TEACHING LEARNING TEHNIQUE EFFECT AND GIFTEDNESS TO STUDENTS RESULT READING LEARNING ENGGRIS LANGUAGE MTS (MUSLIM SOCITY)

Huriyah[1],
Muhlas Suseno[2],
Eva Lailiyanti[3],

Huriyah[1], Faculty Postgraduate Education Evaluation Research, UNJ, Rawamangun, East Jakarta.
Muhlas Suseno[2], Faculty Postgraduate Education Evaluation Research, UNJ, Rawamangun, East Jakarta
Eva Lailiyanti[3], Faculty Postgraduate Education Evaluation Research, UNJ, Rawamangun, East Jakarta

Abstract

 Abstract : This research aimed to show of Teaching Learning Tehnique Effect And Giftedness To Students Result Reading Learning Inggris Language MTSN, the method of research used experiment method by randomized control group design, the design used a control group and experiment group, the both chosen by randomized, until the both of group are equivalent. It was treatment by label research with 2x2 factorial. The data were analyzed by using Two-Way ANOVA. The result showed that: (a) reading result between the students who were taught by using semiotic technique analysis and those who were taught by the the framing analysis technique are a significant effect;; represented by Y t = 4,011+ 23,520 X1, which means that with a constant of 4,011, each change in one learning style score will affect 23,520 reading scores of students in class XI MTSN (b) interactional effect between teaching technique and giftedness on the students' reading result are significant; represented by the calculated F for the interaction factor is 0. 32 and P-Value = .808. Because 0.808 is greater than 0.05 (c) students reading result between the students with high giftedness who were taught by using semiotic technique analysis and those who were taught by the the framing analysis technique are significant; (d) students reading result between the students with low giftedness who were taught by using semiotic analysis tehnique and those students who were taught by the framing analysis technique are significant

Keywords: Teaching Learning Tehnique, Semiotik Analysis; Framing Analysis; Giftedness; Srudents Result Reading

PENGARUH TEHNIQUE MENGAJAR DAN BAKAT TERHADAP HASIL MEMBACA BAHASA INGGRIS

Abstrak: Penelitian ini bertujuan untuk menguji pengaruh gaya mengajar dan bakat terhadap hasil   membaca Bahasa Inggris siswa Sekolah Menengah Atas Negeri (MTSN) di Jakarta Barat. Dalam pelaksanaannya, penelitian ini menggunakan metode eksperimen dengan desain kelompok kontrol rancangan ini menggunakan kelompok kontrol dan kelompok eksperimen yang dipilih dan ditempatkan secara random, sehingga kedua kelompok tersebut ekivalen. Penelitian treatment by level ini menggunakan Two-Way ANOVA. Hasil penelitian ini adalah: (a) Terdapat perbedaan yang signifikan antara hasil belajar reading Bahasa Inggris siswa yang diberikan perlakuan menggunakan semiotic analisis tehnik dengan yang menggunakan framing analysis tehnique; dapat dilihat Y t = 4,011+ 23,520 X1, mengandung arti dengan konstanta 4,011, setiap perubahan satu skor gaya mengajar akan mempengaruhi -0.40.11 atau -40.11 % skor hasil belajar reading peserta didik kelas XI MTSN (b) Terdapat pengaruh interactiontehnik pembelajaran dan bakat siswa terhadap hasil belajar reading Bahasa Inggris dapat dilihat dari f =0. 32 and P-Value = .808. Because 0.808 lebih besar dari 0.05,; (c) Terdapat perbedaan yang signifikan antara hasil belajar reading siswa yang memiliki bakat untuk pelajar yang menggunakan semiotic analysis tehnique dengan siswa yang diajar menggunakan framing analysis tehnique (d) Terdapat perbedaan yang signifikan antara hasil belajar reading siswa yang mempunyai bakat rendah yang menggunakan semiotic analysis tehnique dengan siswa yang diajar menggunakan framing analysis tehnique

I. INTRODUCTION

The purpose of this study is to examine a.Are there any differences in students' reading learning outcomes in English between those who study reading with strategic management of integrity and those who learn reading with strategic management of intensity. b. Is there an interaction effect of strategic management learning and motivation on students' English reading learning outcomes c. Are there any differences in learning outcomes of English reading students who have high motivation between those who are treated with integrity management strategies and those who are treated with intensity strategic management.d. Are there any differences in learning outcomes of English reading students who have high motivation between those who are treated with integrity management strategies and those who are treated with intensity management strategies?

The background of this research is because the English lesson is one of the many lessons that are included in the difficult category, why? English is a foreign language, not the mother tongue of Indonesian people, therefore students cannot understand English well due to lack of mastery of English vocabulary, and many students' English scores are below the KKM standard.

Based many relevant researcher that supported the statement one of them on Fakhrurrozi's opinion, the linguistic factor (intrinsic), From a theoretical perspective that there are at least two language problems, namely linguistic problems and non-linguistic problems, non-linguistic problems (musykilât ghair lughawiyyah) are problems related to psychological factors such as motivation (dawâfi') and interest in learning (muyûl), (Fakhrurrozi: 2012).

1.2 .Population and Sample

This reseach do in MTSN 12 Jl. Raya Harun raya, West Jakarta, MTSN 35 Jl. Merpati Putih West Jakarta .This research method uses the experimental method. This reseach do Januarai 20 betwean 7 s/d Agustus 2018 Population are Al MTSN inwest Jakarta This research method is to investigate

to obtain facts from existing symptoms and look for factual information with correlational description technique which is one type of research that designed to determine the level relationship between variables who are in a population Further analysis is carried out correlation and multiple regression for see the relationship between variables bound ( ) and independent variable ( ) and ( ) one by one together. 2. Relationship constellation design between the three variables are: The Third Constellation of Variables

Sampling Techniques with Random way or random as for basic The subject of a random sample is that all members of the population have the same chance to become a member of the sample. So thus researchers give equal rights to each respondent for get a chance to be chosen sample randomly, each class as many as 20/30 students randomly through lottery up to 125 people.

