The Effect Of *"The Venn Diagram"* As A Cooperative Learning Strategy to Improve Reading Comprehension in Legal Description Texts During the Covid-19 Pandemic Period

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ABSTRACT

The research was to find the simple effect of a graphic organizer which is one of the cooperative learning strategies by using Venn diagrams to improve reading comprehension of descriptive texts in English class for Law IAIN Bengkulu. The Venn Diagram has a positive effect on students. The research is Quays experimental with a non-equivalent control group design in English Specific Purpose for Law. The populations were second-semester students of the Faculty of Law. They are class A consisting of 16 students as an experimental class (international class) and class B consisting of 16 students (international class) as a control class. The totality sample is used, the researcher took the sixth step, namely; first, students were given Pre-Test for both classes to determine the experimental and the control class. Second, giving treatment for three meetings in the experimental and control classes. Third, the researcher conducted a Post-Test, in the experimental and control classes to determine the effect of the Venn Diagram. Fourth, the researcher analyzed the test using the assessment criteria. Fifth, the researcher used the t-test formula to determine the significance of the use of it from the experimental class. Sixth discusses conclusions based on the data. The results indicate that Venn Diagrams can improve students' understanding of reading descriptive texts. It can be seen after being calculated by the T-test formula that the T-Count is higher than the T-table (2.25 > 2.0423) and the average value of the two classes increased by about 9.68 points for the experimental class and 2.19 points for the control class that it has a positive effect on students' law. Furthermore, suggested that the Venn diagram is applied by students for reading comprehension.
Keywords: Graphic Organizer, Vann Diagram, Covid 19 period, Descriptive text.

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ABSTRAK

Penelitian ini untuk menemukan efek sederhana dari graphic organizer yang merupakan salah satu strategi pembelajaran kooperatif dengan menggunakan diagram Venn untuk meningkatkan pemahaman membaca teks deskriptif pada kelas bahasa Inggris untuk Hukum IAIN Bengkulu. Diagram Venn memiliki efek positif bagi siswa. Jenis penelitian ini adalah Quasy eksperimental dengan rancangan non-equivalent control group design in English Specific Purpose for Law. Populasi dalam penelitian ini adalah mahasiswa semester II Fakultas Hukum. Mereka adalah kelas A yang terdiri dari 16 siswa sebagai kelas eksperimen (kelas internasional) dan kelas B yang terdiri dari 16 siswa (kelas internasional) sebagai kelas kontrol. Totalitas sampel yang digunakan, peneliti mengambil langkah keenam, yaitu, Pertama, siswa diberikan Pre-Test untuk kedua kelas untuk menentukan kelas eksperimen dan kelas kontrol. Kedua, pemberian perlakuan selama tiga kali pertemuan pada kelas eksperimen dan kontrol. Ketiga, peneliti melakukan Post-Test, pada kelas eksperimen dan kelas kontrol untuk mengetahui pengaruh Diagram Venn. Keempat, peneliti menganalisis tes dengan menggunakan kriteria penilaian. Kelima, peneliti menggunakan rumus uji-t untuk menentukan signifikansi penggunaan rumus tersebut dari kelas eksperimen. Keenam, membahas dan menyimpulkan berdasarkan data. Hasil penelitian menunjukkan bahwa Diagram Venn dapat meningkatkan pemahaman siswa dalam membaca teks deskriptif. Hal ini dapat dilihat setelah dihitung dengan rumus uji-t bahwa T-hitung lebih tinggi dari T-tabel (2,25 > 2,0423) dan nilai rata-rata kedua kelas meningkat sekitar 9,68 poin untuk kelas eksperimen dan 2,19 poin. untuk kelas kontrol yang berpengaruh positif terhadap hukum siswa. Selanjutnya, disarankan agar diagram Venn diterapkan oleh siswa untuk pemahaman bacaan.

Kata kunci : Graphic Organizer, Diagram Vann, Periode Covid 19, Teks Deskriptif.

