THE EFFECT OF USING SCROL (SURVEY, CONNECTION, READ, OUTLINE, LOOK BACK) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND YEAR OF MTs DARUL HIKMAH PEKANBARU

By

BELDA SUSANA
NIM.10714000696

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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A Thesis

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SUPERVISOR APPROVAL

The thesis entitled "*The Effect of Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy toward Students' Reading Comprehension at the Second Year of MTs Darul Hikmah Pekanbaru*" is written by Belda Susana NIM. 10714000696. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau, to fulfill a requirement for getting Undergraduate Degree (S.Pd) in English Education.

Pekanbaru, Rajab 28, 1432 H
Juni 30, 2011 M

Approved by

The Chairperson of the Department
of English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Drs. H. Sutarmo, M.Ag.

EXAMINER APPROVAL

The thesis entitled "*The Effect of Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy toward Students' Reading Comprehension at the Second Year of MTs Darul Hikmah Pekanbaru*" is written by Belda Susanai, NIM. 10714000696. It has been approved and examined by the examination committee of undergraduate degree on Dzulqo'dah 14, 1432 H/October 12, 2011 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, <u>Dzulqo'dah 14, 1432 H</u>
October 12, 2011 M

Examination Committee

Chairperson   Secretary

Dr. Hj. Helmiati, M.Ag.   Dr. Hj. Zulhidah, M.Pd.
Examiner I   Examiner II

Drs. Samsi Hasan, M.H.Sc.   Rizki Fiprinita, M.Pd.

Dean
Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP. 197002221997032001

ACKNOWLEDGEMENT

الرحيم الرحمن الله بسم

Alhamdulillahi rabbil'alamin, in the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Though his guidance and his blessing, the writer has completed academic requirement for the award of bachelor degree at the department of English education, Faculty of Education and Teacher Training of State Islamic University (UIN) Sultan Syarif Kasim Riau. Peace and blessing be on Rasulullah, the Prophet Muhammad, auspicious prayer be on all of his just and devote companions.

The title of this thesis is the effect of using SCROL (Survey, Connection, Read, Outline, Look Back) strategy towards students' reading comprehension at the second year of MTs Darul Hikmah Pekanbaru.

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty.
3. Dr. Hj. Zulhidah, M.Pd, the chairperson of English Education Department.
4. Bukhari, M. Pd, the secretary of English Education Department.
5. Drs.H. Sutarmo, M.Ag as my supervisor who has contributed and guided me in the accomplishment of the thesis.
6. Drs. M. Syafi'I. S, M.Pd, my lecturer who has providing me the very valuable guidance, advices as well encouragement,
7. All of lecturer of the English Education Department of UIN SUSKA Riau, who have given their knowledge and information during her study at English Education Department of UIN Sultan Syarif Kasim Riau.
8. Firdaus S.Ag, as the headmaster of MTs Darul Hikmah Pekanbaru.
9. Mellio Fatria, S.Pd, as an English Teacher of MTs Darul Hikmah Pekanbaru.

iv

ABSTRACT

Belda Susana (2011) : "The Effect of Using SCROL (*Survey, Connection, Read, Outline, Look Back*) Strategy towards Students' Reading Comprehension at the Second Year of MTs Darul Hikmah Pekanbaru."

The main focus of the research is to find out whether there is significant difference between students' reading comprehension taught by using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and students' reading comprehension taught by using conventional strategy. In the research, the type of the research was quasi-experimental research. The writer used nonrandomized control group pretest-posttest design. The writer used two classes as sample consist of 60 students. The first class was as experimental and the second was as control. Experimental class taught by using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and control class taught by using conventional strategy. The technique of data collecting was observation and test. Observation was used in order to collect the data of using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and test was used in order to collect the data of students' reading comprehension at the second year of MTs Darul Hikmah Pekanbaru. The technique of data analysis used T-test formula in order to find out the difference of students' mean score between experimental class and control class by using SPSS 16 version. The students' score was compared with T-table which considered with degree of freedom (df).

Based on the data analysis, the writer concludes that there is significant difference between students' reading comprehension taught by using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and students' reading comprehension taught by using conventional strategy with consideration t_o = 9.905 is higher than T-table either in significant 5 % = 2.00 or in significant 1 % = 2.65. It means that H_a is accepted and H_o is rejected. So, it can be concluded that there is significant difference between students' reading comprehension taught by using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and students' reading comprehension taught by using conventional strategy at the second year of MTs Darul Hikmah Pekanbaru. In other words, there is a significant effect of using SCROL (Survey, Connection, Read, Outline, Look Back) strategy towards students' reading comprehension at the second year of MTs Darul Hikmah Pekanbaru.

ABSTRAK

Belda Susana (2011) : "Dampak dari Penggunaan Strategi SCROL (*Survey, Connection, Read, Outline, Look Back*) terhadap Pemahaman Membaca Siswa pada Kelas Dua MTs Darul Hikmah Pekanbaru."

Tujuan utama dari penelitian ini adalah untuk mencari apakah ada perbedaan yang signifikan antara pehamahaman membaca siswa yang diajarkan dengan memakai strategi SCROL (Survey, Connection, Read, Outline, Look Back) dengan pemahaman membaca siswa yang diajarkan dengan memakai strategi biasa. Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian quasi-eksperimental. Penulis mengambil *nonrandomized control group pretest-posttest design*. Penulis menggunakan dua kelas sebagai sampel yang terdiri dari 60 siswa. Kelas pertama sebagai experimental dan kelas kedua sebagai control. Kelas experimen diajar dengan menggunakan strategi SCROL (*Survey, Connection, Read, Outline, Look Back*) dan kelas control diajar dengan menggunakan strategi biasa. Teknik pengumpulan data adalah observasi dan test. Observasi digunakan untuk mengumpulkan data dari penggunaan strategi SCROL (*Survey, Connection, Read, Outline, Look Back*) dan test digunakan untuk mengumpulkan data tentang pemahaman membaca siswa. Teknik analisa data menggunakan rumus T-test dalam rangka untuk mengetahui perbedaan nilai rata-rata antara kelas experiment dan kelas kontrol dengan menggunakan SPSS versi 16. Nilai yang diperoleh dibandingkan dengan T-table dengan mempertimbangkan degree of freedom (df).

Berdasarkan analisa data, penulis menyimpulkan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajarkan dengan memakai strategi SCROL (*Survey, Connection, Read, Outline, Look Back*) dengan pemahaman membaca siswa yang diajarkan dengan memakai strategy biasa dengan mempertimbangkan to = 9.905 lebih besar dari pada t tabel baik pada taraf 5% = 2.00 maupun pada taraf 1% = 2.65. Hal ini berarti bahwa H_a diterima dan H_o ditolak. Dari penemuan penelitian, hal ini menunjukkan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajar menggunakan strategi SCROL (*Survey, Connection, Read, Outline, Look Back*) dengan siswa yang diajar dengan menggunakan strategi biasa pada kelas dua MTs Darul Hikmah Pekanbaru. Dengan kata lain, ada dampak yang signifikan dari penggunaan strategi SCROL (*Survey, Connection, Read, Outline, Look Back*) terhadap pemahaman membaca siswa pada kelas dua MTs Darul Hikmah Pekanbaru.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In State Islamic Junior High School level, one of the most important elements to be acquired in teaching and learning English is reading. According to Hasibuan, on this level, learners are expected to be able to use English to survival purpose and to communicate for daily needs such as to read newspaper and manual.[1] So that students are pursued to master all aspects of English skill. Brown stated that, there are four skills that the students should master them at the end of their learning process, they are listening, writing, speaking, and reading[2].

Reading is one of the most important language skills that should be mastered by the students. According to Hasibuan, reading is an activity with a purpose[3]. The purpose of the reading will be achieved not only when the reader comprehend the reading text as well but also when the reader know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Based on the quotation above, it is very clear that the students of Junior High school level are strongly expected to know the strategy of reading skill to comprehend the reading text as well.

Moreover, these are also suitable with the stated syllabus in School Based Curriculum (KTSP) target as well as the target expected by the school. According

[1] Kalayo Hasibuan & Muhammad Fauzan Anshari, *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 2

[2] H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (Engliwood Cliffs, New Jersey: Prentice Hall, Inc, 1994), p. 29

[3] Kalayo Hasibuan and Muhammad Fauzan Anshari, *Op.Cit.*, p. 114

to School Based Curriculum, the standard competence of learning English refers to the capability of reading and comprehending the meaning of the text accurately, fluently, and contextually in the text form; recount, descriptive, and report[4].

Based on the writer's preliminary study at MTs Darul Hikmah, this school has School Based Curriculum and applied many strategies in developing students' reading comprehension since the first year of English teaching period. The students, at the very least, have studied English about 5 years, 4 years in Elementary School, 1 year in Islamic Junior High School. In other words, they have been studied English for a long time. It means they should know a good learning method and strategies to learn English especially in reading comprehension. This possibility describes that, ideally, the second year students of MTs Darul Hikmah could develop their competence in reading comprehension, but in fact, it is still far from the target of the curriculum. The writer found several problems as long as the preliminary study. The problems of the students can be seen in the following phenomena[5]:

1. Some of the students do not know the real meaning based on the context of the English text.

2. Some of the students are not able to find the main idea in the recount text.

3. Some of the students are not able to identify the communicative purpose in the recount text.

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[4] Departemen Pendidikan Nasional, *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTs* (Solo: PT. Tiga Serangkai, 2006), p. 13

[5] Miss. Mellio FatriaS. Pd, *the English teacher of MTs Darul Hikmah Pekanbaru*, interviewed on January 10, 2011.

4. Some of the students are not able to identify the generic structure in the recount text.

5. Some of students are not able to identify the language features in the recount text.

Basically, the problems above could result from many factors. They could derive from the teaching strategy, the students' intellectual competence themselves, or the students' socio and economic condition which force them to be lack of school facilities and eventually cause low interest of studying and low scores of English. To provide a solution to these problems, the writer proposed what so called SCROL strategy. It is relatively a new strategy developed in 1993s by Rachel Grant. The SCROL strategy consist of five steps; (1) *Survey* the text; (2) *connect* the ideas; text to self, text to world, and text to text; (3) *read* the text, looking for words and phrases that express important information about the headings; (4) *outline* the text by using indentations to reflect text structure; and (5) *look back* at the text and check the accuracy of the major and supporting details. According to Grant in Reid, SCROL is a reading strategy designed for students in middle and upper grades that encourages students to use text heading to aid their comprehension and help them find and remember important information[6].

Based on the explanation and the problem experienced by the students above, the writer is interested in conducting a research which entitled: The Effect of Using SCROL (Survey, Connection, Read, Outline, Look back) Strategy

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[6] Robert Reid & Torri Ortiz Lienemann, *Strategy Instruction for Students with Learning Dissabilities* (New York: The Guilford Press, 2006), p. 153

Towards Students' Reading Comprehension At The Second Year of MTs Darul Hikmah Pekanbaru.

B. The Problem

1. Identification of the Problem

Based on the background of the problem, it is very clear that most of the students at the second year of MTs Darul Hikmah Pekanbaru still get some problem in their reading comprehension. To make it clearer, the researcher identifies the problem as follows:

a. Why do not some of the students know the real meaning based on the context of the English text?

b. What factors make the students disable to find the main idea in the recount text?

c. What factors make some of the students unable to identify the communicative purpose in the recount text?

d. What makes some of the students unable to identify the generic structure in the recount text?

e. What factors make some of the students unable to identify the language features in the recount text?

2. The Limitation of the Problem

Because of limited time, energy, and fund, it is necessary for the writer to limit the problem. The researcher focuses this research on the effect of using SCROL (Survey, Connection, Read, Outline, Look back) strategy toward reading comprehension at the second year students of MTs Darul Hikmah

Pekanbaru. In order to avoid misunderstanding in this research, the text used by the researcher is recount text.

3. The Formulation of the Problem

The problems of this research can be formulated in these following questions:

1. How is students' reading comprehension taught by using SCROL strategy?

2. How is students' reading comprehension taught by using conventional strategy?

3. Is there any significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy?

C. The Reason of Choosing the Title

The reason why the researcher is very interested in carrying out the topic above is based on the several considerations:

1. The writer is very interested in carrying out this research in order to know the effect of using SCROL (Survey, Connection, Read, Outline, Look Back) strategy toward students' reading comprehension.

2. The topic is relevant to the writer as an English student of English Department of State Islamic University of Sultan Syarif Kasim Riau.

3. As far as the writer concerned, this research title has never been investigated by any other research yet.

D. The Objectives and the Significance of the Research

1. **The Objectives of the Research**

   a. To find out students' reading comprehension taught by using SCROL strategy.

   b. To find out students' reading comprehension taught by using conventional strategy.

   c. To find out whether there is any significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy.

2. **The Significance of the Research**

   Related to the objectives of the research above, the significance of the research are as follows:

   1. To fulfill one of requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

   2. The research findings are to give the valuable input to the teachers of English at MTs Darul Hikmah Pekanbaru especially and all English teachers generally as an attempt to improve the students' ability in reading comprehension.

3. To motivate students to improve their proficiency in reading comprehension in order to give chance for students to be masters of English.

E. The Definition of the Term

1. Effect

    According to Hornby, effect is a changed produced by an action or a cause a result, an outcome.[7] Moreover, Flood and Lapp et al states that in the term of the effects of instructions, the result were somewhat predictable.[8]

    In addition Richards states that effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.[9]

    In this research, effect is defined as the result of teaching reading treated by SCROL strategy.

2. SCROL (Survey, Connection, Read, Outline, Look Back) strategy.

    According to Reid, SCROL is a reading comprehension strategy designed to improve students reading and learning from content-area to help them to read and understand textbook and a variety of source book.[10]

    SCROL strategy meant in this research is a strategy that is used by the researcher to know its effect towards students' reading comprehension.

