

**THE EFFECT OF USING READ RATE AND REREAD STRATEGY
TOWARD READING COMPREHENSION AT THE
SECOND YEAR STUDENTS OF
SMAN 12 PEKANBARU**



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1434 H/2013 M**

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Thesis

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ABSTRAK

Muhammad Rais (2012): The Effect of Using Read, Rate and Reread Strategy toward the Reading Comprehension at the Second Year Students of State Senior High School 12 Pekanbaru

Berdasarkan studi pendahuluan penulis, ditemukan bahwa siswa belum mampu memahami bacaan dalam buku teks pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari teks bacaan, memiliki kesulitan dalam mendeskripsikan teks narasi dan memiliki kesulitan dalam menganalisis teks bacaan. Jadi, penulis tertarik untuk melakukan penelitian tentang masalah tersebut.

Tujuan penelitian ini adalah untuk menemukan kemampuan membaca siswa dengan menggunakan strategi konvensional, untuk menemukan kemampuan membaca siswa dengan menggunakan Strategi Read, Rate and Reread dan untuk mendapatkan pengaruh penggunaan Strategi Read, Rate and Reread terhadap pemahaman membaca siswa.

Desain penelitian yang digunakan adalah Quasi-Experiment (*non-equivalent control group design*). Dalam pengumpulan data, penulis menggunakan tes. Tes ini digunakan untuk mengumpulkan data tentang kemampuan siswa dalam membaca. Ada dua macam tes: *Pre-tes* digunakan untuk menentukan kemampuan membaca siswa sebelum mendapatkan perlakuan dan *Post-tes* digunakan untuk menentukan kemampuan membaca siswa setelah mendapatkan perlakuan. Dengan mengumpulkan data dari pre tes dan post tes dari kedua tritmen dan kontrol, pengaruh dari tritmen dianalisa kedalam *Independent T-test Formula* dengan menggunakan software SPSS 16.

Berdasarkan hasil temuan penelitian, nilai t_0 lebih besar dari t_{tabel} . Sehingga h_0 ditolak dan h_a diterima. Itu berarti ada pengaruh yang signifikan penggunaan strategi Read, Rate and Reread terhadap pemahaman membaca siswa. Sehingga dapat disimpulkan bahwa pemahaman membaca siswa yang diajar dengan menggunakan strategi Read, Rate and Reread lebih baik dari pemahaman membaca siswa yang diajar dengan menggunakan strategi conventional.

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The Writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.¹ Reading is one of the language skills that must be learned at any level of education. Reading is a complex process involving word recognition, comprehension, fluency, and motivation². It is important for the students to master reading because one of the purposes in one language is enable to read. Reading is not only a process to identify text structure, vocabulary and grammar but also understand the meaning of the text contextually.

According to Kalayo and Ansyari, reading is an activity with a purpose³. The purpose of the reading will be achieved not only when the reader comprehend the reading text as well but also when the readers 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 senior High school level are strongly expected to know the strategy of reading skill to comprehend the reading text as well.

¹Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: Mc Graw-Hill Companies, Inc, 2005, p. 69

²Karen Tanskersley. *The Treat of Reading: Strategy for Literacy Development*. USA: Association for supervision and curriculum development, 1952, p.2

³Kalayo Hasibuan and Anshari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru : Alaf Riau graha UNRI Press, 2007, p.2

According to Neil Anderson in David Nunan one of the goals in reading is comprehension⁴. Comprehension is very important part in reading to check our goal in reading. Karen said that comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading⁵.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on the standard of performance and it can make the students can master in a particular competency.⁶

In School Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by the students and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan. Each grade in Senior High School level has its competences to gain. For second year students of Senior High School, the standard competence in reading activity is understands short functional written text and simple essay in the form of narrative, spoof and hortatory exposition.