INTRODUCTION

Processing how to get information is a mechanical system to comprehend something new, especially for knowledge so it needs mental process especially in pandemic period covid 19. When someone looks into a written text and starts to get new information, to absorb the information from the reading materials. Reading is a thinking process to get information from the text, According to Richard, et al (1986:273). In fact, many students read because they are forced by the lecturer. Reading receives a special focus because many foreign language students would like to be able to read for information and pleasure, for their careers, and for study purposes. How the deepest comprehend about reading text, the readers read, they should try to use their background, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand the text. The pandemic atmosphere has had such a great impact on the development of reading culture among students, giving rise to various new phenomena about study habits, especially the level of understanding of a text, students are more likely to understand via the internet than reading manual texts in the form of books and they even spend more time playing on the internet. Instead of reading articles on the internet, this research offers a simple solution for understanding text in the form of articles or readings using Venn diagram understanding, to make it easier for students and save time in understanding text reading, especially legal texts.

According to the fact some reading texts, like in philosophy, literature, or scientific research could appear more difficult to read because of the prior knowledge they assume that complicated text. Some of the students do not understand what they read, what they should be comprehended, what kinds of reading strategies were used. Before the learning process happened, the lecturer had better give either information or a definition of the reading materials. Jacobs (2019) stated that Reading is the process undertaken to reduce uncertainty about meanings a text conveys, the process results from a negotiation of meaning between the text and its reader, the knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text meaning. Comprehension is a primary purpose in reading, it is not an easy process to reach the goal of reading. According to Mc. Laughlin in Murcia (1991 :169) reading is the most complex and difficult skill that students should be master at University. Because of that, the students have to participate in the reading process. Reading is one of the skills that should be taught at University. Comprehending the meaning of the functional written text and short simple essay related to close environment. There are several kinds of written text. They are recount, report, discussion, explanation, exposition, new item, anecdote, narrative, procedure, description, and review in English Specific Purpose for law.

Descriptive text is one kind of reading text that needs comprehension in order to apply the reading strategy, get good interpretation and detailed information from the text. Crimmon (1983 : 163) says that descriptive is a strategy for presenting a verbal portrait of a person, a place, or a thing. In fact, the students of English for the law still use common strategies. By translating the text word by word, then answer the questions related to the text. Many students found difficulties when they answer the questions because the text is so long and hard to understand. They have to read the text again to answer the questions and it needs more time.

In teaching speaking, there were many strategies that can be used to transfer materials well to the students (Herlina and Melati, 2018 :23). It is also similar to reading strategies. One of them is a graphic organizer which should be the pattern forms and styles for students in order to improve their skills. A graphic organizer also provides learners or students with a visual representation of information, concept, or ideas. The forms of graphic organizers are often used to help the students understand what they are reading or to organize information so they will find many kinds of similarities content that are based on the reading text. The lecturers have to choose the right strategies to solve these problems. There are many strategies

that can be used by the lecturer or The students of law faculty to teach reading comprehension. One of them is the graphic organizer strategy by using Venn diagram. The Venn diagram is a type of graphic organizer which a way of organizing complex relationships visually and allows abstract ideas to be more visible (Joyce : 2008). It is used to see the relationship between two or three items by identifying similarities and differences. It helps to break down the lengthy text into chunks that can be organized and easily read and understood (Nara : 2012). Based on the explanations above, the researcher would like to investigate the research about reading. The researcher hopes to create research entitled *"The Effect Of "The Venn Diagram" As A Cooperative Learning Strategy to Improve Reading Comprehension in Legal Description Texts During the Covid-19 Pandemic Period, (As A Simple Quasy Experimental Approach With A Non Equivalent Control Group In English Specific Purpose Design For the Sariah Faculty of Constitutional law).*

METHODOLOGY

According to Kowalczyk, D (2018) a quasi-experiment is simply defined as not a true experiment. Since the main component of a true experiment is randomly assigned groups, this means a quasi-experiment does not have randomly assigned groups. Quasi-experimental with Nonequivalent control group design was used by this research. According to Sugiono (2010:16), the Nonequivalent control group design is almost similar to Pretest and Posttest control group design, but this design of the experimental and control group was not chosen as randomly. Sometimes a researcher needs a particular type of participant or they only have access to a certain group of participants. This means that the researcher collects participants in a group that cannot or should not be divided up, or more simply, the researcher cannot randomly assign the participants. This non-equivalent group is defined as an experiment where existing groups are not divided (Kowalczyk : 2018)

The experimental design was divided into two groups by the researcher in order to be easy for doing this research. The groups consist of experimental group and control group. Before giving the treatments, the researcher must do the pre-test. The pre-test was used in order to determine the experimental and control group and after that, the researcher applied the different treatments.