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[7] A.S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 1987), p. 369
[8] James Flood, et al, *Methode of Research on Teaching the Englishh Language Art* (New York: Lawrence Erlbaum Associates Publisher, 2005), p. 100
[9] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics; Third Edition* (New York: Pearson Education, 2002), p. 175
[10] Robert Reid and Torri Ortiz Lienemann, *Strategy Instruction for Students with Learning Dissabilities* (New York: The Guilford Press, 2006), p. 153

3. Reading Comprehension

According to Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[11]. In addition, Klinger et al also states that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[12]

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[11] Catherine Snow and Chair, *Reading for Understanding Toward an Research and Development Program in Reading Comprehension* (Santa Monica, CA: RAND Reading Study Group, 2002), p. 11

[12] Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Dissabilities* (New York: The Guildford Press, 2007), p.8

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The purpose of the research is to obtain the students' reading comprehensions taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy, and to know the significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy. The data were obtained from students' post-test scores of experimental and control class. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. The result found in the try out was 0.234. It means that the test is sufficient reliable. The writer gave pre test and post test to VIII A 1 and VIII A 3. The writer asked the students to answer some questions based on the text given; the text was a recount text. Based on result of pre-test, it was found that VIII A 1 as experimental class and VIII A 3 as control class. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of questions but in different text of recount to test students' reading comprehension for the post-test of experimental class. While for control class, which are taught without using treatments, the writer used the same format of questions and the different text of recount for their post-test also. The result of reading test was evaluated by concerning five components, such as:

1. Students are able to identify various meaning based on the context in the recount text.

2. Students are able to identify main idea in the recount text.

3. Students are able to identify communicative purpose in the recount text.

4. Students are able to identify generic structure in the recount text

5. Students are able to identify language features in the recount text.

The totals of pre-test and post-test in both classes were significantly different. The total score of the experimental class was 3928, while the highest score was 88 and the lowest was 40. The total score of control group was 3224 while the highest was 80 and the lowest was 44. To support data, the writer used classroom observation. It just had been used in experimental group. Based on data analysis, the result of observation for answer "yes" was 81.25%, and for answer "No" was 18.75%.

B. **The Data Presentation**

The data of this research were gotten from the score of students' pre test and post-test. All of data were collected trough the following procedures:

1. In Both classes (experimental and control group), students were asked to answer the questions based on the recount text given.

2. The format of the test was multiple choices.

3. The writer together with the observer gave a score of the students' reading comprehension that was collected from their score of pre-test and post-test.

There were two data of students' reading comprehension served by the writer. They were: the data of students reading comprehension taught by using SCROL strategy and the data of the students' reading comprehension taught by using conventional strategy, and they are as follows:

1. **The Data Presentation of Using SCROL (variable X)**

    In this research, the writer used the observation to support the writer's research in collecting the data. The observation was done by the writer and also taught the students directly. While the English teacher always observed the writer in the classroom for eight meetings. The treatment was given about eight meetings to the experimental class.

    At the first meeting, the writer introduced the SCROL (Survey, Connection, Read, Outline, Look Back) strategy to the students, it was done to let them know that SCROL is an easy strategy for reading comprehension. At the second meeting, the writer guided the students followed each steps of the strategy by discussed an example of the recount text. The discussions about SCROL strategy were always implemented in every meeting, but there were some of the students still get difficulties about the implementation and the procedure of the SCROL strategy, while some of them were still confused and were not really understood about what each meaning of each acronym would be. It was happened at the first meeting until the third meeting, but at the next meeting until the end most of them understood and could memorize the steps of the SCROL strategy. Finally, they mastered it and their performance in discussing the variety of the recount text increased positively. It was proofed by their score in the test. So, it

can be conclude that using SCROL strategy is really helpful towards the students and also the teacher in the process of teaching and learning English, especially in reading comprehension. It means that using SCROL (Survey, Connection, Read, Outline, Look Back) strategy had a positive effect towards students' reading comprehension at the second year of Mts Darul Hikmah Pekanbaru.

To obtain how to use SCROL strategy in increasing students' reading comprehension, the writer took data from classroom observation. It will be described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in table below:

Table IV.1

Observation Percentage Recapitulation of Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy in the Classroom

No	Indicators of using SCROL Strategy	Alternative Answers	
		Yes	No
1	Researcher divides students into six groups.	8	0
2	Researcher hands out a recount text to each group	8	0
3	Researcher asks the students to survey the text and active their prior knowledge by answering these questions: • What do I already know about this topic? • What information might the writer present?	8	0
4	Researcher asks the students to write down the keywords from the text that might provide connection between them.	6	2
5	Researcher asks the students to read the text asks them to identify words and phrases that express important information about the text.	7	1
6	Researcher asks the students to mark the text to point out important ideas and details.	3	5
7	Researcher asks the students to outline the major ideas and supporting details without looking back at the text.	7	1
8	Researcher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.	8	0
9	Researcher asks the students to correct inaccurate information in their outline.	7	1
10	Finally, researcher assesses students' work and discuss together.	3	5
	Total	65	15
	Percentage	81,25%	18,75%

The writer used the following formula to get the percentage of the observation:

$$P = \frac{F}{N} \text{ X } 100\%$$

Where: P: Percentage

F: Frequency of the score

N: Number of Case[1]

$$\frac{65}{80} \text{ X } 100\% = 81{,}25\%$$

$$\frac{15}{80} X 100\% = 18{,}75\%$$

Based on the data, the category of the observation can be seen below:

Table IV.2
The Classification of Students' Score

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono in Jondri Kasdi.[2]

The table IV.7 shows the result of observation of using SCROL strategy in experimental group. The result of observation for answer "yes" is 81,25% and it can be said very good and for answer "No" is 18,75%, it can be said bad.

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[1] Sudijono Anas, *Pengantar Statistik Pendidikan* (Jakarta: PT. Rajagrafindo Persada, 2007), p. 43
[2] Jonri Kasdi, *A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau* (Unpublished, 2006)

The table indicators show some frequently aspects implemented by the writer as a teacher in the classroom. It can be seen as follows:

a) Teacher divides students into six groups, each group consist of five students. The students were work in cooperative group.

b) Teacher hands out a recount text to each group. The teacher took the recount text from the English textbook.

c) Teacher asks the students to survey the text and active their prior knowledge by answering these questions:

   1. What do I already know about this topic?

   2. What information might the writer present?

   The students explain their own ideas with their own words.

d) Teacher asks the students to write down the keywords from the text that might provide connection between them. The students wrote down the keywords of the text.

e) Teacher asks the students to read the text and asks them to identify words and phrases that express important information about the text. The students read the recount text and found the important information in the text.

f) Teacher asks the students to outline the major ideas and supporting details without looking back at the text. The students outlined the text about the main ideas and details without looking back at the text.

g) Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote. The students looked back to the text to check their accuracy of their outline.

h) Teacher asks the students to correct any inaccurate information in their outline. The students corrected their inaccurate information about their outline.

The table indicators show some frequently aspects that are not implemented by the teacher in the classroom. It can be seen as follows:

a) Teacher asks the students to mark the text to point out important ideas and details. If the students mark the text, it'll damage their text, so the teacher decided to ask the students to directly wrote down the important ideas and details in a piece of paper.

b) Finally, assesses students' work and discuss together. If the assesses was not achieved well, the teacher gave more exercise.

Based on the table IV.7, it can be seen that the most frequent treatments of using SCROL strategy had been implemented by the teacher (researcher).

2. **The Data Presentation of Students' Reading Comprehension (Variable Y)**

   a. **Students' Reading Comprehension Taught by Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy.**

   The data of students' reading comprehension taught by using SCROL strategy were gotten from pre-test and post-test of VIII A 1 as an experimental class taken from the sample of this class (30 students). The writer taught directly, and the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below:

Table IV.3

The score of the students' reading comprehension taught by using SCROL strategy

No.	Students	Experimental Class	
		Pre-Test	**Post-Test**
1	Student 1	48	72
2	Student 2	56	72
3	Student 3	56	72
4	Student 4	60	76
5	Student 5	60	72
6	Student 6	60	76
7	Student 7	52	60
8	Student 8	64	80
9	Student 9	68	76
10	Student 10	52	72
11	Student 11	40	60
12	Student 12	40	56
13	Student 13	72	84
14	Student 14	68	84
15	Student 15	52	76
16	Student 16	52	72
17	Student 17	60	80
18	Student 18	44	72
19	Student 19	48	56
20	Student 20	52	80
21	Student 21	60	76
22	Student 22	56	76
23	Student 23	56	80
24	Student24	72	88
25	Student 25	60	88
26	Student 26	60	76
27	Student 27	48	68
28	Student 28	52	80
29	Student 29	52	76
30	Student 30	64	88
Total		1684	2244

From the table IV.1, the writer found that the total score of pre test in experimental group was 1684 while the highest was 72 and the lowest was

40, and the total score of post- test in experimental group was 2244, while the highest was 88 and the lowest was 56. It means that the students have significant increasing of their reading comprehension, it proved by the total score and the score of frequency from pretest and post test which is significantly different, and it can be seen as below:

Table IV.4
The frequency score of pre test and post test of experimental group

Valid of Pre-Test	Frequency of Pre-Test	Valid of Post-Test	Frequency of Post-test
40	2	56	2
44	1	60	2
48	3	64	0
52	7	68	1
56	4	72	7
60	7	76	8
64	2	80	5
68	2	84	2
72	2	88	3
Total	N=30		N= 30

Besides, the mean and standard deviation were also needed in analyzing data which was gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table IV.5
The mean and standard deviation of pre test and post test of experimental group

	Mean	Std. Dev
Pre-Test	56.13	8.303
Post-Test	74.80	8.479

From the table above, the distance between Mean (Mx) and Standard Deviation (δ) is too far. In other words, the scores obtain are normal.

b. Students' Reading Comprehension Taught by Using Conventional Strategy

The data of students' reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of VIII A 3 as control class taken from the sample of this class (30 students). The data can be seen from the table below:

Table IV.6

**The score of the students' reading comprehension taught by using
conventional strategy**

No.	Students	Control Class	
		Pre-Test	Post-Test
1	Student 1	52	52
2	Student 2	52	60
3	Student 3	44	52
4	Student 4	56	56
5	Student 5	44	52
6	Student 6	60	56
7	Student 7	52	56
8	Student 8	44	48
9	Student 9	64	56
10	Student 10	44	52
11	Student 11	60	56
12	Student 12	44	52
13	Student 13	44	48
14	Student 14	64	60
15	Student 15	72	80
16	Student 16	52	52
17	Student 17	52	44
18	Student 18	56	56
19	Student 19	44	44
20	Student 20	48	44
21	Student 21	76	68
22	Student 22	60	56
23	Student 23	52	60
24	Student24	44	48
25	Student 25	56	44
26	Student 26	52	60
27	Student 27	48	52
28	Student 28	60	60
29	Student 29	48	48
30	Student 30	52	56
Total		1596	1628

From the table IV.4, The writer found that the total score of pre test

in control group was 1596, while the highest was 76 and the lowest was 44,

and the total score of post-test in control group was 1628 while the highest was 80 and the lowest was 44.

It means that the students have little increasing of their reading comprehension, and it is not as experimental class. Besides, the mean of pre test and post test of control group and experimental group also have a big different. The frequency score and the mean of pre test and post test of control group can be seen as below:

Table IV.7

The frequency score of pre test and post test of control group

Valid of Pre-Test	Frequency of Pre-Test	Valid of Post-Test	Frequency of Post-test
44	6	44	4
48	2	48	4
52	5	52	7
56	4	56	8
60	7	60	5
64	3	64	0
68	1	68	1
72	1	72	0
76	1	76	0
-	-	80	1
Total	N= 30		N= 30

Table IV.8

The mean and standard deviation of pre test and post test of control group

	Mean	Std. Dev
Pre-Test	53.20	8.479
Post-Test	54.27	7.552

From the table above, the distance between Mean (Mx) and Standart Deviation (δ) is too far. In other words, the scores obtain are normal.

3. The Data Presentation of the Difference between Students' Reading Comprehension Taught by Using SCROL Strategy and Students' Reading Comprehension Taught by Using Conventional Strategy.

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.9
Students' Pre-Test and Post-Test of Experimental and Control Class

No	Student	Experiment Class			Control Class		
		Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
1	Student 1	48	72	24	52	52	0
2	Student 2	56	72	16	52	60	8
3	Student 3	56	72	16	44	52	8
4	Student 4	60	76	16	56	56	0
5	Student 5	60	72	12	44	52	8
6	Student 6	60	76	16	60	56	-4
7	Student 7	52	60	8	52	56	4
8	Student 8	64	80	16	44	48	4
9	Student 9	68	76	8	64	56	-8
10	Student 10	52	72	20	44	52	8
11	Student 11	40	60	20	60	56	-4
12	Student 12	40	56	16	44	52	8
13	Student 13	72	84	12	44	48	4
14	Student 14	68	84	16	64	60	-4
15	Student 15	52	76	24	72	80	8
16	Student 16	52	72	20	52	52	0
17	Student 17	60	80	20	52	44	-8
18	Student 18	44	72	28	56	56	0
19	Student 19	48	56	8	44	44	0
20	Student 20	52	80	28	48	44	-4
21	Student 21	60	76	16	76	68	-8
22	Student 22	56	76	20	60	56	-4
23	Student 23	56	80	24	52	60	8
24	Student24	72	88	16	44	48	4
25	Student 25	60	88	28	56	44	-12
26	Student 26	60	76	16	52	60	8
27	Student 27	48	68	20	48	52	4
28	Student 28	52	80	28	60	60	0
29	Student 29	52	76	24	48	48	0
30	Student 30	64	88	24	52	56	4

From the table above, it can be seen that there is actually significant difference between pre-test and post-test in experiment class and pre-test and post-test in control class. It is also can be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

C. The Data Analysis

1. The Data Analysis of Using SCROL Strategy (Variable X)

The data analysis of using SCROL strategy was based on the percentage of the observation list. The writer had fully implemented the SCROL strategy to the second year student of MTs Darul Hikmah. It can be seen from the total percentage of using SCROL strategy (81.25%).