Based on the writers' preliminary observation on 11 October 2011 at SMAN 12, the school uses School Based Curriculum (KTSP) as their guidance in teaching learning process. In this school, the basic competence stated in the

⁴David Nunan, *Practical English Language Teaching*. New York: Mc Graw Hill, 2003, p.68

⁵Tanker sey, Karen. *Literacy Strategies for Ggrade 4-12 Reinforcing the Threads of Reading*. USA: Assosiation for supervision and Curriculum Department 1952, p.108

⁶ Nursal Hakim. 2010. *Telaah Kurikulum Pendidikan*. Pekanbaru: Cedikia Insani.,p. 3

syllabus which is the students were able to get the information from several kinds of text. One of them was narrative text. According to Mulyono and Widayanti, narrative text is a text which communicative purpose is to entertain or amuse and to teach the readers moral values.⁷ Narrative is used both in essay and short story.

The purpose of narrative text is to amuse or entertain the reader and the generic structure of narrative text consists of five parts: Orientation, complication series of events, resolution and re-orientation.⁸

In teaching reading, the teacher uses the three phases technique where in the teaching and learning activity, there are three activities namely beginning activity, the main activity and the last activity. At the beginning activity the teacher asks students knowledge about narrative text. At the main activity the students read the narrative text individually and silently and at the last activity the students answer the questions based on the text given and then the teacher collects the students' task. These methods made students become bored in teaching and learning process. In fact, some of the students in SMAN 12 Pekanbaru could not understand the text well.

Therefore the students' ability in comprehending the texts does not reach the standard competency yet. It can be seen from the following phenomena:

1. Some of the students are difficult to comprehend the reading material.
2. Some of the students have difficulties in getting information from the text.
3. Some of the students still have difficulties in analyzing the text.

⁷Mulyono and M.J Ari Widayanti. *English Alive: Senior High School*. Jakarta: Yudistira, 2010, p. 30

⁸ Hanafi Prayitno, <http://hanafijekek.wordpress.com/2010/05/26/kind-of-text-english-grade-x-sma/>. Retrieved on 6th May 2011

4. Some of the students still have difficulties in describing Narrative texts.
5. Some of the students are difficult to answer the question given in narrative text.

From the phenomena above, to improve students ability in reading needs an appropriate strategy to help them as solution for their problems. There is an appropriate strategy that can help the students to improve their reading ability in reading comprehension called “Read, Read and Reread Strategy”.

The Read, Read and Reread Strategy will help students improve their reading comprehension by emphasizing the importance of careful, repeated readings of material⁹. The students will read a text once, rate their understanding of that text on a scale of 1 to 10, and write questions about what they do not understand. They will repeat this process two more times. Then, they will discuss and answer questions in groups of two. Finally, they will bring their remaining questions to the whole class and also they will further develop their skill at monitoring their own reading comprehension.

Therefore, based on the explanation and the symptoms above, the writer is interested in carrying out the research entitled: The Effect of Using Read, Rate and Reread Strategy Toward Reading Comprehension at The Second Year Students of SMAN 12 Pekanbaru.

⁹Charles, Robin., et al. *Reading Strategies Applied to David Baldacci's Novel Wish You Well*. Haysi High School : Dickenson County Public Schools. p. 66-69

B. The Problem

1. Identification of the Problems

Based on the background above, it is clear that some of students of the second year students of SMA 12 Pekanbaru still face problems in English especially in reading; therefore, the problems in this research are identified as follows:

- 1) Why are some of the students difficult to comprehend the reading material?
- 2) Why do some of the students get difficulties in getting information from the text?
- 3) Why do some of the students get difficulties in analyzing the text?
- 4) Why are some of the students still difficult in describing Narrative texts?
- 5) Why are some of the students difficult to answer the question given in narrative text?

2. Limitation of the Problems

Base on the identification of the problem above, there are some problems involving in this research. As mentioned before, some of the students are difficult to comprehend the reading material, some of the students get difficulties in getting information from the text and some of the students get difficulties in analyzing the text . These problems could be caused from strategy that is used before. It demonstrates that application of the strategies that teachers use three-prhase techniqe is less effective in students' reading comprehension. Therefore, the writer limits the problem on the teaching strategy used by the teacher. The writer

would try to use a new teaching strategy called Read, Rate and Reread strategy and to find how far Read, Rate and Reread strategy can give significant effect toward reading comprehension of the second year students of SMAN 12 Pekanbaru in the term of narrative texts.

