paradigms.

Frederic Le Play (2005, 14) says that Analytical Team has been used as a teaching method and as part of professional development, especially in business and legal education..

Based on the theories and explanation above, it is clearly that Case Study and Analytical Team have significant difference toward Students' reading comprehension in descriptive text. The differences of using Case Study and Analytical Team are in the role. Case Study will be easier received by students it can make them easier to develop their reading comprehension.

2.4 Thinking Framework and Design of Comparison Theoretical

2.4.1 Thinking Framework

Reading is one of good way to get much information and to improve our translation

ability, it is useless because read something and do not know the meaning.

This research is a solution to the problems of students' reading comprehension at the tenth grades especially in SMA N 1 Kotagajah. The variables in this research is supported by grand theories and explanation are in formal books used in formal education such as university levels or formal school. So, this research would be a very credible in the result. This research is an experiment design and compares Case Study and Analytical Team toward students' reading comprehension. In the result, the researcher would like to approve that there is significant difference between using Case Study and Analytical Team and Case Study is more effective than Analytical Team toward students' reading comprehension for the tenth grades students of SMA N 1 Kotagajah.

2.5 Hypothesis

Based on theories and frame of thinking, the researcher formulated the hypothesis as follow: 1) There is significant difference between using Case Study and Analytical Team in instruction toward students' reading comprehension in descriptive text at the tenth grade students of SMA N 1 Kotagajah academic year 2012/2013. 2) Case Study is more effective than Analytical Team toward students' reading comprehension in descriptive text instruction at the tenth grade students of SMA N 1 Kotagajah academic year 2012/2013.

RESEARCH METHOD

The research is quantitative research with using experimental design. It uses two classes in the prosses of taking the data. They are experimental class and control class. The experimental class gets treatments through Case Study and the control class gets treatment through

Analytical Team. Each of classes receives pre-test, treatment and post-test in order to find the progress of students' reading comprehension. There are two kinds of tests here used by researcher, they are pre-test and post-test. The Pre-Test will be distributed by the researcher before explaining the materials. Here, the researcher wants to know how far the students' reading cmprehension before treatment. Then, the Post-Test will be distributed after explaining the materials. The treatment will be conducted for four weeks.

The description as follow: 1) The dependent variable is students' reading comprehension in descriptive text (Y). 2) The first independent variable of the research is Case Study of Collaborative learning technique (X₁). 3) The second independent variable of the research is Analytical Team of Collaborative learning technique (X₂).

In concluding, there are three variables in this research, they are Y (students' reading cmprehension), X₁ (Case Study), and X₂ (Analytical Team).

The population for this research is students of the Senior High School of State 1 Kotagajah, Central Lampung, academic year 2012/2013. There were 25 classes consists of ten classes for tenth grade, eight classes for eleven grade and seven classes for twelve grade. The total number of population is 694 students. In this research, the researcher will take of two classes in the tenth grade of SMA N 1 Kotagajah academic year 2012/2013 as the sample. They are experiment class and control class.

In this research there are two instruments to complete data, the first one is Pre-Test and the second is Post-test. the researcher finds that the class X IPA 4 and X IPA 5

as sample. X IPA 4 class is as an experimental class and X IPA 5 class as the control class. Experimental class receives treatment that reading comprehension in descriptive text through Case Study and control class through Analytical Team. Next, above is the table of stratification characteristic students. The researcher takes some students by using cluster random sampling (lottery) with a process of rationalization data from the classes, each of them has been taken 22 students. So they are 44 students as sample of this research 22 from class X IPA 4 as experimental class and 22 students from class X IPA 5 as control class.

In this research, the researcher uses objective reading test for the Pre-test and Post-test. Those tests are in the form of multiple choices.

For quantitative data analysis, issues of validity and reliability are important. Here, researcher endeavours to show that the chosen methods succeed in measuring what purports to measure and to make sure that the measurements are stable and consistent and that there are no errors or bias present, either from the sample or from the researcher. The validity of the content reflects the extent to which the items in the tests reflect material presented in the curriculum. In this research the researcher used Test-Retest Reliability the test is administered twice at two different points in time. This kind of reliability is used to assess the consistency of a test across time. And for more reliable, the researcher will do some step:

1. Give the students' exam to the rater.
2. Average equitable assessment result from the Rater 1 and Rater 2.
3. Dividing the scores into odd score and even score.

4. Correlating Between the odd score and even score by using the product moment.

The formula is :

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notes:

r_{xy} = The coefficient correlation between X variable and Y variable

X = The score of odd score

Y = The score of even score

X^2 = The quadrate score of the odd score

y^2 = The quadrate score of the even score

$\sum XY$ = The total X * Y
(Arikunto, 2011, 70)

To find reliability of the test, the researcher will use the spearman brown (Split Half).