1.3. Data and Sources of Data

The 2 independent variables (technique of teaching learning) are Data Collection Techniques. . Study Literature. Through this technique, data collection activities, information and information with careful study of various documents, archives, reports, scientific books. Determination Likert model questionnaire while for the dependent variable taken from student's english score even semester of the school year 2018/2019. Then by operational variables that will be researched can be defined as follows invitations and written materials other relevant variables study. And Field Research. direct observation carried out to the object of research, namely by via: Questionnaire or Questionnaire..Interview, Observation (Observation).

1. 4. Theoretical framework

Based on previous relevant studies regarding the learning outcomes of reading English, including Hari Satrijo, the results of his research show that the increase in student short story learning outcomes from 18 students (44%) who completed the first cycle of learning to 29 students (71%) and 35 students (85.4%) in cycle II who got a complete score on short story learning, while according to Satrio, the low learning achievement of students in English subjects was also caused by internal factors (from within themselves) or non-linguistics. (Satrijo: 2009) opinion, while according to Brigg in Ramli's research, said learning outcomes are all skills and results obtained through teaching and learning activities in schools which are expressed by numbers and values sourced from learning outcomes measurement tests, (Ramli, 2011), and Arikunto's opinion in Yosniferi's research, said that learning outcomes manifested in changes in behavior from not knowing to knowing and from not understanding to understanding (Arikunto & Yosniferi, 2013).

Teaching English teaches grammar or structure and language skills (listening, speaking, reading, and writing). English language skills are activities that are complex and require the right way of learning. Thus, supportive teaching and learning styles for students to improve their speaking skills need to be considered. Much relevant research about it, the same of novelty result researchers are : Harmer (2007: 79),   Ilyas & Armizi, (2020) Khoii (2011) , Mart, (2012)   Muzammil & Andy (2017), Mombeini, Gorjian & Pazhakh (2013) , Richards & Renandya (2006:303), Ganyaupfu (2013), Nooreiny Maarof & Mazlin Murat, (2013). (Ramos, Dolipas & Vilamor, 2013). and, they are same researched about the learning., And their novelty different , Harmer (2007: 79) more pressed novelted of his researche is, listening, speaking, reading, and writing , they are not internal or something extended since birhtly. They are skil needed to learning and praktikum. Supported that statement by (Ramos, Dolipas & Vilamor, 2013).state the skills consist of three components which are meta-components, performance components and knowledge acquisition components Ilyas & Armizi, (2020), more prssed   learning process, the routines carried out by teachers are not infrequent, such as entering class, absent students. And Khoii (2011) state, students problem on writing are ; how to riise ide and how to show idea?.and supported else Mart, (2012) state the value of speaking better use RRRV (video) than RRR (audio) because comfetence of vocavulary, grammer, when speaking Huriyah more pressed reading learning

to based teacher style. And Muzammil & Andy (2017) state competence of speaking pronunciation more increasing than language componen else, and supoerted else Mombeini, Gorjian dan Pazhakh (2013) state doing rehearsal help students get informasion to memori that doing usually with rehearsal, Richards & Renandya (2006:303) state writer must have competence hight writing such as planning, and management of idea either low writing such as exetly of word writing choeising vocabulary sign of reading . According to Ganyaupfu (2013), state learning becomes more effective if students are tasked to perform rather than just remembering some information, according Nooreiny M & Mazlin M, (2013). State the students's weak performance refects students' inability to apply higher order thinking skills in their essays which carry the majority of marks.

Then according to many researcher relevants, the same of their novelty about teaching
they are, Canales & Maldonado., (2018), Mincu (2015) & Stipek & Chiatovich (2017), Fathurrohman & Sutikno (2007), Nata (2017), Huriyah (2021) researched about teaching. And their novelty different; According to previous research conducted to Fathurrohman & Sutikno (2007), more pressed essentially a process teaching, namely the process of organizing and managing the environment around students,. and Based Canales and Maldonado., (2018) novelted teir research is the teacher's contribution to learning is very significant in student achievement. Meanwhile, Mincu (2015) and Stipek and Chiatovich (2017) novelted their resercrh, is students will achieve more if qualified teachers their own on proses teaching and teacher competence affects student academic achievemen , Components of Teaching styles are variations in voice, attentional stress, eye contact, limb movement, changing positions, intonations and other sounds, facial expressions, variations in patterns of interaction and student activities, and variations in using media.

Based on Ibrahim's approach in language studies, the formal approach views language as a sign system that is separate from external language factors, language is systemic and systematic, and semantics is combined by predictable rules (Ibrahim, 2009), while Schiffrin said, the description of the language produced is in the form of formal characteristics. language, namely the elements of language and the rules of language or language structure. (Schiffrin: 2010), and according to Stubbs said the view of the structuralists, gave birth to a paradigm of formal discourse, discourse is seen as a language organization formed from elements that are hierarchically larger in level than clauses and sentences (Stubbs: 20011), so according to Ibrahim said The functional approach views language as an open system, language cannot be separated from the presence of external language factors, namely social characteristics, biological characteristics, demographic characteristics, and so on, the use of language in a social context is central in its analysis (Ibrahim: 2009).

1.4.1. SEMIOTIK TEHNIQUE ANALYSIS

Rsercher (Akhavan, Majid & Ramaprasad, (2000) ; Dai & Hyun, (2010) ; Kwon & Moon, 2009; Peng, (2008). Lee Et Al. (2002) And Clausen (2004) , Ho Jeong, said *international researcher have demonstrated to different of many circumstances, distinctive cultural traditions, political positions, ideologies, and media systems lead journalists to prefer to resonate with their own national audience*, and supported other by Eriyanto (2012) stated, framing analysis birthed from one of konstructif paradigma, the meaning realitas social life from konstrucsi result, and show wartawan or media agen kontrucsion/actor realitas building, and ovened of mistic on bacround of difference.and media comprotaisen on opening of factual. Gregory supported by Lai Oso (2017), explained, framing analysis, is contruction, their step of infprmation by eksplisit or implisit and supported by Febry (2019), sid set of matter framing analysis one of them identification matter, causing matter, moral value and rekomendasi. And Sutanto (2007), supported too. He explained kind of megazines signed that using about referensial , based four standar they are endofora dan eksofora source, referensial symbol, based their size referensi personal, referensi demonstratif and referensi komparatif, simbolid of referensial. And new sthere are called frame setting, based novelty of Igartua, Toranzo & Fernandez, (2011). said, *frame setting refers to two major processes. Firstly, how the proses news frames affect.. Secondly, in peroses influencing behavior, beliefs and cognitive levels when current issues exposed*. And supported by Reed (1988), Entman (1989), on Zawawia dkk (2014) explained, *defines the content and information messages that occur in human schemata as the information audiences' cognition* .