3. Formulation of the Problems

Based on the identification of the problems above, the problems are formulated by the following questions:

- 1) How is students' reading comprehension text that is not taught by using "Read, Read and Reread Strategy"?
- 2) How is students' reading comprehension that is taught by using "Read, Read and Reread Strategy"?
- 3) Is there any significant effect of the students' reading comprehension that is taught and that is not taught by using "Read, Read and Reread Strategy"?

C. The Reason of Choosing the Title

- 1) The topic is very interesting to be investigated
- 2) The topic is not investigated yet by other students of English Education Department.
- 3) The topic is relevant to the writer as a student of the English Education Department.
- 4) The writer wants to find out the effect of using read, rate and reread strategy toward student reading comprehension.

D. The Objective and Significant of the Research

1. The Objective of the Research

- 1) To find out the students' reading comprehension text by using Read, Read and Reread Strategy at the second year students of SMAN 12 Pekanbaru.
- 2) To find out the students' reading comprehension without using Read, Read and Reread Strategy at the second year students of SMAN 12 Pekanbaru.
- 3) To find out the effect of the students' reading comprehension taught and without taught by using Read, Read and Reread Strategy at the second year students of SMAN 12 Pekanbaru.

2. The Significant of the Research

- 1) To give information to the teacher about Read, Read and Reread Strategy in teaching reading comprehension.
- 2) To enlarge the writer's knowledge about the real teaching process.
- 3) As the guidance for those who intend to conduct some topics of investigation in the future.
- 4) To accomplish the task as the last requirement of the study at Tarbiyah Faculty.

E. The Definition of the Term

In order to avoid misunderstanding and misinterpretation in this research, it is necessary to explain the term used in this research. The terms are as follows:

- 1) Read, rate and reread strategy is a strategy that helps the students to improve their reading comprehension by emphasizing the importance of careful, repeated readings of material.¹⁰
- 2) Strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information¹¹. In this study, the strategy deals with the way used by the students to comprehend reading text. Strategy that is used in this research is Read, rate and reread strategy.
- 3) Reading Comprehension. According to Richards, reading is perceives a written text in order to understand its contents¹². And according to Sharon comprehension is the active process of constructing meaning from text¹³. In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and meaning of the texts.

¹⁰Charles, Robin., et al. *Reading Strategies Applied to David Baldacci's Novel Wish You Well*. Haysi High School : Dickenson County Public Schools, p. 68

¹¹H.Douglas Brown. *Principles of Language Learning and Teaching*. (San Fransisco: Person Education Company,2000).p.113

¹²Jack C. Richards,et.al. *Longman Dictionary of Language Teaching and Applied Linguistics*.(United States: Longman,1992).p.306

¹³Sharon Vaughn. *Research-Based Methods of Reading Instruction*.(Alexandria :Association for Supervision and Curriculum Development,2004). p.98

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the language skills that must be learned at any level of education. It is an essential part of language instruction at every level because it supports learning in multiple ways.¹ Westwood stated that reading is the fundamental skill upon which all formal education depends.² Furthermore Stone also stated that reading is a fundamental goal that must be mastered in order to be successful in school and in life.³ So, it is clear to say that having reading activity is very important for students at all level of education.

Reading is not only the process in which the reader reads the words, sentences or text. By reading a reading material, the reader wants to get something from it. While reading a reading mateial, a reader needs to pass lot of processes which are complex. Shaywitz in Wolfe and Nevills stated that reading is the most complex of human function.⁴ Tankersley also pointed that reading is a complex process made up of several interlocking skills and process.⁵ So, reading is not as easy as it looks. For a reader, reading requires a complex and dynamic process in order to gain the level of comprehension.