The formula as follow:

$$r_i = \frac{2r_b}{1 + r_b}$$

Notes:

r_b : correlation product moment between first half and second half.

r_i : reliability internal for all items.
(Sugiyono, 2012, 185)

The Criteria:

According Sugiyono (2012, 257):

Interval coefficient	Correlation
0,80 – 1,00	Very high
0,60 – 0,79	High
0,40 – 0,59	Medium
0,20 – 0,39	Low
0,00 – 0,19	Very Low

In deciding the good items, the researcher would also measure the level difficulty and discrimination power. To find the difficulty level, the researcher uses the following formula:

$$LD = \frac{R}{N}$$

Notes:

LD : Level of Difficulty

R : Number of students who answer correctly

N : Total Number of student

The criteria are:

0,00 – 0,30 : difficult

0,31 – 0,70 : average

0,71 – 1,00 : easy

Meanwhile, to find out the discriminating power, it would measure by using the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP: Discrimination Power

U: The number of upper class students who answer correctly

L: The number of lower class students who answer correctly

N: Total Number of students

The criteria are:

0,71-1.00: Excellent

0,41-0,70: Good

0,21-0,40: Satisfactory

0,00-0,20: Poor

3.5 Data Collecting Technique

In collecting data, the researcher used some steps as follows: 1) Preparing the descriptive test to pre test. 2) Doing the validity and the reliability. 3) Choosing a sample. 4) Giving the reading descriptive test as post test to the students to collect the data. 5) Then analyzing the data

3.6 Data Analysis Technique

3.6.1 Normality Test

The aim of normality test is to know whether the distributions of the data follow the normal distribution or not.

Normality test using the formula Chi-square (Sudjana, 2005, 273) as follow:

a. The hypothesis formula:

Ho: sample comes from the population that has normal distribution.

H₁: sample not comes from the population that has not normal distribution

b. The test statistic formula used is

$$\chi^2_{count} = \sum_{i=1}^k \frac{O_i - E_i}{E_i}^2$$

Notes:

X² = Chi-square

O_i = frequency observes

E_i = frequency expectation

k = Interval class

The criterion, if $X^2_{hitung} \leq X^2_{tabel}$ with dk = k – 3, so, the data is normal

3.6.2 Homogeneity test

Homogeneity is a measurement which can be used to determine data variation. After getting result of the variance and average rate of class (Experiment class and Control class) the writer used t-test. The homogeneity of the sample was calculated by formula as follows:

a. The hypothesis formula:

H₀: σ₁² = σ₂² both sample have the equality of variants

H₁: σ₁² ≠ σ₂² both sample have different of variants

b. The test statistic formula used is

$$F = \frac{\text{biggest variants}}{\text{smallest variants}}$$

c. The test criterion

Accepted H₀ if $F_{ratio} \geq F_{\frac{1}{2} \alpha} (V_1 - V_2)$, with V₁ = n₁ - 1 and V₂ = n₂ - 1 (Sudjana, 1996, 249)

3.6.3 Hypothesis Test

This test was used to know whether the hypothesis proposed by the writer were accepted. The formula used in this test is t-test. The formula is:

$$t_{-test} = \frac{X_1 - X_2}{s \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Notes:

X_1 = Mean score of experimental group

X_2 = Mean score of control group

S = Variant

n_1 = Number of students in experimental group

n_2 = Number of students in control group

Before using the t_{-test} formula the writer would determine the average rate (X) and variant (S^2)

Notes:

X_i = the total score achieved by the students

N_i = the number data

1. The variant (S^2) is calculated by formula:

$$S^2 = \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{(N_1 + N_2) - 2}$$

Notes:

N_1 = Number of students in experimental class

N_2 = Number of students in control class

S_1^2 = Variant of experimental class

S_2^2 = Variant of control class

S^2 = Variant

The criteria for this test are:

H_0 : H_0 is accepted if t -ratio < t -table (The hypothesis proposed are homogeneous)

H_a : H_a is accepted if t -ratio > t -table (The hypothesis proposed are not homogeneous).

RESULT AND DISCUSSION

The research was conducted at SMA N 1 Kotagajah. In this research, three classes were chosen randomly by using lottery. Class X IPA 4 consists of 27 students was as a experiment class, class X IPA 5 which consists of 26 students was as control class, and class X IPA 6 consists of 29 students was as try-out test. The try-

out test conducted on April 13rd, 2013. The try out was conducted to get the validity and reliability test. If the test has been valid and reliable, the test could be used as pre-test and post-test for the sample. So, the total number instrument of pre test and post test is 30 items.