2. The Data Analysis of Students' Reading Comprehension (Variable Y)

a. Students' Reading Comprehension Taught by Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy

The following table is the description of the data of students' pre-test and post-test scores of Experimental class. It was obtained from the result of their reading comprehension. The data can be described as follows:

Table IV. 10

Students' Pre-Test and Post-Test Scores Of Experimental Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Valid of Post-Test	Frequency of Post-test	Standard Graduated
40	2	No Pass	56	2	No Pass
44	1	No Pass	60	2	Pass
48	3	No Pass	64	0	Pass
52	7	No Pass	68	1	Pass
56	4	No Pass	72	7	Pass
60	7	Pass	76	8	Pass
64	2	Pass	80	5	Pass
68	2	Pass	84	2	Pass
72	2	Pass	88	3	Pass
Total	30			30	

Based on the data obtained in the pre-test of experimental class there were 17 students did not pass the graduated standard (SKL) or the score obtained < 60, while there were 13 students passed the graduated standard (SKL) or the score obtained $\geq$ 60. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{17}{30} x \ 100\%$$

$$= 56.67\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{13}{30} x \ 100 \ \%$$

$$= 43.33\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1684 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

Table IV. 11
Mean and Standard Deviation of Students' Pre-Experiment Score

Mean	56.13
Standard Deviation	8.303

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other word, the scores obtained are normal

In the post-test of experimental class there were 2 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there were 28 who students passed the graduated standard (SKL) or the score obtained ≥ 60. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{2}{30} x \ 100\%$$

$$= 6.67\%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{28}{30} x \ 100 \ \%$$

$$= 93.33\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 2244, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

Table IV. 12
Mean and Standard Deviation of Students' Post-Experiment Score

Mean	74.80
Standard Deviation	8.479

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

b. Students' Reading Comprehension Taught by Using Conventional Strategy

The following table is the description of the data of students' pre-test and posttest scores of Control class. It was obtained from the result of their Reading comprehension. The data can be described as follows:

Table IV. 13
Students' Pre-Test and Post-Test Scores of Control Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Valid of Post-Test	Frequency of Post-test	Standard Graduated
44	6	No Pass	44	4	No Pass
48	2	No Pass	48	4	No Pass
52	5	No Pass	52	7	No Pass
56	4	No Pass	56	8	No Pass
60	7	Pass	60	5	Pass
64	3	Pass	64	0	-
68	1	Pass	68	1	Pass
72	1	Pass	72	0	-
76	1	Pass	76	0	-
-	-		80	1	Pass

Based on the data obtained in the pre-test of control class, there were 17 students did not pass the graduated standard (SKL) or the score obtained < 60 while there were 13 students passed the graduated standard (SKL) or the score obtained ≥ 60. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{17}{30} x \ 100\%$$

$$= 56.67\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{13}{30} x\ 100\ \%$$

$$=43.33\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1596, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

Table IV. 14
Mean and Standard Deviation of Students' Pre-Control Scores

Mean	53.20
Standard Deviation	8.479

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal

In the post-test of control class, there were 23 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there were 7 students who passed the graduated standard (SKL), or the score obtained ≥ 60. The percentage of students who did not pass the graduated standard as follows:

$$= \frac{23}{30} x\ 100\%$$

$$= 76.67\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{7}{30} x\ 100\ \%$$

$$= 23.33\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1628, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

TABLE IV. 15
Mean and Standard Deviation of Students' Post-Control Scores

Mean	54.27
Standard Deviation	7.552

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal

c. The Students' Classifications Score of the Students Taught By Using SCROL Strategy and Conventional Strategy

To know how the students' reading comprehension taught by using SCROL strategy and taught by using conventional strategy are, the writer only took the post-test score of each class because the post-test was given after treatment.

Table 1V. 16
Mean and Median of Post-Test in Experimental Class and Control Class

	Mean	Median
Experimental Class (Post-Test)	74.80	76.00
Control Class (Post-Test)	54.27	54.00

From the table above seen that the mean of post-experiment is (74.80) and the mean of post-control is (54.27).

3. **Data Analysis of the Difference between Students' Reading Comprehension Taught by Using SCROL strategy and Students' Reading Comprehension Taught by Using Conventional Strategy**

Table IV.18
Students' Reading Comprehension Score

No	Students	Experiment Class		Control Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Student 1	48	72	52	52
2	Student 2	56	72	52	60
3	Student 3	56	72	44	52
4	Student 4	60	76	56	56
5	Student 5	60	72	44	52
6	Student 6	60	76	60	56
7	Student 7	52	60	52	56
8	Student 8	64	80	44	48
9	Student 9	68	76	64	56
10	Student 10	52	72	44	52
11	Student 11	40	60	60	56
12	Student 12	40	56	44	52
13	Student 13	72	84	44	48
14	Student 14	68	84	64	60
15	Student 15	52	76	72	80
16	Student 16	52	72	52	52
17	Student 17	60	80	52	44
18	Student 18	44	72	56	56
19	Student 19	48	56	44	44
20	Student 20	52	80	48	44
21	Student 21	60	76	76	68
22	Student 22	56	76	60	56
23	Student 23	56	80	52	60
24	Student24	72	88	44	48
25	Student 25	60	88	56	44
26	Student 26	60	76	52	60
27	Student 27	48	68	48	52
28	Student 28	52	80	60	60
29	Student 29	52	76	48	48
30	Student 30	64	88	52	56

The data were obtained through the score of post-test of experimental group and control group. To analyze the data, the writer used t-test formula by using software SPSS 16.

Table IV.19

Group Statistics

x		N	Mean	Std. Deviation	Std. Error Mean
y	1	30	74.80	8.479	1.548
	2	30	54.27	7.552	1.379

Table IV.20

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
y	Equal variances assumed	.311	.579	9.905	58	.000	20.533	2.073	16.384	24.683
	Equal variances not assumed			9.905	57.240	.000	20.533	2.073	16.383	24.684

From the table above, it can be seen that t_o is 9.905 and df is 58. The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.00 and at level 1%, t table is 2.65. Based on t table, it can be analyzed that t_o is higher

than t table either at level 5 % or 1%. In other words, we can read 2. 00 < 9.905> 2,65. So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is a significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy at the second year of MTs Darul Hikmah Pekanbaru.

The experiment showed that the mean scores of both group were different. The mean score of result posttest in experimental group was 74.80 and control group was 54.27. It can be stated that using SCROL strategy had effect positively toward increasing students' reading comprehension. It is proved by the difference score in experimental group and control group was 20.53. So, using SCROL strategy could increase students' reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skills in learning a language. Reading is a means of language acquisition of communication and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity, but reading is an active process in which readers relate information in the text to what they already know. Furthermore, Kolers in Sadeghi states that reading is one of the most complex forms of information processing.[1]

According to Moreillon, reading is making meaning from print and from visual information.[2] In Addition, Linse states that reading is a set of skills that involves making sense and deriving meaning from the printed word.[3] In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Moreover, Ralph states that good

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[1] Karim Sadeghi, *The Key for Successful Reader-writer Interaction: Factors Affecting Reading Comprehension in L2 Revisited . Vol. 4.* 2007, p. 1 (Retrieved on February 20, 2011) www.asian-afl-journal.com/June 07 zl.php

[2] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007), p. 10

[3] Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: Mc Graw-Hill Companies, Inc, 2005), p. 69

readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know.[4]

Reading is a way to get information from something that was written. Reading involved the interaction between reader and the passage. According to Sholes, the purposes of the reading are as follows:[5]

1. For pleasure or for personal reasons

2. To find personal information

3. To find a specific topic in a book or article

4. To learn subject matter that is required for a class

According to in Lems, reading is an interactive process that takes places between the text and the readers' processing strategies and background knowledge.[6] In addition, Hasibuan states that the text presents letters, words, sentences, and paragraphs that encode meaning[7]. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader's knowledge, skills, and strategies include:

1) Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

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[4] Ralph E. Reynold, *Understanding the Nature Reading Comprehension* (Last Vegas: University of Nevada, 2002), (Retrieved on Februari 22, 2011), http: //www.sagepub.com/upm-data/7086 wolfe ch 1.pdf

[5] Delene Sholes, *Reading for different purposes: Strategies for Reading Diferent Kinds of Materials*, (Retrived on March 2011), http://www.suite101.com/content/reading-for-ifferent-purposes-a91899. p. 2

[6] Kristin Lems, *Teaching Reading to English Language Learner* (New York: The Guildford Press, 2010), p.33

[7] Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 115

2) Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.

3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

4) Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

Lems states that, to read, we need to master a set of word level skills, they are[8]:

1) Bottom up skills.

Bottom up skills refers to the word level skills that are required for decoding. Bottom up skill argues the reader to construct the text from the smallest units (letters to words, phrases to sentence, etc) and becomes automatic that readers are not aware of how it operates. It means that the readers have to understand the passage by reading word by word to reach the whole understanding.

2) Top down skills.

Top down skills refers to the analytical and cognitive skills that are needed for comprehension. The readers use in concert with background knowledge to construct meaning from text. Top down skill argues that the readers bring a great deal of knowledge, expectations, assumption and questions to the text given a basic understanding of the vocabulary and check when new information

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[8] Kristin Lems, *Op. Cit.*, p. 33-34

appears. A reader has known about the passage so they just want to know if there is any new information in the passage.

Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and be challenged to response the ideas of the author.

2. The Nature of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Anderson in Linse, the aim of reading is to comprehend. [9] That is also states by Hasibuan, the purpose (s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. [10]

According to Hirai, comprehension refers to how struggling readers "make sense" of the written page in any content. [11] In addition, Sadoski says that comprehension is understands something, getting its meaning.[12] Furthermore, Durkin in Strickland states that reading comprehension has been

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[9] Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: Mc Graw-Hill Companies,Inc, 2005), p. 71

[10] Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.115

[11] Debra L. Cook Hirai, Irene Borego et al., *Academic Language/Literacy Strategies for Adolescents* (New York: Routledge, 2010), p. 76

[12] Mark Sadoski, *Conceptual Foundations of Teaching Reading* (New York: The Guildford Press, 2004), p. 67

called the essence of reading, essential not only to academic learning in all subject areas but also to lifelong learning as well. [13]

According to Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as: [14]

a. The reader who is doing the comprehension.

b. The text is to be comprehended.

c. The activity in which comprehension is a part.

In addition, Snow states that to comprehend, a reader must have a wide range of capacities and abilities.[15] These include:

1) Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).

2) Motivation (a purpose for reading and interest in the content being read, and self-efficacy as the reader).

3) Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

According to Hornby, comprehension is the mind act or power of understanding.[16] When one reads something, he actively goes along to

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[13] Dorothy S. Strickland, Kathy Ganske, et al., *Supporting Struggling Readers and Writers* (Monroe Portland, Maine: Stenhouse Publisher, 2006), p. 114

[14] Catherine Snow and Chair, *Reading for Understanding Toward an Research and Development Program in Reading Comprehension* (Santa Monica, CA: RAND Reading Study Group, 2002), p. 11

[15] *Ibid.,* p. 13-14

comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill but also on readers' experiences and prior knowledge. Moreillon states that background knowledge is always behind us backing up our comprehension[17].

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader's need and purpose.

In this research, the writer just uses the standard reading comprehension which is provided in School Based Curriculum (KTSP) at MTs Darul Hikmah Pekanbaru. The writer determines some indicators as follows:

1. Students are able to identify the meaning of unfamiliar words.

2. Students are able to identify the main idea.

3. Students are able to identify the communicative purpose.

4. Students are able to identify generic structure.

5. Students are able to identify language features.

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[16] AS. Hornby, *Oxford Advance Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1987), p. 174

[17] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007), p. 19

3. Recount Text

As the writer had limited in the research that she used recount text in reading comprehension, the writer will discuss briefly about recount. A recount text is a text telling the reader about one story, action, or activity of someone that happened in the past. According to Knapp and Watkins, formally, recounts are sequential texts that do little more than sequence a series of events[18]. It means that recount text focuses on the series of events, one event followed by others.

The characteristics of recount text as follows:

1) Generic Structure

   a. Orientation

In this part, the writer tries to set up the characters, time, and place. Another way to construct the orientation part is trying to answer the following questions that use: who, when, where, what, and so on. It can be seen as the following art:

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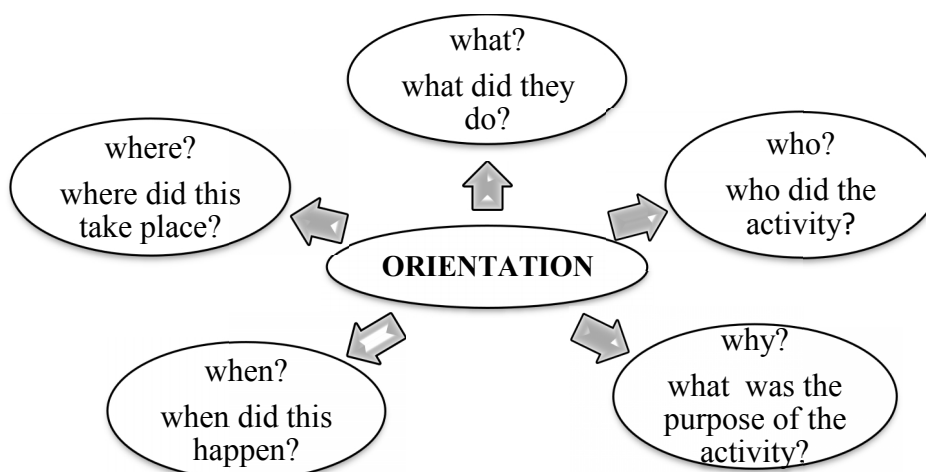
[18] Peter Knapp and Megan Watkins, *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p. 223

It can be seen in the following example:

> **When I** was **in the Junior High School**, I joined two clubs. They were the **Football Club** and the **Karate Club**. I joined those clubs because I love sports, especially football and karate. I had football **on** Sunday mornings and Karate **on** Mondays at 4 p.m.

b. Sequence of Events

Recounts are organized around a sequence account of events or happenings. They follow a time sequence in that they are organized through time. It can be seen from the sequential words as the following art:
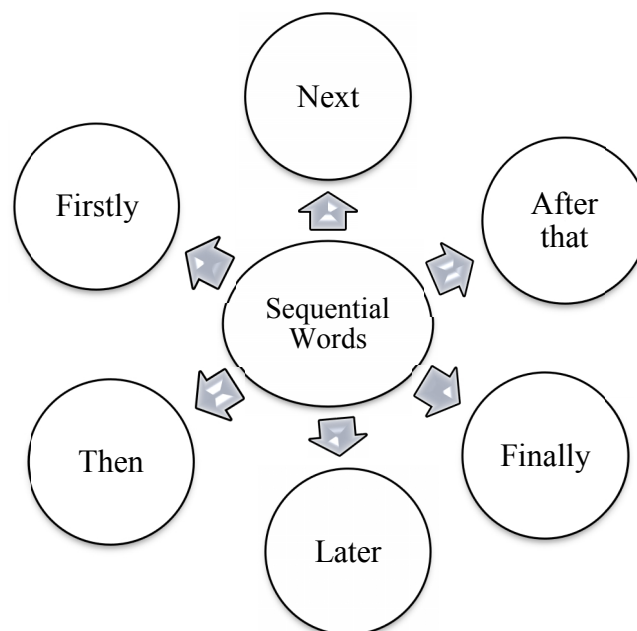
It can be seen in the following example:

> **One day**, my football club joined a football competition. There were eight clubs joining the competition. **At first**, our club won the

match. **Then**, we had to defeat one club to get to the final. Fortunately, we won again. After two matches, we had lunch in the cafeteria. We were so impatient to play in the last game. It was the hard one because our opponent was very tough. **Finally**, we won the game with a nice score of 3 - 2.

c. Re-Orientation

Re-orientation consists of a personal comment about the event or what happened in the end. It can be seen in the following example:

We were so tired. However, we were happy and proud to be the winner of the competition. It was a very interesting competition in my experience.