¹ The definition of reading, from <http://www.nclrc.org/essentials/reading/stratread.htm>. Retrieved On June 14 , 2011

² Peter Westwood. *What Teacher Needs to Know About Reading and Writing Difficulties*. (Australia: ACER Press, 2008), p. 2

³ Randi Stone. *Best Practice for Teaching Reading*. (USA: Corwin Press, 2009), p. 39

⁴ Patricia Wolfe And Pamela Nevills. *Building The Reading Brain*. Thousand Oaks: Corwin Press,2004, p. 3

⁵Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. USA: Association Of Supervision And Curriculum Development, 1952, p. 2

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity become inadequate. Moreillon also stated that reading is making meaning from print and from visual information.⁶ Furthermore Linse said that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.⁷ So, knowing the content of a reading material is a very crucial point for a reader in having a reading activity.

Reading is also activity with purpose. A person may read in order to gain information, to get enjoyment, and to enhance the knowledge of the language being read.⁸

According to Grabe there are several purposes of reading namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, reading for general comprehension (in many case, reading for interest or reading to entertain).⁹ In conclusion, determining a purpose for a reader before reading a material is very important because one reader may have different purpose of reading from another. In reading activity, a reader should be able to understand

⁶ Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association, 2007, p. 10

⁷ Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: Mc Graw-Hill Companies, Inc, 2005, p. 69

⁸ Kalayo Hasibuan and Ansyari. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Graha, 2007, p. 114

⁹ William Grabe. *Reading in a Second Language: Moving From Theory to Practice*. USA: Cambridge University Press, 2009, p. 8

what she or he reads about. Without knowing the content of the reading material, the reading activity become inadequate.

2. The Nature of Reading Comprehension

According to Tarkensley comprehension is the center of reading.¹⁰ Duffy also stated that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the messages, we are not reading.¹¹ So it is clear that without getting comprehension, reading activity becomes meaningless for a reader because the reader cannot get any information or message from the reading material. Dorn and Soffos said that comprehending involves interpreting and syntetizing ideas in ways that influence the reader's mind.¹²

A good reader will integrate four types of knowledges to expand their reading comprehension. They are as follows¹³ :

- 1) Generic knowledge : Generic knowledge is the reader's background information. It is cognitive information that the reader activates to construct meaning from the text.
- 2) Text knowledge : Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures.

¹⁰ Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. Alexandria: Association for Supervision and Curriculum Department, 1952, p. 90

¹¹ Gerald G. Duffy. *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies, Second Edition*. London: The Guilford Press, 2009, p. 14

¹² Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland: Stenhouse Publisher, 2005, p. 14

¹³ Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland: Stenhouse Publisher, 2005, p. 14

- 3) Strategic knowledge : Strategic knowledge is the readers' knowledge of specific strategies for problem solving, including cognitive strategy for sustaining and expanding the meaning of a text.
- 4) Reflective knowledge : Reflective knowledge is the mind's ability to think abstractly. It involves thinking beyond the text.

Reading comprehension is the process by which we understand the texts we read. It is also the purpose of reading.¹⁴ Durkin in Tankersley stated that comprehension is drawing meaning from words; it is the "essence of reading".¹⁵ Furthermore Rand cooperation in Tankersley also points out that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Tankersley stated that comprehension requires making meaning from words when listening, speaking, reading and writing.¹⁶ According to Snow in Tankersley reading comprehension consists of three elements namely the reader, the text and the activity or the purpose for reading.¹⁷ Good readers have purpose for reading and use their experiences and background knowledge to make sense of the text¹⁸.

¹⁴ John R Kirby. *Reading Comprehension: Its Nature and Development*. Retrieved on June 14th 2011

¹⁵ Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. Alexandria: Association for Supervision and Curriculum Department, 1952, p. 108

¹⁶ Karen Tankersley, Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. Alexandria: Association for Supervision and Curriculum Department, 1952, p.90

¹⁷ *Ibid.*, p. 108

¹⁸ Gerald G. Duffy, *Op. Cit.*, p. 16

Reading comprehension can be influenced by many factors. Duffy said that reading comprehension depends on the prior knowledge or the knowledge about.¹⁹

So, the writer concluded that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement. Reading comprehension is not as simple process, though. There are many processes that must be passed by a reader in order to reach the comprehension itself and be an effective reader. In addition Reading comprehension needs process and it is not easy to reach the level of comprehension for a reader.