1.4. 2. FRAMING TEHNIQUE ANALYSIS.

New framing that extanf at Indonesia mereport various life side of socity, politik, social, ekonomi, and others, for example new resrach framing politik side, by Anggoro (2014) about new is reportedby TV One, he explained, suported media TV Onon framing new program histored Prabowo and Hatta Rajasa as winner Chossing 2014-2019 and Metro TV framed reported Joko Widodo and Jusuf Kalla as winner choosing 2014-2019. The reseach other suported framing new, Astuti, (2016) on his novelty, reserched about Risma such politik figure, she said media online Republika.co.id and Tempo.co.id both it,s media enough intens on reported howthe leadership implemating of Risma such leadership of Surabaya contry. And researcher pther who supported Pardianto (2014), stated differenced view about candidate gubernur and candidat servant of gubernur Maluku, he said " Ambon Express and Harian Rakyat Maluku mose viewers one of candidat gubernur and candidat gubernur that wanted competation of district choosing of Maluku.And supporter Herman and Nurdiansa (2010), explained about konflik betwen Israel – Palestina, they found,extented komunicationi that differented betwen Daily Kompas and Radar Sulteng, Kompas Daily more dominan to Palestina, and Radar daily Sulteng more dominan havening of Israel such as causing matter. Nugroho (2014), supported of his novelty to matter Yogyakarta especialy , and expained RUUK DIY he said, Kompas is causing matter , RUU of Yogyakarta ecpesialy enough nice and "good" to over , and KR said havvening and factual around RUUK DIY "very important, researcher Mustika (2017), said souce of Republika Online and Kompas.com, explained, there are difference of kontruksi of new that viewing by Kompas.com and Republika Online. Researcher new framing economic who supported by Yusoup, said, *the impact of the World Trade Center in New York and Pentagon on September, 11th 2001 have given a massive impact to the whole world, especially the United States (US) was impacted it of much aspects bigger in various aspects including economics and military*