2) Language Features

a. Focusing on specific participants (using nouns and pronouns), such as Mrs. Lucyana, our cat, shopkeeper, etc.

b. Using simple past tense, in the form of regular and irregular verbs, such as, he smiled, it barked, she came, etc.

c. The verbs used are mainly action verb, such as go, sleep, run, etc. however there would be also many verbs which refer to what the human participants, said, felt, or thought (verbal and mental processes)

d. Many linking words are used to do with the time and to make the sentence cohesively, e.g. On Wednesday, then, at the same time, next, alter, before. In other words, it focuses on the temporal sequence.

e. The circumstance of place is used to complete the information in the text; it is use adverb and adverb place, such as: *yesterday*, *at my house, slowly,* etc.

f. Uses *Adjectives* to describe *nouns*, such as *beautiful*, *funny,* etc.

4. The Factors Influencing Students' Reading Comprehension

There are some factors that influence students' reading comprehension achievements; those are internal factors and external factors. It will be explain as follows:

a. Internal Factors

Kahayanto in Egis Fajruna El Mubarok states that the internal factor means the factor which comes from the reader himself, or usually known as personal factor. [19] According to Hong Yun and Ping, there are three major components that affect students' reading comprehension, such as:[20]

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[19] Egis Fajruna El Mubarok, *Effect of Pre- Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru* (Unpublished, 2009). p. 14

[20] WU Hong-Yun and HU Ping, *Major Factors Influencing Reading Comprehension: A Factor Analysis Approach,* Volume 4 no. 9 Serial no.45 (USA: Sino-US English Teaching ISSNI5339-8072, 2007), p. 1-18

1) Schema

Schema is also called as prior knowledge or background knowledge. According to Ahmad Al Issa, schema had great impact on understanding comprehension in first and second language.[21] In addition, Moreilon also states that understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.[22] So, it can be concluded that students' reading comprehension will increase when they have relevant background knowledge because it will make them easy to connect what they know with what they are reading.

2) Vocabulary

Vocabulary is the essential factor that will affect students' reading comprehension. They will not know the meaning based on the context of the words and phrases unless they do not have sufficient vocabulary. Furthermore, Chall and Marzano in Denti states that knowledge of words meaning and the ability to access that knowledge efficiently are recognized as important factor in

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[21] Ahmad Al Issa, Journal of College Teaching and Learning Vol. 3, no. 7: *Schema Theory And L2 Reading Comprehension: Implications For Teaching* (United Arab Emirates: American University of Syarjah, 2006), p. 41

[22] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007), p. 19

reading and listening comprehension, especially students progress to middle school and beyond.[23]

3) Motivation and Purpose

Motivation and purpose play an important role in comprehend the text. The students will be motivated to read when they feel that they need something from the text. According to Saarnio in Abedi et al, motivational factors such as positive and high self-perceptions in the area of reading, students' value in reading, and the enjoyment of reading, influence the understanding the text.[24]

b. External Factors

External factors are the factors that come from the outside of the students. These factors are an environment, social economic, reading facilities, and reading habits. The external factor can cause by two things, such as:

1) Reading Material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

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[23] Lou Denti and Gilbert Guerin, *Effective Practice for Adolescents with Reading and Literacy Challenge* (New York: Routledge, 2008), p. 45

[24] Jamal Abedi et al., *National Center for Research on Evaluation Standards and Studentss Testing (CRESST)* (Los Angeles: University of California), p. 3

2) Teacher of Reading

Teacher reading means here is the teacher should be careful in choosing the text and giving the task for the students because they are related to the students' reading comprehension achievement.

5. **The Nature of SCROL (Survey, Connection, Read, Outline, Look Back) Strategy**

SCROL strategy is relatively a new strategy of reading comprehension that developed in 1993s. SCROL is an acronym for survey the text; connect the ideas, Outline and Look Back. According to the author, Rachel Grant, who developed the SCROL strategy primarily for at risk college-students', this strategy can also be used for secondary and middle school.

Grant discusses that it is the best for the teacher to use direct teaching. The teacher first discusses an overview of 5-steps strategy and what each one entails using an appropriate text, followed by the modeling of each SCROL steps. Following that the students have an opportunity to practice in groups of two or three, each can think aloud using SCROL strategy and take turns with the different text.

Starting with "S", **survey** the text and active their prior knowledge by answering these questions: (1) What do I already know about this topic?; (2) What information might the writer may presents? Next, the students can make **connections**. First, connecting with the text to self.

During modeling, the teacher should discuss any connections between what is being read and any of his/her own personal experiences. Second is the text to world that emphasized helping them understand the text by connecting it to what the students know of the world around them. Last is text to text; connect prior text that they have read to the current pieces of text. This can include similar characteristic, setting, theme, etc. If a student has something invested in their reading where they feel they can gain more knowledge about something that they are connected with, then reading the text can be more enjoyable and therefore they will comprehend more information.

When students are actually **reading** the text, they will find the main idea and supporting details within the text. Through **outlining**, the students learn to take note during reading. However, before using the outlines, students do need to **look back** through the text to make sure their outlines are correct.

6. SCROL Strategy towards Students' Reading Comprehension

According to Reid, SCROL is a reading comprehension strategy designed for students in middle and upper grades to help them to read and understand textbook and a variety of source books.[25] Accommodations for the SCROL strategy could be texts at the students' independent reading level or remarked text. Using the SCROL strategy will help students read their textbooks, take notes, and remember what they have read.

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[25] Robert Reid and Torri Ortiz Lienemann, *Strategy Instruction for Students with Learning Dissabilities* (New York: The Guilford Press, 2006), p. 153

The SCROL strategy is composed of five steps. First, the students are instructed to *survey* the text. This provides students with an idea of what the chapter will be about and prompts them to think about what they already know about the subject, thus activating their prior knowledge of the subject. It is allows them to predict information that the writer may present. Next, students asked to make *connections*, text to self, text to world, and text to text. Third, students *read* the text and look for words and phrases that express important information about the text, stop to make sure that they understand the major idea and supporting details, and reread if necessary. Fourth, students *outline* the text using indentations to reflect text structure without looking back at the text. This encourages the students to use their knowledge of the text to fill in the outline. Finally, students are prompted to *look back* at the text and check the accuracy of the major ideas and details they wrote down, correct any inaccurate information in their outline, and use the text that they marked to help verify the accuracy of the outline.

To make it clearer, the writer would like to describe the teaching procedure of using SCROL strategy as follows:

1. Teacher divides students into six groups; each group consists of five students.

2. Teacher hands out a recount text to each group.

3. Teacher asks the students to survey the text and active their prior knowledge by answering these questions:

    a) What do I already know about this topic?

    b) What information might the writer present?

4. Teacher asks the students to connect their ideas, begin with text to self, text to world, and the last is text to text.

5. Teacher asks the students to read the text and asks them to identify words and phrases that express important information about the text.

6. Teacher asks the students to mark the text to point out the important ideas and details.

7. Teacher asks the students to outline the major ideas and supporting details without looking back at the text.

8. Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.

9. Teacher asks the students to correct any inaccurate information in their outline.

10. Finally, teacher assesses students' work and discuss together.

In implementing the SCROL strategy, the skills that should be achieved by the students are:

1. Students are able to read the content material with sufficient fluency.

2. Students are able to use and correlate their knowledge with the text.

3. Ability to gather the knowledge of topics and how they are sometimes presented in text.

4. Ability to generalize information and make predictions or inferences.

5. Students are able to connect their ideas about the text.

6. Students are able to identify key words or phrases as they relate to the topic.

7. Students are able to outline the text given.

8. Students are able to proofread and compare the original text with the outline for accuracy of information.

From the explanation above, it can be seen that SCROL strategy is one of the good strategies that should be considered by the teacher to be applied in the process of teaching and learning English, especially in reading subject to increase students' reading comprehension.

7. Teaching Reading

There are four language skills that should be mastered; they are listening, speaking, reading, and writing. One of those skills is reading. Teaching reading is one of the important parts in the curriculum stated in Indonesian's curriculum not only for Elementary School, Junior High School, Senior High School, but also for the college student and adults. The aim of teaching reading is to develop the students' ability so that they can read and understand the English text effectively and efficiently. According to Nunan in Misdaliza, teaching reading has three activities, they are as follows: [26]

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[26] Misdaliza. *The Use of Picture Series in Teaching Reading At MAN Kampar Air Tiris.* (Unpublished, 2005), p. 3-4

1) Pre-reading activity

Pre-reading activity is the activity before reading process then, the aims of this are:

a. To introduce and arouse the interest of the students to the topic. In this case, the teacher introduce to the students about the topic which they will discuss in English class.

b. To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic.

c. To provide some language preparation for the text. In this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students' attention the material.

2) Whilst-reading activity

Whilst reading activity is the core of the lesson. What need to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information. According to I.S.P. Nation, skimming is the reader read goes through a text quickly, not noting every word but trying to get the main idea of what the text is about.[27] While, scanning means reading involves searching a particular piece of information in a text, such as looking for a particular name or a particular number.

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[27] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), p. 70

3) Post Reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process. According to Sadoski, there are two main goals of teaching reading that balance between the effective domain and cognitive domain.[28]

a) Affective Goals

1. Developing positive attitudes toward reading

The term attitude, as used here, applies to students' perceptions of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, students should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

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[28] Mark Sadoski, *Conceptual Foundations of Teaching Reading* (New York: The Guildford Press, 2004), p. 45-53

2. Developing personal interest and tastes in reading

Having a positive attitude is not enough. Lifelong readers choose to pursue their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students' sense of self-worth through reading.

b) Cognitive Goals

1. Developing the use of reading as a tool to solve problem

Reading weighs heavily in the tool belt of a working, technological society. It helps us solve a broad array of personal and social problems in a complex, literate world. Reading also a way to deal with everyday problems where printed language is a feasible and requisite solution.

2. Developing the fundamental competencies of reading at succeeding higher levels of independence.

Developing the fundamental competencies that comprise reading is the most basic goal.

According to Sadoski, there are two forms of teaching reading, such as: [29]

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[29] Mark Sadoski, *Conceptual Foundations of Teaching Reading* (New York: The Guildford Press, 2004), p. 79-80

1. Instruction

Instruction means to put a structure of knowledge in from without. The teacher has it, the learners do not, and the teacher builds it into them.

2. Education

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education, then, means to draw learning out from within.

B. The Relevant Research

1.   A research from Nur Hikmah Laila

According to Nur Hikmah Laila, there are some conclusions that she got about the effect of using printed mass media through students' ability in reading comprehension.[30] The researcher found that the use of printed mass media as the tool or media strategy for teaching reading comprehension could enhance students' reading comprehension ability. From the observation, the researcher found that during the action, the students have shown their improvements, such as they were able to comprehend the text well, the situation of teaching and learning English became more joyful and interesting, and all of the students were involved in the teaching and learning process.

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[30] Nur Hikmah Laila, *Improving Students' Reading Ability by Using Printed Mass at SMPN Colomadu Karanganyar* (Unpublished, 2009), p. 74-75

2. A research from Egis Fajruna El-Mubarok

According to Egis Fajruna El-Mubarok in his research entitled "The effect of Pre-Question toward reading comprehension of the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru.[31] From the research, he found that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.01. While, in the level of significant 1% is 2.68. Therefore, it can be analyzed that t*o* is higher than T-table in either at 5% or 1% grade of significance. It can be read that 2.01 < 8.26> 2.68. It means that there is significance effect of Pre-Question toward reading comprehension at the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru.

C. The Operational Concept

The operational concept is proposed to give the explanation about theoretical framework in order to clarify the theories which are used in this research. This research is designed into two variables; independent variable (X) and dependent variable (Y).

1. Variable X is using SCROL reading comprehension strategy.

   SCROL strategy is an independent variable. SCROL reading comprehension strategy refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading comprehension.

   Students' reading comprehension is dependent variable.

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[31] Egis Fajruna El Mubarok, *Effect of Pre- Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru,* (Unpublished, 2006)

Variable X

1) Experimental Class

The following treatment as a collection of procedures of the implementation of SCROL strategy can be seen as the following steps:

1. Teacher divides students into six groups, each group consists of five students.

2. Teacher hands out a recount text to each group.

3. Teacher asks the students to survey the text and active their prior knowledge by answering these questions:

   a) What do I already know about this topic?

   b) What information might the writer present?

4. Teacher asks the students to connect their ideas, begin with text to self, text to world, and the last is text to text.

5. Teacher asks the students to read the text and asks them to identify words and phrases that express important information about the text.

6. Teacher asks the students to mark the text to point out the important ideas and details.

7. Teacher asks the students to outline the major ideas and supporting details without looking back at the text.

8. Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.