3. The Nature of Narrative Text

There are various kinds of text learned by the students. One of them is narrative text. Langan stated that narration is story telling whether we relate a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us.²⁰

While Richards pointed out that narrative is the written or the oral account of the areal or fiction story.²¹ Moreover Barwick also stated that narrative relates a realistic, imagined or fictitious story.²² It can be concluded that narrative is a kind of written or oral account that happened at the past and it may be real or just a fiction.

²⁰John Langan. *College Writing Skill with Reading*. New York: McGraw Hill, 2001, p. 195

²¹ Jack. C. Richards and Richard Schimids. *Dictionary of Language Teaching & Applied Linguistic*, 3rd Ed. United Kingdom: Longman, 2002, p. 349

²²John Barwick. *Targeting Text: Narrative, Poetry, Drama*. Singapore: Blacke Education, 1999, p. 4

The purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform.²³ Kalayo and Anshari also stated that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach.²⁴ It is true because the narrative text always contains various messages for the reader that may entertain or give education to the reader. The examples of narrative text are legend, fairy tales, science fiction, myths, and adventure stories.²⁵

Barwick also stated narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fiction.²⁶

4. The Factors Influence Reading Comprehension

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.²⁷ They are eight factors that may influence the comprehension. They are as follows:

- 1) Limited of vocabulary knowledge.
- 2) Lack of fluency.

²³ *Ibid.*, p.5

²⁴ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Op.Cit.*, p. 130

²⁵ Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. (Portland: Stenhouse Publisher, 2005), p. 55 3

²⁶ John Barwick, *Op.Cit.*, p.6

²⁷ Françoise Grellet. *Developing Reading Skills: Practical Guide to Reading Comprehension Exercises*. New York: Cambridge University Press, 1981, p. 64

- 3) Lack of familiarity with the subject matter.
- 4) Difficulty level of the text (readability).
- 5) Inadequate use of effective reading strategies.
- 6) Weak verbal reasoning.
- 7) Problems with processing information.
- 8) Problems in recalling information after reading.

While Tarkensley stated there are four factors that may influence reading comprehension. They are as follows:²⁸

- 1) Command on the linguistic structure of the text,
- 2) Adequate the vocabulary in content area,
- 3) Degree of metacognitive control of the text and,
- 4) Adequate domain knowledge.

5. The Concept of Read, Rate and Reread Strategy

As mentioned above, the reading comprehension needs the strategies to gain the level of reading comprehension itself. Garner in Heisat stated that reading strategy is an action or series of actions employed in order to construct meaning.²⁹ Furthermore strategy is one of the factors that may contribute to the development of reading comprehension beside listening comprehension, fluency and decoding.³⁰ So, based on the explanation above, the students need to use a strategy

²⁹ Heisat et al, *The Use of Reading Strategy in Developing Students' Reading Competency Among Primary School Teachers In Malaysia*, European Journal for social science, volume 12, Number 2, 2009, p. 311

³⁰ John R Kirby. *Reading Comprehension: its nature and development*. Retrieved on June 16th 2011

in order to ease them to construct the meaning from the text. If the students know about lot of reading strategies, it will be easy for them to comprehend the reading material and become the effective reader.

One of the strategies that can be used in order to ease the students to comprehend the reading material is Read, Rate and Reread Strategy. Read, Rate and Reread Strategy is during-reading strategies that can help to improve a student's comprehension of a text.³¹ Furthermore Charles also stated that Read, Rate and Reread Strategy will help the students to improve their reading comprehension by emphasizing the importance of careful, repeated readings of material.