1.4.3. GIFTEDNESS

According to the Law of the Republic of Indonesia Numer 20 of 2003 concerning the National Education System, communicating orally and in writing uing various languages fluently and accurately is the main goal of learning English. In writing (contextual), learning requires Cakrawala Pendidikan, Vol. 40, No. 3, Oktober 2021 doi:10.21831/cp.v40i3.37153 reading skills, where reading humans will know what they have written and will get information. This is in accordance with the word of Allah in Surah Al-Alaq 1-5. When associated with bilingual learning, reading is an important thing and one of the skills needed in the bilingual teaching and learning process, so that learning carried out using two languages, namely English and Indonesian or other languages, will require students to understand and understand its contents. From what was explained earlier, this is in accordance with the same many novelty researcher about reading As Astuti (2016), Widyasari (2016), Rashidi & Piran (2011), Miftah (2013), Archer (2012), Do (2017, Komalasari (2014), Razak (Mariyana, 2016), Poorahmadi (2012), Hayati & Jalilifar (2010) , Zhang (2009) , Annamalai and Muniandy (2013), and their novelty differen As Astuti (2016) statement in his research that reading is a process of getting an impression, the message conveyed by the author through the medium of words/written language, both express and implied messages. Meanwhile, the purpose of learning to read English, according to Widyasari (2016), is to understand various meanings (interpersonal, opinions, textbooks) in various written texts that have communicative purposes, text structures, and certain linguistics. There are several reading found in previous research, including research conducted by Rashidi and Piran (2011), who in his research said that intensively and extensively, the use of appropriate reading techniques can significantly increase word development so that the amount of vocabulary each student knows can improve especially in terms of synonyms, antonyms, and collocations of each word. According to Miftah (2013), the Intensive-Extensive Reading Strategy (IERS) is a way of teaching reading techniques that combines several characteristics of intensive and extensive reading activities. Another study that supports this statement is Archer (2012) in his research that says ER (Extensive Reading) allows teachers to create a positive environment in the classroom because students can express their opinions, feelings, and experiences based on what they read. Do (2017) research says that extensive reading and intensive reading consist of four stages: selecting news, summarizing, making a glossary, and presenting. And Poorahmadi (2012), Hayati & Jalilifar (2010), state TBLT very efektif to increase students understanding reading EFL , supported by Zhang (2009) srtate integrated skil speaking and reading can deeped understanding matter of reading. According Annamalai and Muniandy (2013), they stated that factors contributing to a positive attitude among students such as Believing that reading is important, Enjoying reading, Having a high self-concept as a reader, Having a home environment where verbal interaction takes place regular. Another related research that supports reading techniques is the research conducted by Komalasari (2014), which says that the speed in reading can be analogous to the speed in answering questions. In speed reading, it will be easy to finish reading quic,kly and understand 70% of the content of the text or information that is read. Skimming is a speed reading technique to get the contents of the reading. According to Razak (in Mariyana, 2016), skimming is macro, and not all words are legible. This means that skimming is more directed at the review process or repeating the research. Another related variabel that supports is giftedness, and many supported researcher the same of novelty such as Bakar, Ishak, & Abidin, (2014) , Renzulli (2010), Çağlar (2009). Kennedy (2018), Jenaabadi (2015), (Adam-Byers et.al, 2004; Hoogevenet.al., 2009, SteenbergenHu & Moon, 2011) , Neihart (2007), Steenbergen-Hu & Moon (2011), Hoogeven et.al., (2009) , Adam Byerset.al, (2004), Zeidner, (2017) , (Hariko & Ifdil ; Hwang, 2009, Pedersen, 2002), Lo, H.-T., & Fung, K. P. (2003). Ormrod (2009, And Winebrenner, (2001) , Widyorini, E. (2002). and different novelthy researcher are Goleman, (Bakar, Ishak, & Abidin, 2014) state. Gifted students who own empathy tend not to force their desires on others to be exactly as they want to, capable to accept any judgment about themselves as well as to feel wholeheartedly the conditions that occur in their social environment so that they feel what others desire and need that then they can help them with their speciality, gifted students will be more aware of the dynamics of environment. .and Bellanc, in Renzulli (2010). on his novelty, stated the relationship between the gifted field and general education is reflected by these theories. Currently, education policy and practice focus on "21st Century Skills. Based Guilford in Çağlar (2009). on his novelty, Stated :Intelligence cannot be measured exactly through the traditional intelligence tests, The Structure of Intellect Model in a three-Cakrawala Pendidikan, Vol. 40, No. 3, Oktober 2021 doi:10.21831/cp.v40i3.37153 dimensional classification system, they are Types of mental process used in the act of thinking, Types of the content which the act of thinking. Types of the product at the end of the act of thinking, and Kennedy (2018). on his novelty s, stated Gifted students are a heterogeneous group, inclusive of those of all cultures, backgrounds, interests, and achievements, worse psychological, social, or developmental challenges, immune from these challenges, an Jenaabadi (2015), on his novelty stared, In Khash was differenced between gifted and normal students high school and also between male and female gifted students and normal students considering emotional creativity and social adjustment also its components enter kognetif, afektife, and psikomor. nobelty other (Bangel, N.J, Moon, S.M., & Capobianco, B.M. (2010). Preservice teachers' perceptions and experiences in a gifted education training model. Gifted Child Quarterly, 54 (3), pp. 209-221.): (Adam-Byers et.al, 2004; Hoogevenet.al., 2009, Steenbergen-Hu & Moon, 2011) on their novelty, stated excellence versus intimacy not show students of akselerasi class or giftednees students have good achivement akademik and goog self konsep akademik , and Neihart (2007), Steenbergen-Hu & Moon (2011), on their novelty, stated social relation gifted are acceiped unkonsisten result, it is positif relasion social, and Hoogeven et.al., (2009) on their novelty, stated extanted social self konsep of gifted unpositif \ and Adam Byerset.al, (2004). on their novelty, stated social needly is not full, and researcher Zeidner, (2017) state, gifted students have a challenge of adjusting their self toward social emotional conditions in a particular domain, for nstance isolation from peers. And (Hariko & Ifdil, 2017 : Hwang, 2009: Pedersen, 2002) State condition certainly has become an obstacle and/or an obstacle if applied to non-Western culture, because , innovation and creativity are needed so that these theories become more applicable by marrying them to the values of local wisdom that exist around prospective clients. And Lo, H.-T., & Fung, K. P. (2003). state Cultural competence is a product of generic cultural competencies and certain cultural competencies, both of which are important in each phase of psychotherapy.and Ormrod (2009) state giftedness is highes competensi of one or more subject. And Widyorini, E. (2002). Winebrenner, (2001) state characteristic giftedness superior intelektual competence, showing of especialy giftedness, good of factor non intelektif, good neighbourhuod, good luck. Speaking about giftedness surely connection with motivasion. The supported the tatement are this is in accordance with the opinion of Oxford & Shearin in the journal entitled "Student And Lecturers' Perspectives On The Importance Of Motivation Strategy In English Language Teaching And Learning Process" karya. A.A.A. Redi Pudyanti, dari Suarnajaya English Education Study Program, English Post Graduate Program Ganesha University of Education Singaraja, Indonesia.and other by Oxford & Shearin state, "motivations and language

learning have been centered on intrinsic and extrinsic motivation and integrative and instrumental motivations".(Oxford & Shearin : 2016". (Oxford & Shearin: 2016)

II. RESEARCH METHODOLOGY

This reseach do in MTSN 12 Jl. Raya Harun raya, West Jakarta, MTSN 35 Jl. Merpati Putih West Jakarta .This research method uses the experimental method. This reseach do Januarai 20 betwean 7 s/d Agustus 2018. Tehnique of Data collective Source to data dived primer data and sekunder data. Based Creswell (2013) state kuantitatif research is form methods to tes teories used research to know the connect betwean variabels. The variables is measured with instruments. That resulted of data, it formed numarics and it analysed with statistic prosedur. The design of this study used a control group and an experimental group that was selected and placed randomly. The study has two groups which were randomly assigned as the experimental group and the control group. Then, treatment with both teacher style. The statement supported by Creswell (2014), state this will allow the researcher to study the differences between the two groups. The data analysis method used is Two-Way ANOVA. The data collection technique used in this research uses variable student outcomes instruments and intelligence variable instruments. The student outcome variable instrument uses a multiple choice question model with five answer choices: a, b, c, d, and e. The questions presented were 30 for the experimental and control classes, with the characteristics covering formulations of folklore, traffic signs, poetry, films, dramas, and newspapers and Al-quran. The intelligence variable instrument uses a Likert scale using five answer choices with gradation levels ranging from Very Often (SS) to Never (TP).

The standar of research is the signifcance of the study to explore whether or not the use of teaching style help students apply higher grow giftedness in their reading. It is hoped that from this research the teaching of higher grow character gifted in learning the English language will be improved. This study hopes that the fndings may have implications on the use of Teacher style by teachers as well as students in classrooms. The analysis of the data and results should be an indicator of the effectiveness of using Teacher style . Hopefully, this study will also help teachers generate new ideas on how best to incorporate higher grow gifted in their lessons. Besides, this study may also support the neigbouhood in formed good caracter gifted in the hope of promoting the use higher grow among students as well as teachers.

III. RESULTS AND DISCUSSION
3.1 Results of Descriptive Statics of Study Variables
Table 3.1: Test of Homogeneity of Variances.