The experimental group was taught by using Venn Diagram and the control group was taught by using common strategies by the researcher in the classroom. After giving the treatments three times, the researcher did the Post-test. It was done to find out the effect of using the Venn Diagram in an experimental group without applying the Venn Diagram in the control group.

Tabel 1. Table of Groups

Groups	Pre-Test	Treatments	Post-test
Experimental group	Y1	X1	Y2
Control Group	Y1	X2	Y2

Y1   : Pre-test   X1   : Using Venn Diagram
Y2   : Post-test   X2   : without using Venn Diagram

Based on Sugiono (2010 :117), the population is the generalization area that consists of an object or subject that has particular quality and characteristics that are determined by the research collection of individuals or objects that is the main focus of a scientific query. The population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Research Population is generally a large c Arikunto, S (2006:130) states that totality of research subject is called population. The population of this research was third-grade students at the Law Faculty of IAIN Bengkulu. They consist of two international classes, III A and III B as can be seen in this table below:

Table 2. The Population of the research

Classes	Number	Male	Female
III A International	16	7	12
III B International	16	8	5
Total	32	15	17

Source : (Law faculty of IAIN Bengkulu : 2020)

The researcher used total sampling to determine the sample. According to Sugiono (2010:124), total sampling is a technique to determine the sample if the whole of the population is used as the sample. A sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have a good size to warrant statistical analysis. The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. It is much like a give and takes process. The population "gives" the sample, and then it "Takes" conclusions from the results obtained from the sample. The researcher chose this sampling technique because it had a small quantity in population. The sample of this research was the students of class III A consists of 16 students and IIIB consists of 16 students. The total of samples was 32 students international class of law faculty of IAIN Bengkulu.

Tabe 3. The Total Samples of the Research

International Class	Number of International Students of Law Faculty
III A International Class	16 Students
III B International Class	16 Students
Total	32 students

Source : (Law faculty of IAIN Bengkulu : 2019)

Research instruments are tools developed by researchers to achieve their stated objectives when carrying out a research study. In the other words, research instruments are designed tools that aid the collection of data for analysis. This instrument of this research was a reading test, which used an easy test as an instrument. The total number of Items were teen items. The students answered the questions that relate to the text. The researcher used a camera digital to record the reading activity of the students in the experimental and control class.

Process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety

of names, and is used in different business, science, and social science domains. In today's business world, data analysis plays a role in making decisions more scientific and helping businesses operate more effectively. Analysis refers to breaking a whole into its separate components for individual examination. The researcher used some steps to collect the data as follows, the researchers did Pre-test, it was done to find out how far the students' reading skills and to choose the classes which become experimental classes and control classes based on students' test scores. The researcher did treatment three times by using Venn Diagram in the experimental class, whereas in the control class, without using Venn Diagram. The researcher gave the Post-test after three times treatments at experimental and control classes. The purpose of the Post-test was to know the effect of Using the Venn Diagram on students' reading comprehension.

Problems With Pretest-Posttest Designs The main problem with this design is that it improves internal validity but sacrifices external validity to do so. There is no way of judging whether the process of pre-testing influenced the results because there is no baseline measurement against groups that remained completely untreated. For example, children given an educational pretest may be inspired to try a little harder in their lessons, and both groups would outperform children not given a pretest, so it becomes difficult to generalize the results to encompass all children. The other major problem, which afflicts many sociological and educational research programs, is that it is impossible and unethical to isolate all of the participants completely. If two groups of children attend the same school, it is reasonable to assume that they mix outside of lessons and share ideas, potentially contaminating the results. On the other hand, if the children are drawn from different schools to prevent this, the chance of selection bias arises, because randomization is not possible. The two-group control group design is an exceptionally useful research method, as long as its limitations are fully understood. For extensive and particularly important research, many researchers use the Solomon four-group method, a design that is more costly but avoids many weaknesses of the simple pretest-posttest designs. *Pre-test,* a preliminary test administered to determine a students' baseline knowledge or preparedness for an educational experience or course of study or test taken for practice. The researcher did Pre-test before doing the treatments. The pre-test was used to determine which become experimental class and control class based on students' scores. *Doing Treatments,* the researcher did three times treatments in the experimental class.