9. Teacher asks the students to correct any inaccurate information in their outline.

10. Finally, teacher assesses students' work and discuss together.

2) Control Class

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique, strategy, way, method of a research. This class will be served by using the conventional way, of course different from the experimental class. The material and the purpose the materials and the purpose of the strategy are the same. The result obtained in both experimental class and control class will be a consideration for writer to look at the successful strategy applied to the students.

Variable Y

To know the students' reading comprehension of the second year students at MTs Darul Hikmah, Pekanbaru the writer determines some indicators for reading comprehension as follows:

1. Students are able to identify various meaning based on the context of recount text.

2. Students are able to identify main idea.

3. Students are able to identify the communicative purpose of the recount text.

4. Students are able to identify generic structure.

5. Students are able to identify language features of recount text.

D. The Assumption and Hypothesis

1. The Assumption

In this study, the writer assumes that the students who are taught by using SCROL strategy will have better reading comprehension achievement. Furthermore, the better implementations of SCROL strategy in reading subject is the better students' reading comprehension will be.

2. The Hypothesis

Ha: There is a significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy.

Ho: There is no significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy.

CHAPTER III

RESEARCH METHODE

A. The Research Design

The design of this research is quasi-experimental design. The purpose of quasi-experimental research is to get information through some assumption from the true experiment which is impossible to control or manipulate the entire relevant variables. The type of quasi-experimental design of this research is nonrandomized control group pretest-posttest design. In this design, the researcher used two classes as the sample; control group and experimental group. Those classes are not chosen randomly. Both groups took a pretest and posttest. Only the experimental group received the treatment by using SCROL strategy. According to Sukardi, the design of this research can be illustrated as follows:[1]

TABLE III.1

Nonrandomized Control Group Pretest-Posttest Design

Group	Pretest	Treatment	Postest
Experiment	Y1	X	Y2
Control	Y1	-	Y2

B. The Location and the Time of the Research

The research was conducted at the second year students of MTs Darul Hikmah Pekanbaru at Manyar Sakti Street KM.12 Pekanbaru. This research was conducted on April 29 to Mei 29, 2011.

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[1] Prof. Sukardi, Ph. D., *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2010), p. 186

C. **The Subject and the Object of the Research**

1. The Subject of the research

The subject of the research was the second year students of MTs Darul Hikmah Pekanbaru.

2. The Object of the Research

The object of the research was the effect of using SCROL (Survey, Connection, Read, Outline, and Look Back) strategy towards students' reading comprehension.

D. **The Population and the Sample of the Research**

1). Population

The population of this research was the second year students of MTs Darul Hikmah in 2011-2012 academic years. It had eight classes. The total population of this research was 255 students. The specification of the population can be seen on the table below:

TABLE III.2

Distribution of the Research Population

No	Classes	Number of the Students
1	VIII A1	33
2	VIII A2	33
3	VIII A3	30
4	VIII A4	34
5	VIII A5	34
6	VIII A6	29
7	VIII A7	26
8	VIII A8	36
TOTAL		**255 students**

2). Sample

   The sample of this research was two classes as experimental class and control class. Both groups were selected without random assignment. These were class VIII A1 and VIII A3.

E. The Technique of Collecting Data

 In the research, the data were collected by using some techniques, they are:

1. Observation

 To obtain how the ways of using SCROL (Survey, Connection, read, Outline, Look Back) strategy towards students' reading comprehension, the writer was observed by English teacher when the writer taught directly in the classroom. It was carried out for eight meetings.

2. Test

 To obtain the students' reading comprehension by using SCROL (Survey, Connection, read, Outline, Look Back) strategy, the writer gave test. The test was used to find out the students' comprehension in reading recount text. The data of the research were the score of the students' reading comprehension obtained by using reading test. The test was done twice, the first was pre-test given before treatment and the second was posttest given after treatment intended to obtain students' reading comprehension at the second year of MTs Darul Hikmah Pekanbaru.

F. The Technique of Data Analysis

In order to analyze students' reading comprehension, the researcher used graduated standard of English lesson in MTs Darul Hikmah (SKL) that was 60 for students' reading comprehension. It means that for those who got score < 60, they did not pass graduated standard (SKL), while for those who got score ≥ 60, they passed graduated standard (SKL).

In order to find out whether there is any significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy. The data were analyzed statistically. To know the difference between students' reading comprehension taught by using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and students' reading comprehension taught by using conventional strategy, the writer used score of pre-test and post-test. The difference mean was analyzed by using T-test formula through using SPSS 16 Version.

The T-Test was obtained by considering the degree of freedom (df) as follows:[2]

df = N-1

N = Number of cases

Statistically the hypotheses are:

H_a: t_o ≥ t-table

H_o: t_o < t-table

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[2] Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p. 191

H_a is accepted if $t_o \geq$ t table or there is a significant difference between students'
reading comprehension taught by using SCROL strategy and students' reading
comprehension taught by using conventional strategy.

H_o is accepted if $t_o <$ t table or there is no significant difference between students'
reading comprehension taught by using SCROL strategy and students' reading
comprehension taught by using conventional strategy.

G. The Instrument of Data Collection

In order to get some data that are needed to support this research, the
writer applied the techniques by using test.

The data of this research were gotten from the scores of the students' post-
test. The data were collected through the following procedures:

1. Both class (control class and experimental class) were asked to express
   their idea in reading comprehension.

2. The teacher evaluated from the test based on reading comprehension
   aspect that consist of identify various meaning based on the context,
   identify main idea, identify communicative purposes, identify language
   features, identify rhetorical steps and identify the generic structure of
   the narrative text.

3. The test is used to obtain the data concerning the students' reading
   comprehension. The technique is carried out in items of collecting the
   data and information dealing with the data variable X (SCROL and
   conventional strategy) and variable Y (reading comprehension). The

materials of the test are adopted from the syllabus of MTs Darul
Hikmah Pekanbaru.

H. The Validity and Reliability of the Test

I. Validity

Every test, whether it is short, informal classroom test or a public
examination should be as valid as the test constructor can make it. The test
must aim to provide a true measure of the particular skill in which it is
intended to measure.

Heaton states that the validity of a test is the extended to which it
measures what it is supposed to measure and nothing else. There are three
kinds of validity that consist of content validity, construct validity and
empirical validity[3].

In order to obtain the data about the comparison between SCROL
strategy and Conventional strategy on reading comprehension, the writer
acquired to show each score. It was used pertaining to the most important
characteristic of an item to be accurately determined by its difficulty. Then,
the test given to students was considered too difficult or too easy often show
the low reliability. Item difficulty is determined as the proportion of correct
responses. This is held pertinent to the index difficulty, in which it is
generally expressed as the percentage of the students who answer the
questions correctly. The formula for item difficulty is as follows:

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[3] J.B Heaton. *Writing English Language Test*. (New York: Longman Group UK Limited,
1988), p. 159

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

Where:

FV   : index of difficulty of facility value

R : the number of correct answer

N : the number of examinees or students taking the test

Heaton[4]

The formula above is used to find out the easy or difficulties of each item test that researcher gives to the respondents. The items that do not reach the standard level of difficulty are excluding from the test and they were rejected.

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test[5].

There are some factors affecting the reliability of a test, they are:

a. The extent of the sample of material selecting for testing,

b. The administration of the test, clearly this is an important factor in deciding reliability.

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[4] *Ibid,* p. 162

Besides, Tambunan in Dina states that reliability coefficient for good classroom achievement tests are expected to exceed 0.07 and closed to 1.00. He states that reliability of test is considered as follows:

0.00-0.20   : Reliability is low

0.21-0.40   : Reliability is sufficient

0.41-0.70   : Reliability is high

>0.70   : Reliability is very high

In the research, the writer used software SPSS 16 version to calculate the reliability of test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using SCROL (Survey, Connection, Read, Outline, Look Back) strategy towards students' reading comprehension at the second year of MTs Darul Hikmah Pekanbaru comes to the conclusions as follows:

1. Mean of students' reading comprehension taught by using SCROL strategy is 74.80%. The students' who pass the graduated standard (SKL) are 28 (93.33%).

2. Mean of students' reading comprehension taught by using conventional strategy is 54.27. The students who pass the graduated standard (SKL) are 7 (23.33%).

3. From the analysis of t-test formula, it can be conclude that t_o is 9.905. It is higher than t-table either in at level 5% = 2.00 or 1 % = 2.65. it can be conclude that H_o is rejected and H_a is accepted. It means that there is a significant difference between students' reading comprehension taught by using SCOL strategy and students' reading comprehension taught by using conventional strategy. It shows that using SCROL (Survey, Connection, Read, Outline, Look Back) strategy has positive effect towards' students' reading comprehension at theb second year of MTs Darul Hikmah Pekanbaru.

B. Suggestion

Considering the effectiveness of using SCROL strategy towards students' reading comprehension, the writer would like to give some suggestion as follows:

1) Suggestion for the teacher:

    a. It is recommended to the teachers to use SCROL strategy in teaching and learning process.

    b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.

    c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted. Because the conductive condition in teaching would become one asset to carry the success f material to be taught.

2) Suggestion for the students:

    a. The students should try to understand using SCROL strategy in reading text.

    b. The students should pay attention to the lesson that has explained by the teacher.

    c. The students must be creative to select kinds of reading text in order to comprehend the text more and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher who has same topic with this study.

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APPENDIX

APPENDIX 18

RELIABILITY DATA FROM SPSS 16.0 VERSION

```
RELIABILITY
  /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q
18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE

  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.234	30

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Item Statistics

	Mean	Std. Deviation	N
QUESTION 1	.4333	.50401	30
QUESTION 2	.7333	.44978	30
QUESTION 3	.4667	.50742	30
QUESTION 4	.5333	.50742	30
QUESTION 5	.5667	.50401	30
QUESTION 6	.2333	.43018	30
QUESTION 7	.4000	.49827	30
QUESTION 8	.4000	.49827	30
QUESTION 9	.4333	.50401	30
QUESTION 10	.5333	.50742	30
QUESTION 11	.5333	.50742	30
QUESTION 12	.5000	.50855	30
QUESTION 13	.2667	.44978	30
QUESTION 14	.6000	.49827	30
QUESTION 15	.4000	.49827	30
QUESTION 16	.5667	.50401	30
QUESTION 17	.4667	.50742	30
QUESTION 18	.5667	.50401	30
QUESTION 19	.4000	.49827	30
QUESTION 20	.6000	.49827	30
QUESTION 21	.5667	.50401	30
QUESTION 22	.3333	.47946	30
QUESTION 23	.5000	.50855	30
QUESTION 24	.5333	.50742	30
QUESTION 25	.5000	.50855	30
QUESTION 26	.4000	.49827	30
QUESTION 27	.5333	.50742	30
QUESTION 28	.5000	.50855	30
QUESTION 29	.5667	.50401	30
QUESTION 30	.4000	.49827	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
QUESTION 1	14.0333	6.585	-.305	-.091[a]
QUESTION 2	13.7333	5.651	.092	-.287[a]
QUESTION 3	14.0000	7.034	-.461	-.019[a]
QUESTION 4	13.9333	5.926	-.054	-.216[a]
QUESTION 5	13.9000	6.162	-.146	-.169[a]
QUESTION 6	14.2333	6.185	-.149	-.176[a]
QUESTION 7	14.0667	6.133	-.134	-.175[a]
QUESTION 8	14.0667	5.995	-.079	-.203[a]
QUESTION 9	14.0333	6.240	-.176	-.154[a]
QUESTION 10	13.9333	5.168	.271	-.400[a]
QUESTION 11	13.9333	5.720	.030	-.261[a]
QUESTION 12	13.9667	5.757	.014	-.253[a]
QUESTION 13	14.2000	5.338	.246	-.365[a]
QUESTION 14	13.8667	4.878	.420	-.487[a]
QUESTION 15	14.0667	5.030	.346	-.441[a]
QUESTION 16	13.9000	5.541	.108	-.304[a]
QUESTION 17	14.0000	4.621	.537	-.570[a]
QUESTION 18	13.9000	5.266	.230	-.374[a]
QUESTION 19	14.0667	5.237	.248	-.383[a]
QUESTION 20	13.8667	7.154	-.507	-.003[a]
QUESTION 21	13.9000	5.610	.078	-.287[a]
QUESTION 22	14.1333	6.326	-.210	-.142[a]
QUESTION 23	13.9667	6.654	-.329	-.079[a]
QUESTION 24	13.9333	5.789	.002	-.246[a]
QUESTION 25	13.9667	6.930	-.425	-.035[a]
QUESTION 26	14.0667	5.720	.035	-.263[a]
QUESTION 27	13.9333	5.444	.148	-.327[a]
QUESTION 28	13.9667	6.516	-.279	-.103[a]
QUESTION 29	13.9000	6.231	-.173	-.156[a]

| QUESTION 30 | 14.0667 | 5.995 | -.079 | -.203[a] |

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.4667	6.051	2.45979	30

```
SAVE OUTFILE='D:\My Document\MY REFERENCES\DATA SPSS\DATA ITEM DIFFICULTI
ES BELDA.sav'

  /COMPRESSED.
```

APPENDIX 17

DATA ANALYSIS FROM SPSS 16.0 VERSION

```
FREQUENCIES VARIABLES=PRETEST-POSTTEST EXPERIMENT CLASS
  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MO
DE SUM
  /HISTOGRAM NORMAL
  /FORMAT=DVALUE

  /ORDER=ANALYSIS.
```

Frequencies

[DataSet0]

Statistics

		PRE TEST	POST TEST
N	Valid	30	30
	Missing	0	0
Mean		56.1333	74.8000
Std. Error of Mean		1.51599	1.54801
Median		56.0000	76.0000
Mode		52.00[a]	76.00
Std. Deviation		8.30344	8.47878
Variance		68.947	71.890
Range		32.00	32.00
Minimum		40.00	56.00
Maximum		72.00	88.00
Sum		1684.00	2244.00

Frequency Table

PRE TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.7	6.7	6.7
	44	1	3.3	3.3	10.0
	48	3	10.0	10.0	20.0
	52	7	23.3	23.3	43.3
	56	4	13.3	13.3	56.7
	60	7	23.3	23.3	80.0
	64	2	6.7	6.7	86.7
	68	2	6.7	6.7	93.3
	72	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

POST TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	6.7	6.7	6.7
	60	2	6.7	6.7	13.3
	68	1	3.3	3.3	16.7
	72	7	23.3	23.3	40.0
	76	8	26.7	26.7	66.7
	80	5	16.7	16.7	83.3
	84	2	6.7	6.7	90.0
	88	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