Variable	Levene Statistic	Df1	Df2	Sig
A 1B1	3.932	8	22	0,075
A1B2	2.035	8	22	0,089
A2B1	1.595	8	22	0,183
A2B2	6.481	8	22	0,060
Total	14 .043	32	88	0,4 07

The next finding stage is test the homogeneity of the groups students who are treated. Based the descriptive of data result said al of the groups of students who are treated are homogeneous. This test is intended to test the Levene Statistic of the variance of the A^1 score grouped by the A^{11} score and the A^{12} score and the homogeneity of the variance of the A^2 score grouped by the A^{21} score and the A^{22} score. A homogeneity test is also one of the test requirements using inferential statistics. This test is carried out using SPSS software. In the homogeneity test, the statement supported by Mustapha et al. (2017), state analysis data used Statistical Package for the Social Sciences (SPSS). the data is said to be homogeneous if H0 is accepted and not homogeneous if Hi is accepted. Statistically, the test criteria used are: Ho is accepted if A^1 count < A^1 table, and Hi is accepted if A^1 count > A^1 table
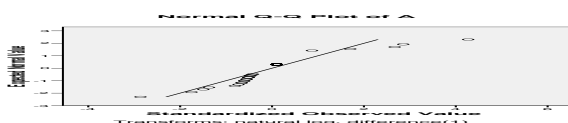
3.1.Figure 1.

Ficture. 1
Based the ficture above the data of group *Integration* is spoke normal distribution, the supported researcher is Kadir M.P. (2013) state indicator normal distribution is the ficture of dots neared vertical liner
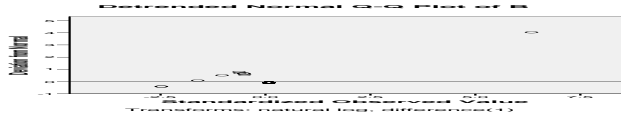
3.2. Figure. 2.

Ficture. 2.

Based the ficture above the data of group $Tehnology\ style$ is spoke normal distribution, the supported researcher is Kadir M.P. (2013) state indicator normal distribution is the ficture of dots is not formed one patern or collected arroun horizontal liner passed nol number.

3.2. ANOVA Table

Indicators	Sum of Squares	Mean Square	F		Sig
Y * A1B1	151.027	37.8	247.		.909
Linearity	2.675	2.68	.018		.896
Linearity Deviation	148.353	49.5	. 32		.808
Within Groups	3969.940	152.7			
Total	4120.968				

Acording on table 4.4., the t value of interaction style (before) or High integritas managament = 86.991 after being given treatment with (High intensitas managament) obtained a value of = 82.409 because there is a difference between before being given treatment and after being given treatment. The treatment given is the treatment of learning outcomes of learning to read English so that there is a significant difference between the results of learning to read English of students who study with integritas managament and with intensitas managament on students who have high talent at a significance level of a = 0.05.

Table 3,3. T-Dunnet test. One-Sample Test

VARIABLE	T Lower	Df	sig lower	mean different
A1B1	86.991	30	0,000	85.806
A2B1	82.409	30	0,000	78.710
Total	169.400	60		164,716

Acording on table above , the t value of interaction style (before) or High integritas managament = 86.991 after being given treatment with (High intensitas managament) obtained a value of = 82.409 because there is a difference between before being given treatment and after being given treatment. The treatment given is the treatment of learning outcomes of learning to read English so that there is a significant difference between the results of learning to read English of students who study with integritas managament and with intensitas managament on students who have high talent at a significance level of a = 0.05.

Table 3,4. T-Dunnet test. One-Sample Test

VARIABLE	T Lower	Df	sig lower	mean different
A1B2	44.421	30	0,000	68.871
A2B2	62.558	30	0,000	63.548
Total	106.979	60	0,000	122,419

Based on table 6, it is obtained that the t value of the integritas management (before) = . 44.421 After being given treatment with a intensitas management, t value 62.558 , because there is a difference between before and after. After being given treatment on the results of learning to read English, there is a significant difference between the results of learning to read English for students who study with an integritas managament and with a intensitas managament on students who have low talent at a significance level of a = 0.05

V. REFERENCES.

[1] Adam-B, J, Whitsell, S.S, & Moon, S.M. 2004. Gifted students' perceptions of the academic and social/emotional effects of homogeneous and heterogeneous grouping. Gifted Child Quarterly, 48 (1), pp. 7-

[2] Aimi, N, B, M, N & Faridah, B, Y .2017. KUALITI AKTIVITI DI PRASEKOLAH KPM DARI PERSPEKTIF GURU, JURNAL Penyelidikan Pendidikan JILID KE-18, 2017 ISSN 1511 – 6530, Educational – Research – Malaysia BPPDP 370.78 09595

[3] Ali, M, & Asrori, M. 2014. Metodologi dan aplikasi riset pendidikan (1st ed.). [Educational research methodology and applications]. Bumi Aksara.

[4] Andersen, T. & Watkins, K. 2018. The value of peer mentorship as an educational strategy in nursing. Journal of Nursing Education, 57(4), 217–224. https://doi. org/10.3928/01484834-20180322-05

[5] Adam-B, J, Whitsell, S.S, & Moon, S.M. (2004). Gifted students' perceptions of the academic and social/emotional effects of homogeneous and heterogeneous grouping. Gifted Child Quarterly, 48 (1), pp. 7-

[6] Aimi, N, B, M, N & Faridah, B, Y 2017. KUALITI AKTIVITI DI PRASEKOLAH KPM DARI PERSPEKTIF GURU, JURNAL Penyelidikan Pendidikan JILID KE-18, 2017 ISSN 1511 – 6530, Educational – Research – Malaysia BPPDP 370.78 09595

[7]Ali, M, & Asrori, M. (2014). Metodologi dan aplikasi riset pendidikan (1st ed.). [Educational research methodology and applications]. Bumi Aksara.