Treatments for experimental class, *First Treatment* consists of a) the researcher came to the experimental class, b) the researcher explained about the Venn Diagram and how to implement it, c) the researcher gave two descriptive texts about Mr. Jack and Mr. Ted, d) The researcher asked the students to read two descriptive texts, then asked students to draw Venn Diagram, e) the researcher asked the students to identify similarities and differences of two descriptive texts by recording in Venn Diagram, f) Then, the researcher gave an exercise to the students related to the two descriptive texts, g) the students answered the questions, h) the researcher asked the students to collect their answers and e) the researcher checked the students' answers.

Second Treatment, a) After the researcher entered the class, He/she reviewed the material given before about Venn Diagram, b) The researcher asked to the students' understanding of the Venn Diagram, **c)** The researcher gave two descriptive texts about " Introduction to Law and The Era of Reformation and " The Era of Reformation, d) the researcher asked students to read two descriptive texts, then, asked students to draw Venn Diagram, e) the researcher asked the students to identify similarities and differences by recording Venn Diagram, f) the researcher gave exercises to the students related to the two descriptive texts, g) The students answered the questions, h) the researcher asked the students to collect their answers and i) The researcher checked the student's answers.

In the control class, the researcher taught the students without Using Venn Diagram three times. The researcher taught by using the way as the lecturer's usual way. The lecturer gave the text and the students translated the text, then answered the questions. Post-test, After finishing the treatments, the researcher gave the post-test for experimental and control class, The Criteria of Scoring, to find out the description of students' reading comprehension, the score of the test was analyzed by using the formula :

$$\text{Level of Mastery} = \underline{\text{The number of the right answers}} \quad \text{X 100 \%}$$
$$\text{The number of the items}$$

The researcher used the percentage interval criteria of ability to determine the students' reading comprehension as follows :

Table 4. The percentage Interval Criteria of ability

INTERVAL	QUALIFICATION
90-100 %	Very good
80-89 %	Good
70-79 %	Sufficient
< 70 %	insufficient

The researcher used T-test in analyzing the data, there were some steps to analyze the data, a) the researchers collected the students answers through reading test items first, b) the researcher wrote down students' test results from the reading tests, c) the researcher gave scoring for the students' reading test by using T-test formula to know the significance of using the Venn Diagram from the control and experimental classes. The formula was as follows :

$$T = \frac{X1 - X2}{\sqrt{\dfrac{\sum X^2 \dfrac{(\sum x_1)^2}{n_1} + \sum x_2{}^2 - \dfrac{(x2)^2}{n_2}}{n_1 + n_2 - 2}} \left(\dfrac{1}{n_2} + \dfrac{1}{n_2} \right)}$$

FINDING AND DISCUSSION

The Pre-test was conducted on the 19th of March 2020 for the experimental group and the 15th of March 2020 for the control group. The Pre-test was given to the experimental class and control class to see the students' reading comprehension before the researcher gave treatment to the experimental class. In the Pre-test, the researcher asked the students to answer the essay item based on the text. The topics were " The High Court and The Supreme Court". The topics were valid because the researcher take the topic based on ESP (English Specific Purpose) for Law. The final result of the Pre tet can be seen in the table below :

Table 1. The Pre- test Result for Experimental group

Number of Student	The Highest Score	Frequency	The Lowest	Frequency	Total	Mean
16	80	1	40	1	1010	63,13

Table 2. The Pre-test Result For control Group

Number of Student	The Highest Score	Frequency	The Lowest	Frequency	Total	Mean
16	75	1	50	2	1015	63,44

Based on the table above, we can see the scores of students in the Pre-test. The high score in the experimental group was 80, achieved by 1 student and the lowest score was 40 achieved by one student. The mean score of the pre-test in the experimental group was 63,13. While the highest score in the control group was 75, achieved by one student and the lowest score was 50 achieved by two students. The mean score of the pre-test in the control group was 63,44. Treatments, After giving Pre-test for two groups, the researcher gave treatments to the experimental class and control class. Venn Diagram as a treatment in experimental class, but in control class, without using Venn diagram in teaching and learning process.