```
FREQUENCIES VARIABLES=PRETEST-POSTTEST CONTROL CLASS
  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MO
DE SUM
  /HISTOGRAM NORMAL
  /FORMAT=DVALUE

  /ORDER=ANALYSIS.
```

Frequencies

[DataSet0]

Statistics

		PRE-TEST	POST-TEST
N	Valid	30	30
	Missing	0	0
Mean		53.2000	54.2667
Std. Error of Mean		1.54801	1.37877
Median		52.0000	54.0000
Mode		44.00[a]	56.00
Std. Deviation		8.47878	7.55181
Variance		71.890	57.030
Range		32.00	36.00
Minimum		44.00	44.00
Maximum		76.00	80.00
Sum		1596.00	1628.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

PRE-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	8	26.7	26.7	26.7
	48	3	10.0	10.0	36.7
	52	8	26.7	26.7	63.3
	56	3	10.0	10.0	73.3
	60	4	13.3	13.3	86.7
	64	2	6.7	6.7	93.3
	72	1	3.3	3.3	96.7
	76	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

POST-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	4	13.3	13.3	13.3
	48	4	13.3	13.3	26.7
	52	7	23.3	23.3	50.0
	56	8	26.7	26.7	76.7
	60	5	16.7	16.7	93.3
	68	1	3.3	3.3	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

T-Test

[DataSet0]

Group Statistics

	x	N	Mean	Std. Deviation	Std. Error Mean
y	1	30	74.80	8.479	1.548
	2	30	54.27	7.552	1.379

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
y	Equal variances assumed	.311	.579	9.905	58	.000	20.533	2.073	16.384	24.683
	Equal variances not assumed			9.905	57.240	.000	20.533	2.073	16.383	24.684

LESSON PLAN

School   : MTs Darul Hikmah Pekanbaru

Subject   : English

Skill Focus   : Reading

Class/ Semester : VIII/2

Time Allocated : 2 x 40 minutes

Standard Competence

> Comprehend the meaning of the simple short essay; recount text and narrative text to interact with the environment.

Based Competence

> Read aloud meaningfully the functional text and simple short essay of recount and narrative text with pronunciation, stressing, and acceptable intonation that relate to environ.

Indicator

- Read aloud and meaningful essay text of narrative/ recount text.

- Identify various meanings of narrative/ recount text.

I. Objectives of the Study:

    At the end of the lesson, students are expected to able to:

    - Read the text with a good pronunciation, stressing and intonation.

    - Identify the meaning based on the context of narrative/ recount.

II. Materials of Study

Read the text loudly

Thomas Alfa Edison

Thomas Alfa Edison was one of the greatest inventors of all time. He lived from 1847 until 1931.

He was born in Milan, Ohio, in1847. In 1854 his family moved to Port Huron, Michigan. When he was 12, he got very sick. As a result, he became partially deaf. He attended school for only three months there. So, his mother taught him reading, writing, and arithmetic.

In 1862, Edison saved a boy from being run over by a train. The boy's father operated the telegraph. Later, Edison made improvements to the telegraph.

In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. One of his inventions is the long-lasting light bulb.

Edison died in 1931. When he died all electric current in the country was turn off.

Although he did not have enough formal education and was deaf, he became a famous inventor. Once he said, "Genius is one percent inspiration and ninety-nine percent perspirations".

III. Method of Study: SCROL strategy

IV. The Steps of Activities

   1) Pre-Activity

- Greetings, praying, and checking students' attendant list
- Telling students about the objectives of study and giving motivation.
- Teacher explains some difficult vocabularies that related to the text.

   2) While-Activity

- Teacher divides students into six groups, each group consist of five students.

- Teacher hands out a recount text to each group.

- Teacher asks the students to survey the text and connect their prior knowledge with the text by answering these questions:

  ➢ What do I already know about this topic?

  ➢ What information might the writer present?

- Teacher asks the students to write down the key words from the text that might provide connection between them.

- Teacher asks the students to read the text

- Teacher asks the students to identify words and phrases that express important information about the text.

- Teacher asks the students to mark the text to point out important ideas and details.

- Teacher asks the students to outline the major ideas and supporting details without looking back at the text.

- Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.

- Teacher asks the students to correct any inaccurate information in their outline.

- Finally, teacher assesses students' work and discuss together.

3) Post-Activity

- Teacher asks the students difficulties while learning

- Teacher read the text one more time

- Teacher ask the students to practice at home

V. Resources/ Media :

a. Contextual learning book: English on Sky 2, Mukarto, dkk, Erlangga, 2006.

b. Board marker, whiteboard, relevant pictures.

VI. Assessment

a. Type of test : Reading test

b. Form of test : Objective test

c. Instruments : Students are required to reread the recount text

- Please read the text loudly with a good pronunciation!

- Please choose the right answer based on the text!

d. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final Score} = \frac{Total\ Correct\ Answer}{Total\ Item} \times 100$$

Pekanbaru, Mei 2nd, 2011

Known by,
Teacher   Researcher

MELIO FATRIA, S. Pd   **BELDA SUSANA**
                                                NIM. 10714000696

The Headmaster of
MTsN Darel Hikmah Pekanbaru

FIRDAUS, S. Ag

LESSON PLAN

School   : **MTs Darul Hikmah Pekanbaru**

Subject   : **English**

Skill Focus   : **Reading**

Class/ Semester   : **VIII/2**

Time Allocated   : **4 x 40 minutes**

Standard Competence

Comprehend the meaning of the simple short essay; recount text and narrative text to interact with surrounding environment.

Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of recount and narrative text.

Indicator
- Identify various meanings of narrative/ recount text.
- Identify language features of narrative/ recount text.
- Objectives of the Study:

  At the end of the lesson, students are expected to able to:

  - Identify various meanings based on the context of narrative/ recount text
  - Identify what are the language features of the narrative/ recount text.

- Materials of Study:

Read the text loudly

Thomas Alfa Edison

Thomas Alfa Edison was one of the greatest inventors of all time. He lived from 1847 until 1931.

He was born in Milan, Ohio, in1847. In 1854 his family moved to Port Huron, Michigan. When he was 12, he got very sick. As a result, he became partially deaf. He attended school for only three months there. So, his mother taught him reading, writing, and arithmetic.

In 1862, Edison saved a boy from being run over by a train. The boy's father operated the telegraph. Later, Edison made improvements to the telegraph.

In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. One of his inventions is the long-lasting light bulb.

Edison died in 1931. When he died all electric current in the country was turn off.

Although he did not have enough formal education and was deaf, he became a famous inventor. Once he said, "Genius is one percent inspiration and ninety-nine percent perspirations".

- Method of Study: SCROL strategy

- The Steps of Activities

1) Pre-Activity

- Greetings, praying, and checking students' attendant list
- Telling students about the objectives of study and giving motivation.
- Teacher asks some of the students to repeat reading the recount text loudly with a good intonation and pronunciation.

2) While-Activity

- Teacher divides students into six groups, each group consist of five students.

- Teacher hands out a recount text to each group.

- Teacher asks the students to survey the text by answering these questions:

  ➢ What do I already know about this topic?

  ➢ What information might the writer present?

- Teacher asks the students to write down the key words from the text that might provide connection between them.

- Teacher asks the students to read the text

- Teacher asks the students to identify words and phrases that express important information about the text.

- Teacher asks the students to mark the text to point out important ideas and details.

- Teacher asks the students to outline the major ideas and supporting details without looking back at the text.

- Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.

- Teacher asks the students to correct any inaccurate information in their outline.

- Finally, teacher assesses students' work and discuss together.

3) Post-Activity

- Teacher asks the students difficulties while learning

- Teacher gives the students homework.

- Resources/ Media :

a. Contextual learning book: English on Sky 2, Mukarto, dkk, Erlangga, 2006.

b. Board marker, whiteboard, relevant pictures.

- Assessment

a. Type of test : Reading test
b. Form of test : Objective test
c. Instruments :

- Choose the correct answer based on the text!
- Complete the following sentences using the information from the text!

d. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final Score} = \frac{\textit{Total Correct Answer}}{\textit{Total Item}} \times 100$$

Pekanbaru, Mei 4th, 2011

Known by,
Teacher

Researcher

MELIO FATRIA, S. Pd

BELDA SUSANA
NIM. 10714000696

The Headmaster of
MTsN Darel Hikmah Pekanbaru

FIRDAUS, S. Ag

LESSON PLAN

School   : MTs Darul Hikmah Pekanbaru

Subject   : English

Skill Focus   : Reading

Class/ Semester   : VIII/2

Time Allocated   : 2 x 40 minutes

Standard Competence

Comprehend the meaning of the simple short essay; recount text and narrative text to interact with surrounding environment.

Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of recount and narrative text.

Indicator

- Identify various meanings of narrative/ recount text.

- Identify communicative purpose of narrative/ recount text.

I.   Objective of the Study:

At the end of the lesson, students are expected to able to:

- Identify various meanings based on the context of narrative/ recount text

- Identify the communicative purpose of the narrative/ recount text.

II. Materials of the Study

Our Trip to the Blue Mountain

On Friday, we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday, we saw the Three Sisters and went on the scenic railway. It was scary. Then, My Mother and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday, we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home

---

III. Method/Technique: SCROL strategy

IV. The Steps of Activities

1) Pre-Activity

- Greetings, praying, and checking students' attendant list
- Teacher asks the students about the previous lesson.
- Teacher explains some difficult vocabularies that related to the text.

2) While-Activity

- Teacher divides students into six groups, each group consist of five students.

- Teacher hands out a recount text to each group.

- Teacher asks the students to survey the text by answering these questions:

  ➢ What do I already know about this topic?

  ➢ What information might the writer present?

- Teacher asks the students to write down the key words from the text that might provide connection between them.

- Teacher asks the students to read the text

- Teacher asks the students to identify words and phrases that express important information about the text.

- Teacher asks the students to mark the text to point out important ideas and details.

- Teacher asks the students to outline the major ideas and supporting details without looking back at the text.

- Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.

- Teacher asks the students to correct any inaccurate information in their outline.

- Finally, teacher assesses students' work and discuss together.

3) Post-Activity

- Teacher asks the students difficulties while learning and gives the feedback about it.

- Teacher collects students' homework.

V. Resources/ Media :

    a. Contextual learning book: English on Sky 2, Mukarto, dkk, Erlangga, 2006.

    b. Board marker, whiteboard, relevant pictures.

VI. Assessment

    a. Type of test : Written test

    b. Form of test : Essay

    c. Instruments :

- Choose the correct answer based on the text!
- Answer the following questions based on the text!

    d. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\textbf{Final Score} = \frac{\textit{Total Correct Answer}}{\textit{Total Item}} \textbf{ x 100}$$

Pekanbaru, Mei 11, 2011

Known by,
Teacher   Researcher

MELIO FATRIA, S. Pd   **BELDA SUSANA**
                                                                 NIM. 10714000696

The Headmaster of
MTsN Darel Hikmah Pekanbaru

FIRDAUS, S. Ag

LESSON PLAN

School   : **MTs Darul Hikmah Pekanbaru**

Subject   : **English**

Skill Focus   : **Reading**

Class/ Semester   : **VIII/2**

Time Allocated   : **4 x 40 minutes**

Standard Competence

> Comprehend the meaning of the simple short essay; recount text and narrative text to interact with surrounding environment.

Based Competence

> Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of recount and narrative text.

Indicator

- Identify various meanings of narrative/ recount text.

- Identify rhetorical steps of narrative/ recount text.

I.   Objective of the Study:

> At the end of the lesson, students are expected to able to:

- Identify various meanings based on the context of narrative/ recount text

- Identify the rhetorical steps of the narrative/ recount text.

II. Materials of the Study

> **Anita's Birthday Party**
>
> Last Sunday, Anita had a party in her house. Her house was full of flowers and colorful balloons. It was Anita's birthday party. Her classmates and her neighbors came to her house. They attended the party. They wore colorful clothes and brought parcels.
>
> Anita wore a beautiful dress. She gave speech to them. After that she blew candles and cut the birthday cake. Next, all of them sang a birthday song together. They are also clapped their hands. Then they ate some cakes and drank some soft drink. After that they went home. The party was really fun

III. Method/Technique: SCROL strategy

IV. The Steps of Activities

1) Pre-Activity

- Greetings, praying, and checking students' attendant list
- Telling students about the objectives of study and giving motivation.
- Teacher explains some difficult vocabularies that related to the text.

2) While-Activity

- Teacher divides students into six groups, each group consist of five students.
- Teacher hands out a recount text to each group.
- Teacher asks the students to survey the text by answering these questions:
  - ➢ What do I already know about this topic?
  - ➢ What information might the writer present?

- Teacher asks the students to write down the key words from the text that might provide connection between them.

- Teacher asks the students to read the text

- Teacher asks the students to identify words and phrases that express important information about the text.

- Teacher asks the students to mark the text to point out important ideas and details.

- Teacher asks the students to outline the major ideas and supporting details without looking back at the text.

- Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.

- Teacher asks the students to correct any inaccurate information in their outline.

- Finally, teacher assesses students' work and discuss together

3) Post-Activity

- Teacher asks the students difficulties while learning.

- Teacher gives the students quiz.

V. Resources/ Media :

a. Contextual learning book: English on Sky 2, Mukarto, Erlangga, 2006.

b. Board marker, whiteboard, relevant script and pictures.

VI. Assessment

    a. Type of test : Reading test

    b. Form of test : Multiple Choice

    c. Instrument : Choose the correct answer based on the text!

    d. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final Score} = \frac{Total\ Correct\ Answer}{Total\ Item} \text{ x 100}$$

Pekanbaru, Mei 18, 2011

Known by,
Teacher   Researcher

MELIO FATRIA, S. Pd   **BELDA SUSANA**
                                             NIM. 10714000696

The Headmaster of
MTsN Darel Hikmah Pekanbaru

FIRDAUS, S. Ag

LESSON PLAN

School   : MTs Darul Hikmah Pekanbaru

Subject   : English

Skill Focus   : Reading