After getting the try out result, the researcher gave pre test in the experiment class and control class to know the students' reading comprehension both in experiment class or control class (class X IPA 4 and X IPA 5). The pre-test conducted on April 22 n 23, 2013. After the researcher conducting pre test, the researcher gave treatment to the experiment class by using Case Study and control class by using Analytical Team. After the researcher conducting the treatment, the researcher gave post test to the experiment class and control class. After the data was collected, the researcher analyzed them by using t -test to know the effect of using Case Study and Analytical Team toward students' reading comprehension in descriptive text.

The result of calculation on the value of the pre test and post test score in each class (experiment and control) showed that the distribution is normal. The highest score pre test in experiment class is 66 and the lowest score is 42 while in control class the highest score is 64 and the lowest score is 40. The result post test in experiment class, the highest score is 97 and the lowest score is 58 while in control class the highest 89 and the lowest score is 50. In addition of the calculation, the hypothesis can be accepted because f_{cal} is 2,77 and f_{table} 2,02 on the criterion 1 and also f_{table} was 2,70 and f_{cal} 2,77 on the criterion 2. It is shown that the hypothesis of H_a is accepted and H_0 is rejected. It means that there is any difference of using Case Study and Analytical Team toward reading comprehension in descriptive text

and it also concludes that there is any interaction of reading comprehension in descriptive text and learning technique.

Calculation results provide evidence that the post test students in experiment class are better than control class. This can be seen when the post test score of students compared with pre test score. The result showed that there was significant difference between pre test and post test score (post test > pre test).

In this research, to know the result of students' reading comprehension of the subject by using tests. The researcher gives pre test, treatment and post test. From the result of pre test, the average score of experiment class gets 54,55 and the average score of control class gets 51. After giving the treatment, the result of post test in experiment class gets 78,22 and the result of post test in control class gets 71,68. From the previous calculation, the hypothesis can be accepted because t_{hit} is 2,77 and t_{table} is 2,02 on the criterion 1 and also t_{table} is 2,70 on criterion 2. It shows that the hypothesis of H_a is accepted and H_o is rejected. It means that there is significant difference between using case study and analytical team technique toward student reading comprehension in descriptive text for the tenth grades student of SMA N 1 Kotagajah.

From the discussion above it also concludes that the students' reading comprehension that is taught by case study has higher score than students that are taught by student analytical team. Case Study is more effective than Analytical Team from this illustration the teachers and students should use Case study in the learning process especially in develop reading comprehension in senior high school.

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

After the researcher finished the research and analyzed the data that got from the research, and then made the conclusion. Based on the result data of the analysis and computation of the data, the researcher made some conclusions that reading comprehension in descriptive text use Case Study is better than Analytical Team technique in learning process. It can be seen from the analysis result of the research which was done at SMAN 1 Kotagajah academic year 2012/2013, and the researcher got finding as follow:

5.1.1 There is any significant difference of reading comprehension by using collaborative learning technique type Case Study and Analytical Team at students of senior high school state 1 Kotagajah Academic Year 2012/2013. The differences of both the techniques are Case Study can make students enjoy and fun in learning process. It is proven by the calculation. The hypothesis can be accepted because $t_{ratio} > t_{table}$. It shows that at the significant level of 0,05 the value of t-ratio is higher than the value of t-table. It means that H_o is rejected and H_a is accepted. From the result of pre test, it knows that the highest score on experiment class is 66 and the lowest is 42. The average score in this class is 54,55. In control class, the highest score is 64 and the lowest score is 40. The average score in control class is 51. After the researcher conducts the treatment, the average score of post test in experiment class is 78,22 and the average score of post test in control class is 71,68. The average score of students on experiment class is higher than in control class because the instruction of reading comprehension through Case Study is appropriate with the students' development of reading comprehension.

5.1.2 The experiment class has the highest score in this research. Experiment

class is taught by using Case Study technique. In the other hand, the control class has the lowest score in this research. Control class is taught by Analytical Team technique. It means that Case Study is more effective than Analytical Team technique.

Looking at the conclusion above, it means that Case Study technique is more effective to develop students' reading comprehension in descriptive text at the tenth grade students of SMA N 1 Kotagajah academic year 2012/2013.

5.2 Suggestion

Based on the conclusion above the researcher gives some suggestion which can be helpful to encourage the the quality of English instructional at the tenth grade SMA N 1 Kotagajah, they are:

5.2.1 By applying and analyzing those technique, the researcher experts that students reading comprehension can be raised by Case Study technique. After the researcher finishing this research. The researcher finds out many of data about interaction between case study.

5.2.2 The researcher also experts that uses technique in instructional English must be careful in selecting technique for instruction especially in reading. It means that the technique must be interest and appropriate with the curriculum and also can encourage the students' comprehension.

5.2.3 The teacher should make sure that the students would not forget the vocabulary of the text in reading comprehension. To anticipate this, the teacher can give more exercise, both in reading, written and oral forms. After that the teacher asks to use the vocabulary in daily activity. So, they do not feel difficult to read because they have enough some vocabulary, and then they can practice it.

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