In the Experimental class for First Treatment. The first treatment was held on the 22nd of March 2018. The researcher gave the treatment to the students by using Venn Diagram. First, the researcher explained about Venn diagram and how to implement it. Then, the researcher gave two descriptive texts about *Mr. Jack And Mr. Ted* and the researcher asked the students to draw a Venn diagram. The researcher asked the students to read two descriptive texts by identifying similarities and differences of two descriptive texts to fill the Venn Diagram. After that, the researcher gave an exercise to the students related to the two descriptive texts. Then, the students answered the questions. The researcher asked the students to collect their answers. The researcher corrected the student's answers. Treatment II, The second treatment was held on the 27th of March 2018. The researcher reviewed the material given before about Venn Diagram. Then, gave two descriptive texts about "*Extraordinary Military Courts and Joint Military Courts*" and the researcher got the students to draw a Venn Diagram. The researcher got the students to read two descriptive texts by identifying similarities and differences of two descriptive texts to fill the Venn Diagram. After that, the researcher gave an exercise to the students related to the two descriptive texts. Then, the students answered the questions. The researcher got the students to collect their answers and corrected the students' answers.

Third Treatment, The Third treatment was held on the 29th of March 2018. The researcher reviewed the material has been given by using Venn Diagram. Then, the researcher gave two descriptive texts about "*The High Court and The Supreme Court" the aim* " for the students to identify similarities and differences. The students drew Venn Diagram. The students read the texts by filling out Venn Diagram. The researcher gave exercises for students. Then, the students answered the questions and collected their answers. The researcher corrected the students' answers and made conclusions based on the materials. The control Class, In the control class, the researcher gave the same topics as the experimental class. The teaching process was conducted on the 22nd, 25th, and 27th of March 2020. The researcher taught them without using Venn Diagram. The researcher gave them an explanation and asked the students to answers these exercises. The Post-test Result, The Post-test was done on the 7th of April 2020 in the control class. While in the experimental class was done on the 8th of April 2018. After the researcher had done treatments by Venn Diagram and without using Venn Diagram three times in experimental and control class, the post-test was given to both classes. In the Post-test, the researcher asked the students to answer the essay items based on the text

given. The Post-test topic was the same as the pre-test. The topic was:' *The High Court and The Supreme Court" the Post-test aimed* to know whether there was a positive effect or not after the researcher implemented Venn Diagram as a treatment in the experimental class. The Post-test result was analyzed by Using the T-test formula. Based on the calculation in the Post-test showed that the students' scores increased from scores in the Pre-test. It can be seen from the table score below:

Table 3. The Result Post-Test in Experimental Group

Number of students	The highest score	Frequency	The lowest	Frequency	total	Mean
16	80	7	50	1	1165	72,81

(Sources: Data score:2020)

Table 4. The Result Post-Test in Control Group

Number of student	The highest score	Frequency	The lowest	Frequency	total	Mean
16	80	1	50	2	1050	65,63

(Sources: Data score: 2020)

Based on the table above, it can be seen that the score of the students after they learned about the Venn Diagram. The highest score was 80, achieved by 7 students and the lowest score was 50, achieved by 1 student. From the calculation of the Post-test results in the experimental group, the mean score of the Post-test was 72,81. It showed there was a difference between Pre-test and Post-test in the experimental group after the researcher used Venn Diagram as a treatment for the student's reading comprehension. In the control group, the highest score was 80, achieved by 1 student, and the lowest score was 50, achieved by 2 students. From the calculation (see Appendix), the mean score of the control group was 65,63.

According to the calculation (see Appendix), the T-table was found to be 2,0423(Level significance = 0,05, df = n1 + n2-2 = 16 + 16 – 2 = 30), two-tailed test. The T-Count was compared to the T-table (2,25 >2,0423). The conclusion was that HI was accepted and H0 was rejected. In other words, there was a significant difference in the Post-test average score after giving treatments (by Venn Diagram) in the experimental class from students' average score in the control class (without Venn Diagram). It means that the use of the Venn Diagram affects increasing students' ability for comprehending the text in the reading skill.   Based on the explanations above, it can be seen that the scores of both classes were increased. But there is no significant increase in the control group without using Venn Diagram. The Analysis of Pre-Test and Post-test result, In analyzing of Pre-test and Post-test, the score of each class were compared to see whether there was increasing or not in students' reading comprehension.