Class/ Semester   : VIII/2

Time Allocated   : 4 x 40 minutes

Standard Competence

Comprehend the meaning of the simple short essay; recount text and narrative text to interact with surrounding environment.

Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of recount and narrative text.

Indicator

- Identify various meanings of narrative/ recount text.
- Identify rhetorical steps of narrative/ recount text.
- Identify the language features of the narrative/ recount text.

I. Objective of the Study:

At the end of the lesson, students are expected to able to:

- Identify various meanings based on the context of narrative/ recount text
- Identify the rhetorical steps of the narrative/ recount text.
- Identify the language features of narrative/ recount text.

II. Materials of the Study

My Day at the Beach

Last weekend my family and I went to Rongkang near our grandparent's house. The day was sunny and hot, of course. It was on June. That's why the day was very bright. In our country, Indonesia, we had two seasons. There were dry season started from November and ended in March. The view was so beautiful. There were many people at the beach. Most of them were teenagers.

We were having fun. We build a sandcastle. We had to rebuild it twice before it really stood up. The first attempt failed because we build it too close to the water. And the second attempt, the successful one, was just right. The spot we choose was not too close to the water and the mixture was good.

Our parents love our work. Some people who passed our castle loved it too. They even took pictures near our castle. We were so proud of our work that day.

III. Method/Technique: SCROL strategy

IV. The Steps of Activities

    1) Pre-Activity

- Greetings, praying, and checking students' attendant list

- Teacher asks the students about the previous lesson.
- Teacher explains some difficult vocabularies that related to the text

2) While-Activity

- Teacher divides students into six groups, each group consist of five students.
- Teacher hands out a recount text to each group.
- Teacher asks the students to survey the text by answering these questions:
  - ➢ What do I already know about this topic?
  - ➢ What information might the writer present?
- Teacher asks the students to write down the key words from the text that might provide connection between them.
- Teacher asks the students to read the text
- Teacher asks the students to identify words and phrases that express important information about the text.
- Teacher asks the students to mark the text to point out important ideas and details.
- Teacher asks the students to outline the major ideas and supporting details without looking back at the text.
- Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.
- Teacher asks the students to correct any inaccurate information in their outline.

- Finally, teacher assesses students' work and discuss together.

3) Post-Activity

- Teacher asks the students difficulties while learning.

- Teacher gives the students homework.

V. Media :

a. Contextual learning book: English on Sky 2, M,ukarto, Erlangga, 2006.

b. Board marker, whiteboard, relevant text and pictures.

VI. Assessment

a. Type of test : Reading test
b. Form of test : Multiple Choice and essay
c. Instrument   :

- Answer the following question based on the text!
- Choose the best options, a, b, c, or d.

d. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final Score} = \frac{Total\ Correct\ Answer}{Total\ Item} \times 100$$

Pekanbaru, Mei 25, 2011

Known by,
Teacher   Researcher

<u>MELIO FATRIA, S. Pd</u>   **<u>BELDA SUSANA</u>**
                                          NIM. 10714000696

The Headmaster of
MTsN Darel Hikmah Pekanbaru

<u>FIRDAUS, S. Ag</u>

APPENDIX 2

STUDENTS' SCORE IN TRY OUT
(ITEM DIFFICULTIES)

Ss' No	Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total Correct
1	Students	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	1	1	0	1	1	0	0	1	0	1	1	0	0	0	15
2	Students	1	0	0	1	1	1	0	1	0	0	1	1	0	0	0	1	1	1	0	1	0	1	1	0	0	0	0	0	1	0	14
3	Students	0	1	0	1	0	0	1	0	1	1	0	1	0	1	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	17
4	Students	1	1	1	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	11
5	Students	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	1	1	21
6	Students	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	0	11
7	Students	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	14
8	Students	0	1	1	0	1	0	0	1	1	0	1	0	0	1	0	0	0	0	1	1	0	1	1	1	0	1	1	0	0	0	14
9	Students	1	1	0	0	1	0	0	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	1	1	0	13
10	Students	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	0	1	12
11	Students	0	1	1	1	1	1	0	0	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	14
12	Students	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	16
13	Students	0	1	1	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	0	0	15
14	Students	1	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	1	0	0	0	1	0	12
15	Students	0	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	0	0	0	1	1	1	0	0	1	15
16	Students	0	1	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	16
17	Students	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	0	1	1	0	14
18	Students	1	0	1	0	1	0	1	0	0	1	1	0	0	0	1	1	0	0	0	1	0	0	1	0	1	0	0	1	0	0	12
19	Students	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	1	0	12
20	Students	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	15
21	Students	1	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	14
22	Students	0	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	0	1	18
23	Students	0	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	0	0	0	1	1	0	0	0	0	1	1	1	1	1	14
24	Students	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	0	1	1	1	0	1	1	1	1	1	13
25	Students	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	0	0	14
26	Students	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	0	0	1	0	0	0	18
27	Students	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	0	1	1	1	11
28	Students	0	0	1	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	1	1	13
29	Students	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	0	0	0	0	1	0	17
30	Students	0	1	0	0	1	0	0	0	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	19
R		13	22	14	16	17	7	15	12	12	16	16	15	8	18	12	17	14	17	12	18	16	10	15	16	16	12	16	15	17	12	
p		0.43	0.73	0.46	0.53	0.56	0.23	0.5	0.4	0.4	0.53	0.53	0.5	0.26	0.6	0.4	0.56	0.46	0.56	0.4	0.6	0.53	0.33	0.5	0.53	0.53	0.4	0.53	0.5	0.56	0.4	
q		0.57	0.27	0.54	0.47	0.44	0.77	0.5	0.6	0.6	0.47	0.47	0.5	0.47	0.4	0.6	0.44	0.54	0.44	0.6	0.4	0.47	0.67	0.5	0.47	0.47	0.6	0.47	0.5	0.44	0.6	
		A	R	A	A	A	R	A	A	A	A	A	A	R	A	A	A	A	A	A	A	A	R	A	A	A	A	A	A	A	A	
E/D			E				D							D									D									

$ST = Students' total score$

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

N = Number of Students taking the test

R = The number of correct answers

E/D = Easy / Difficult

R = Rejected

A = Accepted

Item Difficulties Scale

(Rejected) $.3 < ACC < .7$ (Rejected)

Based on the table above, it can be seen that there are some items categorize as rejected items of the instruments. They are item no: 2, 6, 13, 22.

APPENDIX 10

<div align="center">

OBSERVATION LIST

</div>

Meeting : 1

Date : May 2nd, 2011

NO	REQUIREMENT			
	SECTION	**PREFATORY ACTIVITY**	**YES**	**NO**
1	A	Greeting, praying, and checking students' attendant list.		
	B	Researcher telling students about the objective of the study and gives motivation.		
	C	Researcher explains some difficult vocabularies that relate to the text.		
2		**PRIMARY ACTIVITY**		
	A	Researcher divides students into six groups.		
	B	Researcher hands out a recount text to each group		
	C	Researcher asks the students to survey the text and active their prior knowledge by answering these questions: - What do I already know about this topic? - What information might the writer present?		
	D	Researcher asks the students to connect their ideas, begin with text to self, text to world, and the last is text to text.		
	E	Researcher asks the students to read the text and asks them to identify words and phrases that express important information about the text.		
	F	Researcher asks the students to mark the text to point out important ideas and details.		
	G	Researcher asks the students to outline the major ideas and supporting details without looking back at the text.		
	H	Researcher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.		
	I	Researcher asks the students to correct inaccurate information in their outline.		
	J	Finally, researcher assesses students' work and discuss together.		
3		**CLOSING ACTIVITY**		
	A	Researcher asks the students' difficulties while learning.		
	B	Researcher reads the text one more time.		
	C	Researcher asks the students to practice at home.		
		TOTAL		

Observer

Melio Fatria, S. Pd

APPENDIX 11

OBSERVATION LIST

Meeting : 2 - 3

Date : May 4th, 2011

NO	SECTION	REQUIREMENT	YES	NO
		PREFATORY ACTIVITY		
1	A	Greeting, praying, and checking students' attendant list.		
	B	Researcher telling students about the objective of the study and gives motivation.		
	C	Researcher asks some of the students to repeat reading the recount text loudly with a good intonation and pronunciation.		
2		**PRIMARY ACTIVITY**		
	A	Researcher divides students into six groups.		
	B	Researcher hands out a recount text to each group		
	C	Researcher asks the students to survey the text and active their prior knowledge by answering these questions: • What do I already know about this topic? • What information might the writer present?		
	D	Researcher asks the students to connect their ideas, begin with text to self, text to world, and the last is text to text.		
	E	Researcher asks the students to read the text and asks them to identify words and phrases that express important information about the text.		
	F	Researcher asks the students to mark the text to point out important ideas and details.		
	G	Researcher asks the students to outline the major ideas and supporting details without looking back at the text.		
	H	Researcher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.		
	I	Researcher asks the students to correct inaccurate information in their outline.		
	J	Finally, researcher assesses students' work and discuss together.		
3		**CLOSING ACTIVITY**		
	A	Researcher asks the students' difficulties while learning.		
	B	Researcher gives homework to the students.		
		TOTAL		

Observer

Melio Fatria, S. Pd

APPENDIX 12

<p style="text-align:center">**OBSERVATION LIST**</p>

Meeting : 4

Date : May 11, 2011

NO	SECTION	REQUIREMENT	YES	NO
		PREFATORY ACTIVITY		
1	A	Greeting, praying, and checking students' attendant list.		
	B	Researcher asks the students about the previous lesson.		
	C	Researcher explains some difficult vocabularies that related to the text.		
		PRIMARY ACTIVITY		
2	A	Researcher divides students into six groups.		
	B	Researcher hands out a recount text to each group		
	C	Researcher asks the students to survey the text and active their prior knowledge by answering these questions: • What do I already know about this topic? • What information might the writer present?		
	D	Researcher asks the students to connect their ideas, begin with text to self, text to world, and the last is text to text.		
	E	Researcher asks the students to read the text and asks them to identify words and phrases that express important information about the text.		
	F	Researcher asks the students to mark the text to point out important ideas and details.		
	G	Researcher asks the students to outline the major ideas and supporting details without looking back at the text.		
	H	Researcher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.		
	I	Researcher asks the students to correct inaccurate information in their outline.		
	J	Finally, researcher assesses students' work and discuss together.		
		CLOSING ACTIVITY		
3	A	Researcher asks the students' difficulties while learning.		
	B	Researcher collects the students' homework		
		TOTAL		

Observer

Melio Fatria, S. Pd

APPENDIX 13

OBSERVATION LIST

Meeting : 5 - 6

Date : **May 18, 2011**

NO	SECTION	REQUIREMENT	YES	NO
		PREFATORY ACTIVITY	**YES**	**NO**
1	A	Greeting, praying, and checking students' attendant list.		
	B	Researcher tells students about the objectives of study and gives motivation.		
	C	Researcher explains some difficult vocabularies that related to the text.		
2		**PRIMARY ACTIVITY**		
	A	Researcher divides students into six groups.		
	B	Researcher hands out a recount text to each group		
	C	Researcher asks the students to survey the text and active their prior knowledge by answering these questions: • What do I already know about this topic? • What information might the writer present?		
	D	Researcher asks the students to connect their ideas, begin with text to self, text to world, and the last is text to text.		
	E	Researcher asks the students to read the text and asks them to identify words and phrases that express important information about the text.		
	F	Researcher asks the students to mark the text to point out important ideas and details.		
	G	Researcher asks the students to outline the major ideas and supporting details without looking back at the text.		
	H	Researcher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.		
	I	Researcher asks the students to correct inaccurate information in their outline.		
	J	Finally, researcher assesses students' work and discuss together.		
3		**CLOSING ACTIVITY**		
	A	Researcher asks the students' difficulties while learning.		
	B	Researcher gives quiz to the students.		
		TOTAL		

Observer

Melio Fatria, S. Pd

APPENDIX 14

OBSERVATION LIST

Meeting : 7 - 8

Date : May 25, 2011

NO	SECTION	REQUIREMENT	YES	NO
		PREFATORY ACTIVITY		
1	A	Greeting, praying, and checking students' attendant list.		
	B	Researcher asks the students about the previous lesson.		
	C	Researcher explains some difficult vocabularies that related to the text.		
		PRIMARY ACTIVITY		
2	A	Researcher divides students into six groups.		
	B	Researcher hands out a recount text to each group		
	C	Researcher asks the students to survey the text and active their prior knowledge by answering these questions: • What do I already know about this topic? • What information might the writer present?		
	D	Researcher asks the students to connect their ideas, begin with text to self, text to world, and the last is text to text.		
	E	Researcher asks the students to read the text and asks them to identify words and phrases that express important information about the text.		
	F	Researcher asks the students to mark the text to point out important ideas and details.		
	G	Researcher asks the students to outline the major ideas and supporting details without looking back at the text.		
	H	Researcher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.		
	I	Researcher asks the students to correct inaccurate information in their outline.		
	J	Finally, researcher assesses students' work and discuss together.		
		CLOSING ACTIVITY		
3	A	Researcher asks the students' difficulties while learning.		
	B	Researcher gives homework to the students.		
		TOTAL		

Observer

Melio Fatria, S. Pd

3. What is the communicative purpose of the text above?

   a. To describe about Anita   c. To entertain the reader

   b. To retell about Anita's birthday party   d. To inform about birthday

4. Based on the text which one of the following statements is incorrect?

   a. Anita celebrates her birthday party last Sunday.

   b. Anita's friends and neighbors came to her house.

   c. The birthday party was really fun.

   d. Anita's house was full of balloons and butterfly.

5. What is the reorientation of the text above?

   a. After that they went home   c. The party was really fun

   b. The party was really bad   d.They sang a birthday song together

READING II

Our Trip to the Blue Mountain

On Friday, we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday, we saw the Three Sisters and went on the scenic railway. It was scary. Then, My Mother and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday, we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home.

6. We went on the Scenic Skyway and it rocked (3rd paragraph). What does the word "it" refers to?