[8] Andersen, T. & Watkins, K. 2018. The value of peer mentorship as an educational strategy in nursing. Journal of Nursing Education, 57(4), 217–224. https://doi. org/10.3928/01484834-20180322-05

[9] Annamalai, S & Muniandy, B. 2013. Reading Habits and Attitude among Malaysian Polytechnic Students. International Online Journal of Educational Sciences. 5 (1): 32-41 Archer, A. V. (2012). Analyzing the extensive reading approach: Benefits and challengesintheMexicancontext.HOW,19(1),169–184 https://www.redalyc. org/pdf/4994/499450718011.pdf

[10] Arikunto & Yosniferi, 2017, Upaya Meningkatkan Hasil Belajar Siswa Dalam Mata Pelajaran Bahasa Inggris Melalui Metode Pembelajaran Discovery Learning Pada Siswa Kelas Xi.Ips.3 Sman 1 Pasaman Yosniferi Sma N 1 Pasaman Email: Yosniferi 01@Gmail.Com, Jurnal Manajemen Pendidikan Vol. 02 No.1 Th. Yuri. Andre -Nera Academia Surabaya, dari Berbagai Sumber

[11] Astuti, M. 2016. Konstruksi sosial media terhadap kekuatan personal branding Tri Risma Maharani dalam proses komunikasi politik kontemporer (Analisis framing pemberitaan di media online Republika.co.id dan Tempo.com). Jurnal Dakwah Dan Komunikasi, 1(1), 1–20. https://doi.org/doi.org/10.29240/jdk.v1i1.75

[12] Bakar, A. Y. A. 2016. Counseling and Guidance for Malaysian Gifted Students: A Conceptual Framework. Journal for the Education of Gifted Young Scientists, 4(1), 21–29. https://doi.org/10.17478/JEGYS.2016115332

[13] Bakar, A. Y. A., Ishak, N. M., & Abidin, M. H. Z. 2014. The relationship between domains of empathy and leadership skills among gifted and talented students. Procedia-Social and Behavioral Sciences, 116, 765–768. https://doi.org/10.1016/j.sbspro.2014.01.294

[14] Berk, R.A. 2009. Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. International Journal of Technology in Teaching and Learning, 5(1), 1–21.

[15] Canales, A., & Maldonado, L. 2018. Teacher Quality And Student Achievement In Chile: Linking Teachers' Contribution And Observable Characteristics. International Journal of Educational Development, 60, 33-50.

[16] Chiang, C. L., & Lee, H. 2016. The effect of project-based learning on learning motivation and problem-solving ability of vocational high school students. International Journal of Information and Education Technology, 6(9), 709– 712. https://doi.org/10.7763/IJIET.2016. V6.779

[17] Creswell, Jhon, W. 2013. Research Design ; Pendekatan Kualitatif, Kuantitatif dan Mixed. Terj . Achmad Fawaid . Yogyakarta; Pustaka Pelajar.

[18] Creswell, J. W. 2014. Educational research: Planning, conducting and evaluating Quantitative and qualitative research (4th ed.). Essex: Pearson Education Limited.

[18] Danim, S. 2012. Motivasi Kepemimpinan & Efektivitas Kelompok. Jakarta: Rineka Cipta

[19] Do, D. T. T. 2017. News report: A blended extensive reading and intensive reading activity.JournalofDevelopmentResearch,1(2),55–58. https://doi.org/10.28926 /jdr.v1i2.23

[20] Fathurrohman, P., & Sutikno, M. S. 2007. Strategi belajar mengajar: Strategi mewujudkan pembelajaran bermakna melalui penanaman konsep umum & konsep Islami (M. R. Arken (ed.)). Refika Aditama.

[21] Febriyanti Arida, 2014 Hubungan Suasana Lingkungan Belajar Dengan Motivasi Belajar Siswa Kelas V SD Negeri Gugus Iii Kota Bengkulu, PROGRAM STUDI Pendidikan Guru Sekolah Dasar Jurusan Ilmu Pendidikan 2014, Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bengkulu

[22] Fakhrurrozi Aziz dan Mahyudin Erta, *Pem-belajaran Bahasa Arab , 2012,* (Jakarta:Direktorat Jenderal

[23] Fimansyah, D. 2015. Pengaruh strategi pembelajaran dan minat belajar terhadap hasil belajar matematika. JUDIKA (JURNAL PENDIDIKAN UNSIKA), 3(1), 34–44. https://journal.unsika.ac.id/index.php/judika/article/view/199

[24] Ganyaupfu, E. M. 2013. Teaching methods and students' academic performance. International Journal of Humanities and Social Science Invention, 2 (9), 29-35.

[25] Gabriele, K. M., Holthaus, R. M., & Boulet, J. R. 2016. Usefulness of video-assisted peer mentor feedback in undergraduate nursing education. Clinical Simulation in Nursing, 12(8), 337–345. https://doi.org/10.1016/j. ecns.2016.03.004

[26] Ilyas, M., & Armizi, A. 2020. Metode mengajar dalam pendidikan menurut Nur Uhbiyati dan E. Mulyasa. Al-Liqo: Jurnal Pendidikan Islam, 5(2), 185–196. https://doi.org/10.46963/alliqo.v5i02.244

[27] Harmer, J. (2007). The practice of English language teaching (4th Eds). England: Pearson

Education Limited

[28] Hariko, R., & Ifdil, I. 2017. Analisis Kritik Terhadap Model Kipas; Konseling Intensif
Progresif Adaptif Struktur. Jurnal Konseling Dan Pendidikan, 5(2), 109–117. https://doi.org/10.29210/120500 Hwang, K.-K. (2009). The development of indigenous counseling in contemporary Confucian communities. The Counseling Psychologist, 37(7), 930–943. https://doi.org/10.1177/0011000009336241

[29] Hayati, M, & Jalilifar, A. 2010. Task-Based Teaching of Micro-Skills in an EAP Situation.
Iranian International ESP Journal, 2(2), 49-66.