Table 5. The Improvement of Students' Reading Comprehension

Class	Mean Score		Increasing
	Pre-test	Post-test	
Experimental	63,13	72,81	9,68
Control	63,44	65,63	2,19

Based on the table score above, the mean score of Pre-test and Post-test between experimental and control class were compared. Mean score in the Pre-test of the control class was higher than the experimental class. Mean score in the Post-test of the experimental class that was Venn Diagram as a treatment was higher than the mean score's in the control group without

using Venn Diagram. It can be seen in the Post-test result, the mean score in the experimental was 72,81, whereas in the control class was 65,63. The mean score of the two groups was increased. In the experimental class, the mean score increased was 9,68 whereas in the control class, the mean score increased was 2,19 so, the difference of mean scores of Post-test was 7,49. Discussion,

According to the result, this research had given describing that it concluded which Venn Diagram gave positive effect fo the students' reading comprehension. Based on the calculation by using the T-test formula the T-count was higher than T-table (2,25 >2,0423. It is because the Venn Diagram is one of the Graphic Organizer Strategy could help students in reading comprehension. Before the researcher gave treatment there were some problems that have been found. But after the researcher did the treatments three times, the researcher could show students' raising in their comprehension. The students' problems in reading comprehension were they found the text was hard to be understood, so it needed much time to answer the questions. In this research, did two tests to get the data. They were Pre-test and Post-test. The researcher gave Pre-test to both classes before giving treatments, and the last the researcher was giving the Post-test for both classes after giving the treatment for the experimental classes. The result proved that using Venn Diagram in teaching –reading comprehension could increase students' reading comprehension. Pre-Test, The researcher gave the Pre-test before the researcher has given treatment in the experimental class. The highest score was 80, achieved by seven students and the lowest score was 40 achieved by one student. According to the calculation, the mean score of the Pre-test in the experimental class was 63,13 whereas, the highest score in the control class was 75, achieved by one student and the lowest score was 50 achieved by two students. The mean score of the Pre-test in the control class was 63,44 (see Appendix). So the students' reading comprehension was low. The improvement was that the students had difficulties understanding the text in this test.

The researcher had done treatments three times after giving the Pre-test in the experimental class. Each treatment had different topics and the topics were "*Mr. Jack And Mr. Ted*, the first treatment had been given. The second treatment was "*Extraordinary Military Courts and Joint Military Courts*" the last treatment were "*The High Court and The Supreme Court*" *the aim.* At the first treatment, the students were still felt difficult and confused about how to understand the text and to implement it in Venn Diagram by finding similarities and differences between two reading texts. The researcher and the students made Venn Diagram and discussed them. At the second treatment, this still described that the students were still confused to find out differences and similarities about the reading text to fill Venn Digram and they still read the text when they answered these questions. In the last treatment, the researcher reviewed the material before to make the students understand Diagram Venn. At this treatment, it was found that the students had understood how to make Venn Diagram by finding differences and similarities. This situation proved that the students also enjoyed answering the questions that based on Venn Diagram so that they could answer the reading text questions well. Post Test, Post-test is asking form that has given after the learning process so simply the posttest is end evaluation when the materials were taught by the lecturer after that gave the Posttest or a test taken after program, course, and designed to measure its value or effectiveness, usually by comparing the results with those of a test taken before such training

Based on the Post-test had been given for two classes (experimental and control class). After getting the data through Post-test, the researcher had corrected and analyzed the data.

According to the results of the pOst-test, there was a significant difference between students' scores that used Venn Diagram in the experimental class with students' scores in the control class without using Ven Diagram as a treatment (2,25 > 2,0423). T-count was higher than T-table, so the scores of the two classes increased and their reading comprehension was high. According to Gay (1990), stated that T- count was   Higher than t-table, it means the results of the research was success where the Null Hypothesis(H0) was rejected and alternative

Hypothesis (HI) was accepted. The topic was given some as in the Pre-test. The topics were: *The High Court and The Supreme Court"* the aim. The students were taught without using the Venn diagram.

CONCLUSION

Venn Diagram is one of the Graphic strategies that gave a positive effect on the students' reading comprehension for law. According to the result of the Pre-test, the mean score of the experimental class was lower than the control class. Post-test had the results that the mean score of the experimental class was higher than the control class. Based on the analysis of the data showed that the mean score of the two classes was increased in the Post-test result. Venn Diagram is one of learning reading strategies by using graphics because it can be able to develop the students' imagination how to comprehend the reading text. This learning strategy can also give something different for students how to find comparing about the reading text. It is a simple way to get detailed information from the reading text because it gives something new on how to predict the vocabulary and sentences in the reading text. The Venn diagram showed the result improving significantly for students and gave improvement that students felt easy to comprehend the reading text.

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