   a. Three Sisters   c. Antique Shop

   b. Scenic Railway   d. Scenic Skyway

7. What did the writer do with her mother and Della after they saw the Three Sisters and went on the Scenic Railway?

   a. They went on the Scenic Skyway.   c. They went shopping.

   b. They went home.   d. They did not go anywhere.

8. Where did the writer and her mother stayed?

    a. At David and Della's Hotel

    b. At David's hotel

    c. At Della's house

    d. At David and Della's house

9. The generic structure of the text above is…?

    a. Orientation - Complication - Resolution

    b. Orientation - Resolution - Series of Events

    c. Orientation - Series of Events - Reorientation

    d. Orientation - Series of events - Resolution

10. What is the kind of the text above?

    a. Recount text   c. Descriptive text

    b. Narrative text   d. Report text

READING III
CATS!

One day, my brother and I were playing badminton behind our house when I saw a cat on our mango tree. It looked scared and we thought it couldn't get down. So, we decided to do something. First, I help my brother to climb the tree. He reached the cat and passed it to me. It was difficult because the tree was so high. When my brother began to come down, a branch broke. He couldn't move up or down. I went inside the house and asked dad to help my brother. Then, he borrowed a ladder from our neighbor and helps my brother down. As soon as my father left, the cat climbed the tree again. This time we didn't try to help it.

11. What is the topic of the text above?

    a. Playing badminton

    b. A cat

    c. Climb the tree

    d. The effort of helping a cat

12. Where did the writer and his brother play badminton?

   a. Beside their house   c. Beside the mango tree

   b. Behind the mango tree   d. Behind their house

13. What words are used to show the sequence of events?

   a. One day – First – Last

   b. One day – Then – Finally

   c. One day – First – Then

   d. One day – Then – Last

14. What makes his brother could not come down from the tree?

   a. Because the tree was so high

   b. Because he was afraid to jump

   c. Because a branch broke

   d. Because there is no ladder to come down

15. What did the writer do after a branch broke?

   a. He climbed the tree

   b. He borrowed a ladder from his neighbor

   c. He went inside the house and asked his dad to help his brother

   d. He helped his brother

16. As soon as my father left, the cat climbed the tree again (line 7). What does the underline word mean?

   a. Quickly after his father left

   b. Before his father left

   c. While his father walk away

   d. After his father walk away

17. How did the writer close the story?

   a. He tried to help the cat get down from the tree

   b. He decided to asked his father's help

   c. He decided not to help the cat get down from the tree

   d. His brother climb the tree

READING IV

My mother and I went shopping to Pasar Johar Market last Sunday. We stopped a bus at 8 a.m, and got there at 10 a.m.

We went to the fruit section. We bought two kilograms of guavas and three papayas. After that, we went to the fish section to buy two kilograms of fresh fish. Next, we went to the fashion shop to buy dresses for my sister. Pasar johar was very hot at that time. I felt so thirsty, so I asked my mother to have some drink at a small food stall nearby

We went home at 11 a.m by taxy because we had to go to our family in Semarang.

18. What is the best title of the text above?

    a. Going to Johar Market   c. Shopping

    b. Unforgettable journey   d. My activity on Sunday

19. How long did Any on the way to go to the market?

    a. Two o'clock   c. Three hours

    b. Two hours   d. Ten o'clock

20. Where did Any go after she bought a dress for her sister?

    a. To the fashion shop   c. To the fruit shop

    b. To the fish shop   d. To the small food stall

21. The following orientations bellow are incorrect, *except*?

    a. Who: Any's Mother; When: at 8 a.m; Where: At Fruit shop; What: Have some drink.

    b. Who: Any; When: On Sunday; Where: At Fish shop; What: bough a fress fish.

    c. Who: Any and her Mother; When: On Sunday; Where: At Johar Market; What: Shopping.

    d. Who: Any; When:at 10 a.m; Where: At small food stall; What: bought a dress.

22. The generic structure of the text above is…?

    a. Orientation-Complication-Resolution

    b. Orientation-Resolution-Series of Events

c. Orientation-Series of Events-Reorientation

d. Orientation-Series of Events-Resolution

23. When did Any and her mother went home?

a. At 11 p.m

c. At 8 a.m

b. At 10 a.m

d. At 11 a.m

READING V
Albert Einstein

Albert Einstein was born near the end of the 1800s in Ulm, Germany. He graduated from the University of Zurich in Switzerland at age 26. That was also when when he did his famous work in physics. Fourteen years letter he won the Nobel Prize for Physics.

For the next ten years he lived in Germany and traveled a lot to talk to other scientists. Then in the early 1930s he had to leave Germany because of Hitler and Nazy party. From that time until his death he lived in Princeton, New Jersey. He passed away at the age of 74.

24. Who is Albert Einstein?

a. A student

c. A physicist

b. A scientist

d. A journalist

25. Where did Albert Einstein lived before he lived in Princetone?

a. In Zurich

c. In New Jersey

b. In Switzerland

d. In Germany

26. What is the communicative purpose of the text above?

a. To describe about Albert Einstein

b. To entertain the reader

c. To retell about Albert Einstein

d. To inform the reader about Albert Einstein

27. When did Albert Einstein win the Nobel Prize?

a. In 1840

c. In 1842

b. In 1800

d. In 1930

28. Albert Eistein graduated his study at the age of 26. Where did he study?

    a. Ohio University   c. Oxford University

    b. Zurich University   d. Melbourne University

READING VI

Went to the Wedding Party

Hi, everybody. Let me tell you something. Last night, I went to my neighbor's wedding party with my family. You know, it was the wedding party of my dad's boss's son.

Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in the traditional wedding like this one. Then, I had, you know what, some *dawet ayu*. After that, I sang for the happy couple.

At about 9 p.m we went home. We arrived home rather late. I felt really happy.

29. Whose party was it?

    a. The writer's wedding party   c. The son of the writer's dad's boss

    b. The writer's boss   d. The writer's son

30. What is the main idea of paragraph 2?

    a. Ana's activity at the party

    b. Ana;s meals at the party

    c. Rawon, sate Madura, and dawet ayu

    d. Ana's song at the party

31. Based on the text, what did the writer have for dinner first?

    a. She had rawon and fried rice

    b. She had sate madura and dawet ayu

    c. She had dawet ayu

    d. She had rawon and sate Madura

32. The word "it" in line 4 refers to..?

   a. The party   c. The traditional Wedding

   b. Sate Madura and dawet ayu   d. Rawon and sate Madura

READING VII

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand and divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge with their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

33. What is the best title of the text above?

    a. Went to Bunaken Island

    b. The Marine Life of Bunaken

    c. Diving in Bunaken Island

    d. My diving Experience

34. What is the kind of the text above?

   a. Recount text   c. Narrative text

   b. Descriptive text   d. Procedural text

35. The following sentences are correct, *except*?

    a. The writer lives in New Zealand

    b. The writer saw just one tiny fish in the sea

    c. The writer have no knowledge about tiny fish

    d. The writer think that the place is boring

Good Luck

5. The generic structure of the text above is…?
   a. Orientation - Complication - Resolution
   b. Orientation - Resolution - Series of Events
   c. Orientation - Series of Events - Reorientation
   d. Orientation - Series of events – Resolution

Text II
Read this text, then answer question 6 to 10.

My Day at the Beach

    Last weekend my family and I went to Rongkang near our grandparent's house. The day was sunny and hot, of course. It was on June. That's why the day was very bright. In our country, Indonesia, we had two seasons. There were dry season started from November and ended in March. The view was so beautiful. There were many people at the beach. Most of them were teenagers.

    We were having fun. We build a sandcastle. We had to rebuild it twice before it really stood up. The first attempt failed because we build it too close to the water. And the second attempt, the successful one, was just right. The spot we choose was not too close to the water and the mixture was good.

    Our parents love our work. Some people who passed our castle loved it too. They even took pictures near our castle. We were so proud of our work that day.

6. Where did the writer go with her family last weekend?
   a. To the mountain   c. To the market
   b. To the beach   d. To the castle

7. There are two seasons in Indonesia, what are they?
   a. Rain season and dry season
   b. Dry season and winter season
   c. Rain season and spring season
   d. Dry season and spring season

8. Based on the text which one of the reorientations below is correct?
   a. We are so proud of our holiday at the beach
   b. I am so proud of my work that day
   c. We are so proud of our work that day
   d. I am so proud of you

9. We had to rebuild it twice before it really stood up (paragraph 2). What does the word "it" refers to?
   a. The season   c. The beach
   b. The sandcastle   d. The castle

10. The following sentences are correct, *except*?
    a. The grandparent's house is near the beach
    b. There are so many people at grandparent's house
    c. Some people took pictures near the sandcastle
    d. The dry season ended on March

Text III
This text is for question 11 to 15.

SHOCKING WATER

Rina is one of the students at SMP 1 Pekanbaru. Last Monday, after the bell rang for the rest time, she went to the cantin near her class. She went there with her classmate, Ayu. Rina ordered a bowl of noodle, while Ayu just drank a soft drink.

Because Rina was so hungry, she directly ate the noodle without fanned it first. After she ate it, she threw the noodle out of her mouth. She was shock, because the water of the noodle was so hot. And then, Rina asked Ayu to pass her the cold water. A few minutes later, Rina realized that her tongue was so red and untested at all. Finally, Miss. Lissa, an English teacher, gave Rina a medicine in school's UKS. Rina promised to herself not to eat anything hot without fanned it first.

11. When did the story happen?
    a. At the rest time   c. At the cantin
    b. When the bell rank   d. Last Monday

12. Who is Ayu?
    a. Rina's classmate   c. Rina's English teacher
    b. Rina's sister   d. Rina's neighbor

13. The generic structure of the text above is…?
    a. Orientation - Complication - Resolution
    b. Orientation - Resolution - Series of Events
    c. Orientation - Series of Events - Reorientation
    d. Orientation - Series of events – Resolution

14. What words are used to show the series of events?
    a. Last Monday – After that – And then - A few minutes later – Finally
    b. Last Monday – A few minutes left – Finally
    c. Last Sunday – After that – A few minutes later – and then
    d. Last Sunday – A few minutes later – Finally

15. What was Rina asked to Ayu after she ate the noodle?
    a. She asked Ayu to passed her a medicine

b. She asked Ayu to passed her a medicine
c. She asked Ayu to passed her the cold water
d. She asked Ayu to passed her the hot water

Text IV
Read the following text to answer questions 16 to 20.

Christina Aguilera

Christina Aguilera is one of the best female singers. She was born in State Island, New York on December 18th, 1980. At the age of 6, she moved to Pennsylvania and lived there with her grandmother. She recorded her first song when she was 14. In 1993, she joined the Disney Channel with Britney Spears and Justin Timberlake. In 1998, she was selected to record the song *Reflection* for *Mulan* movie. She won the Best New Artist award at the 2000 Grammy Awards. And finally, on November 19, 2005, she married with Jordan Bratman.

16. Who is Christina Aguilera?
    a. The best female dancer   c. A dentist
    b. The best female singer   d. An actor

17. When and where was Cristina Aguilera born?
    a. On December 18th, 1988, in State Island, New York.
    b. On December 8, 1980, in State Island, New York.
    c. On December 18th, 1980, In State Island, New Jersey.
    d. On December 18th, 1980, in State Island, New York.

18. Which one of the following statement is incorrect?
    a. Christina Aguilera lived with her grandmother in Pennsylvania
    b. She married with Adam Jordan in 2005
    c. She recorded her first song at the age of 14
    d. She knows Britney Spears and Justin Timberlake

19. She recorded her first song when she was 14 (line 3). The word "her" is refers to…?
    a. Britney Spears   c. Her grandmother
    b. Christina Aguilera   d. Justin Beiber

20. What is the communicative purpose of the text above?
    a. To describe about Christina Aguilera
    b. To entertain the reader
    c. To retell about Christina Aguilera
    d. To inform the reader about Christina Aguilera

Text V
Read the following text to answer questions 21 to 25.

In the Beach

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we walk along the beach on foot. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We rolled out a mat on the grounded and meals together. While eating, we saw many things. Many children built sand castles.

21. Why the writer went to the beach with his family?
    a. To refresh their mind and enjoy fresh air   c. To swim in the sea
    b. To refresh his mind only   d. To take a rest

22. What did the writer do after parking the car?
    a. He made a sandcastle   c. He looked for place to take a rest
    b. He rolled out the mat   d. He went home

23. Did they bring meals to the beach?
    a. No, they did not   c. No, They do
    b. Yes, they did   d. Yes, but lost

24. The following sentences are incorrect, except?
    a. The writer did not bring a mat and meals to the beach
    b. There is no children built sand castle at the beach
    c. The writer went to the beach early in the morning
    d. They went to the beach by motorcycle

25. The main idea of paragraph 2 is?
    a. Parking the car   c. Parking
    b. Walking along the beach   d. Their feelings after walking along
                                        the beach

Good Luck

POST TEST OF READING COMPREHENSION

MADRASAH TSANAWIYAH DARUL HIKMAH PEKANBARU

TAHUN PELAJARAN 2010/2011

Text I

Read the following text to answer question 1 to 5!

The Garden

I went to the garden last week with my friends, and I saw they loved the scenery of the garden. There were flowers, trees, and other fruits. Me and my friends were played, ran, and captured another photos. The weather was so cool, my friends were so noisy. I enjoyed the apples, roses, and more, and my friends were still noisy. I though what is the matter with them exactly? And I found them watched the rainbow above the mountain. I was so happy with that experience.

1. What is the kind of the text above?
   a. Narrative text   c. Descriptive text
   b. Recount text   d. Report text

2. Why the writer's friends were so noisy?
   a. Because they were very happy in the garden
   b. Because they want to noisy
   c. Because the weather was so cold
   d. Because they watched the rainbow above the mountain

3. With whom the writer went to the garden?
   a. With her classmate   c. With her family
   b. With her friends   d. With her cousin

4. When did the writer go to the garden?
   a. In the morning   c. Last Month
   b. On Monday   d. Last Week

APPENDIX 4

THE KEY ANSWER FOR POST-TEST INSTRUMENT

1. B	6. B	11. A	16. B	21. A
2. D	7. A	12. A	17. D	22. C
3. B	8. C	13. C	18. B	23. B
4. D	9. B	14. A	19. B	24. C
5. C	10. B	15. C	20. D	25. D