[30] Hoogeven, L, vanhell, J.G., & Verhoeven, L. (2009). Self-concept and social status of
accelerated and nonaccelerated students in the first 2 years of secondary school in the Netherlands. Gifted Child Quarterly, 53 (1), pp. 50-67

[31] Hwang, K.-K. 2009. The development of indigenous counseling in contemporary
Confucian communities. The Counseling Psychologist, 37(7), 930–943. https://doi.org/10.1177/0011000009336241

[32] Hutabarat,W. 2015. Investigation of Teacher JobPerformance Model: Organizational
Culture, Work Motivation and Job –Satisfaction. Asian Social Science, 11 (18), 295-304.

[33] Ibrahim, M. 2015. Impact of Motivation on Employee Performance the Case of Some
Selected Micro Finance Companies in Ghana. International Journal of Economics, Commerce and Management, 3(11), 1218-1234

[34] Johnson, L. R., & Sandhu, D. S. (2010). Treatment Planning in a Multicultural Context:
Some Suggestions for Counselors and Psychotherapists. In M. M. Leach & J. Aten (Eds.), Culture and the therapeutic process: A guide for mental health professionals (pp. 117–156). New York: Taylor & Francis New York, NY.

[35] Kadir, D, M.P, 2015. STATISTIKA TERAPAN Konsep, Contoh dan Analisis Data dengan
Program SPSS/Lisrel dalam Penelitian. JAKARTA : PT Raja Grafindo Persada.

[36] Kazanjian, C. J., & Choi, S.-J. 2016. The person over standardisation: a humanistic
framework for teacher learning in diverse school-based contexts. Pedagogy, Culture & Society, 24(2), 255–267.https://doi.org/http://dx.doi.org/10.1080/14681 366.2016.1153511

[37] Khoi, R. (2011). A Solution to the Dilemma of Writing in a Foreign Language: Adaptive
Mentorship. International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), 2 (4)

[38] Kizkapan, O, & Bektas, O. 2017. The effect of project based learning on seventh grade
students' academic achievement. International Journal of Instruction, 10(1), 37–54. https://doi.org/10.12973/ iji.2017.1013a

[39] Lo, H.-T., & Fung, K. P. 2003. Culturally competent psychotherapy. The Canadian Journal
of Psychiatry, 48(3), 161–170

[40] Komalasari, H. 2014. Peningkatan keterampilan membaca cepat melalui teknik skimming
pada mata pelajaran Bahasa Indonesia siswa kelas V DF Al-Zahra Indonesia Pamulang pada tahun pelajaran 2013/2014 [Universitas Islam Negeri Syarif Hidayatullah]. https://repository.uinjkt.ac.id/dspace/bitstream/123456789/24904/1/Hilda Komalasari.pdf

[41] Larsen,-F,. 2000. Techniques and Principles in Language Teaching. Oxford: Oxford
University Press.

[42] Lai O, P, 2017. *Understanding Framing Theory*, Olansunkanmi Arowolo.

[43] Livingstone. 2012. Task-Based Language Teaching as a Suitable Didactic Method for the
Teaching and Learning of Second and Foreign Languages. Baraton Interdisplinary Research Journal, 2(2), 63 – 75

[44] Majid, A. 2014. Belajar dan pembelajaran pendidikan agama Islam (2nd ed.). Study and
Islamic religious education learning. Rosda Karya.

[45] Mart, Çağrı Tuğrul. 2012. Developing Speaking Skills through Reading. International
Journal o-f English Linguistics. 2(6). at URL: http:// dx.doi.org/10.5539/ijel.v2n6p91

[46] Mariyana, M. 2016. Penerapan teknik membaca sekilas untuk menentukan gagasan pokok
siswa kelas IV SDN 015 Pagaran Tapah Darussalam. Primary : Jurnal Pendidikan Guru Sekolah Dasar, 5(3), 72–78. https://doi.org/10.33578/jpfkip.v5i3.3895

[47] Mirriahi, N., Alonzo, D., McIntyre, S., Kilgyte, G., & Fox, B. 2015. Blended learning
innovations: Leadership and change in one Australian institution Negin Mirriahi , Dennis Alonzo , Simon McIntyre , Giedre Kligyte and Bob Fox. International Journal of Education and Development Using Information and Communication Technology, 11(1), 4–16

[48] Miftah, M. Z. 2013. Implementation of intensive-extensive reading strategy to improve
reading comprehension. Journal on English as a Foreign Language (JEFL), 3(1), 21–30. https://doi.org/10.23971/jefl.v3i1.59

[49] Mincu, M. E. 2015. Teacher Quality And School Improvement: What Is The Role Of
Research. Oxford Review of Education, 41(2), 253-269. doi:10.1080/03054985.2015.1023013

[50] Mombeini,S, Gorjian, B., & Pazhakh, A. 2013. The Role of Encoding and Rehearsal
Strategies in Developing EFL Learners' Vocabulary Recall and Retention. International Journal of Language Learning and Applied Linguistics World (IJLLALW), Volume 4 (4), 283-302.

[51] Muzammil, L, & Andy, A. 2017. Teaching Proficiency through Reading and Storytelling
(TPRS) as a Technique to Foster Students' Speaking Skill. JEELS, 4(1), 19-36.

[52] Neihart, M. 2007. The socioaffective impact of acceleration and ability grouping. Gifted
Child Quarterly, 51 (4), pp. 330-341.

[53] Nurhijrah, Z , Zuria ,M, Mohd, M.,A, Mohd, I, M , Hamzah, Ruhizan ,M ,Y , Ramlee, M,
(2017), PEDAGOGI RESPONSIF BUDAYA DALAM PENGAJARAN SEJARAH UNTUK PERSEKITARAN PEMBELAJARAN BILIK DARJAH PELBAGAI BUDAYA, Jurnal Penyelidikan Pendidikan Jilid 18, 1-12, ISSN 1511 – 6530, Educational – Research Malaysia BPPDP 370.78 09595, Web :www.moe.gov.my/ bppdp

[54] Oktiani, I. 2017. Kreativitas guru dalam meningkatkan motivasi belajar peserta didik. Jurnal Kependidikan, 5(2), 216–232. https://doi.org/10.24090/jk.v5i2.1939

[55] Ormrod, J. E. 2008. Educational Psychology Developing Lerners. New York: Merrill Prentice Hall

[56] Pedersen, P. B. 2002. The Making of A Culturally Competent Counselor. Online Readings in Psychology and Culture, 10(3), 4.

[57] Poorahmadi, M. 2012. Investigating the Efficiency of Task-Based Instruction in Improving Reading Comprehension Ability. The Journal of Language and Translation, 3(1), 29-36.

[58] Presiden Republik Indonesia. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentangSistemPendidikanNasional. http://simkeu.kemdikbud.go.id/index. php/peraturan1/8-uu-undang-undang/12-uu-no-20-tahun-2003-tentang-sistem-pendidikan-nasional

[59] Pudyanti Redi, dari Suarnajaya "Student And Lecturers' Perspectives On The Importance Of Motivation Strategy In English Language Teaching And Learning Process" English Education Study Program, *English Post Graduate Program Ganesha University of Education Singaraja,* Indonesia.

[60] Ramli ,R. 2011 . HASIL BELAJAR BAHASA INGGRIS DAN KETERAMPILAN GURU DALAM MENGAJAR ,Jurnal Ilmiah Didaktika Agustus 2011Vol. Xii No. 1, 68-85 DOI : .https://dx doi.org/10.22373/jid. V1211.439.

[61] Ramos, J. L., Dolipas, B. B. & Villamor, B. B. 2013. Higher order thinking skills and academic performance in physics college students: A regression analysis. International Journal of Innovative Interdisciplinary Research, 4, 48-60

[62] Rashidi, N., & Piran, M. 2011. The effect of extensive and intensive reading on Iranian EFL learners' vocabulary size and depth. Journal of Language Teaching and Research, 2(2), 471–482. https://doi.org/10.4304/jltr.2.2.471-482

[63] Richards, J.C. and Renandya, W.A. 2002. Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.

[64] Richards, J.C. & Renandya, W.A. 2006. Methodology in Language Teaching, New York: Cambridge University Press.

[65] Satrijono, 2009 . Penerapan Pembelajaran Kooperatif Dengan Teknik Dua Tinggal Dua,

[66] Silverman, R. D, Artzi, L, McNeish, D. M., Hartranft, A. M., Martin Beltran, M., & Peercy, M. 2019. The relationship between media type and vocabulary learning in a cross age peerlearning program for linguistically diverse elementary school students. Contemporary Educational Psychology, 56, 106–116. https://doi.org/10.1016/j. cedpsych.2018.12.004.

[67]Sumiati, S., & Asra, A. (2009). Metode pembelajaran. [Learning methods]. CV Wacana Prima.

[68] Suparman, S. 2010. Gaya mengajar yang menyenangkan siswa (1st ed.). [Teaching style That pleases students].PinusBookPublisher.http://103.231.203.130/inlislite3/opac/detail- opac?id=5309

[69]Taufikurrohman, 2016. Mengenal Managemen Strategik, Fakultas Ilmu Sosial Dan Ilmu Politik. Jakarta.

[70]Utami, I. G. A. L. P. 2016. Teori konstruktivisme dan teori sosiokultural: Aplikasi dalam pengajaran Bahasa Inggris. Prasi : Jurnal Bahasa, Seni, Dan Pengajarannya, 11(1), 4–11. https://doi.org/10.23887/prasi.v11i01.10964

[71] Widyasari, F. E. 2016. Pembelajaran Bahasa Inggris dengan menggunakan metode multiple intelligences: Studi kasus di sekolah internasional. JURNAL PENDIDIKAN EDUTAMA, 3(1), 31–46. https://doi.org/10.30734/jpe.v3i1.29

[72] Widyorini, E. 2002. Personality characteristics and social competence of Indonesian gifted and non-gifted adolescent. Dissertation. Netherlands: Katholieke Universiteit Nijmegen.

[73] Winebrenner, Susan. 2001. Teaching Gifted Kids in the Regular Classroom. USA: Free Spirit Publishing

[74] Xaviery, 2014. Qowaid,

[75] Yosniferi, Y. 2017. Upaya meningkatkan hasil belajar siswa dalam mata pelajaran Bahasa Inggris melalui metode pembelajaran discovery learning pada siswa kelas XI IPS 3 SMAN 1 Pasaman. JURNAL MANAJEMEN PENDIDIKAN, 2(1), 167–178. https://doi.org/10.34125/mp.v2i1.128

[76] Yohana, I., Sudarmin, S., Wardani, S., & Mohyaddin, S. N. B. 2018. The Generic Science Skill Profile of Fourth Grade Students on Acid And Base Topic in Guided Inquiry Learning Model. International Journal of Active Learning, 3(2), 110-116.

[77] Yuandito, Y. 2000. Kamus Bahasa Indonesia. [Indonesian dictionary]. M2S Bandung.

[78] Zhang, Y. 2009. Reading to Speak: Integrating Oral Communication Skills. English Teaching Forum, 2009 (1), 32-34. http://dx.doi.org/10.1061/ 41052(346)2 Zeidner, M., & Matthews, G. (2017). Emotional intelligence in gifted students. Gifted Education International, 33(2), 163–182.

[79] Zameer,H., Ali, S., Nisar,W. & Amir, M. 2014. The Impact of the Motivation Employee's Performance in Beverage Industry of Pakistan. International Journal of Academic research in Accounting, Finance and Management Sciences, 4 (1), 293-298

Ali, A. 2001.Macroeconomic variables as common pervasive risk factors and the empirical content of the Arbitrage Pricing Theory. Journal of Empirical finance, 5(3): 221–240.

[2] Basu, S. 1997. The Investment Performance of Common Stocks in Relation to their Price to Earnings Ratio: A Test of the Efficient Markets Hypothesis. Journal of Finance, 33(3): 663-682.

[3] Bhatti, U. and Hanif. M. 2010. Validity of Capital Assets Pricing Model.Evidence from KSE-Pakistan.European Journal of Economics, Finance and Administrative Science, 3 (20).