The students will read a short selection three times and evaluate their understanding of the passage on each successive reading, they will further develop their skill at monitoring their own reading comprehension.³² Charles also explains about the steps in using the Read, Rate and Reread Strategy. They are as follows:

- 1) Assign the chapter to be read in class. Ask the students to rate their understanding of their reading on a scale of 1 to 10. Also, ask them to list any questions they have about their reading. Explain that questions may be about what happened, vocabulary, motivation, or anything else that seems unclear. Although students could do this activity without a chart, one that may prove helpful has been provided on the next page.
- 2) The students directly read the chapter and rate their understanding again.
Have them indicate which earlier questions they can now answer.

³¹ Charles, Robin., et al. *Reading Strategies Applied to David Baldacci's Novel Wish You Well*. Haysi High School : Dickenson County Public Schools, p. 69

³² Roberta L Sejnost, *Op. Cit.*, p.87

- 3) Ask students to work in groups of two or three to discuss any unanswered questions they have. Students who answer the questions should indicate the portion of the text that led them to their answer. The groups should list any questions they are still unable to answer. At this point, the questions should include some discussion/opinion questions that might be discussed by the entire class.
- 4) Ask students to read the chapter for a third time and rate their understanding of the passage one last time.
- 5) Discuss any remaining questions with the entire class.

In conclusion the Read, Rate and Reread Strategy will help the students improve their reading comprehension by emphasizing the importance of careful, repeated readings of the material.

6. Using Read, Rate and Reread Strategy toward Reading Comprehension

Charles stated that The Read, Read and Reread Strategy will help students to improve their reading comprehension by emphasizing the importance of careful and repeated readings of material³³. This strategy can be adapted to use during students' reading of any section of the text. The selection text will read two or three times by all students during a class period. It is also far enough into the text for the students to have some prior knowledge to help with understanding.

The students will read a short selection three times and evaluate their understanding of the passage on each successive reading. They will further

³³ The steps of Read, Rate and reread Strategy from <http://www.pflugervilleisd.net/curriculum/ela/grade6/documents/ReadRateandReread.pdf>. Retrieved on March 14th 2012

develop their skill at monitoring their own reading comprehension. Outline for students the process of this strategy. Tell them they will read a portion of *the text given* three times. After each reading, they will rate themselves on how well they comprehend what they just read and will write down questions they have about the text. Have the students read the text, rate their comprehension of the reading, and write any questions they have about the selection.

- 1) Have the students repeat this process twice.
- 2) After the third reading, place students in pairs to discuss remaining questions.
- 3) Tell students to cross out any of the questions they answer.
- 4) Have the class discuss the unanswered questions and the change of ratings from reading to reading.
- 5) Have students complete Part 2 of the black line master and share their responses with the class.

B. Relevant Research

1. Research from Belda Susana (2011). The title of her research was “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”³⁴. In her research, the method of research was quasi experimental research that used pre-test and post-test design. She took two classes based on technique cluster random sampling. She found that the mean score of experimental group which was taught by using SCROL was categorized into Good Category while the mean score of control group which was taught by using conventional strategy categorized into Enough Category. It means that there was significant effect between students’ reading comprehension taught by using SCROL Strategy and those who are taught by using conventional strategy. It showed that using SCROL strategy has positive effect toward students’ reading comprehension.
2. Research from Zaini Herianto (2007). He Conducted a research entitled “ Effect of Read, Rate and Reread Strategy toward Reading Ability at The Second Year Students of SMPN 1 Tembilahan. The researcher found that there was significant effect of using Read, Rate and Reread Strategy toward students’ reading comprehension of The Second Year Students. He found that the mean score of experimental group which was taught by using this strategy was categorized into Good Category while the mean

³⁴ Belda Susana. *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.2012)

score of control group which was taught by using conventional strategy categorized into Enough Category. Furthermore, the researcher also found that the score of t-obtained was bigger than t-table. In the other word, H_0 was rejected and H_a was accepted.

C. Operational concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. Operational concepts are derived from related theoretical concepts on all of the variables that should be operated empirically and practically.³⁵ There are two variables in this research. They are variable X and Y. Variable X as independent variable (Read, Rate and Reread Strategy) and variable Y as dependent variable (reading comprehension).

1. Variable X

The following treatment is a collection of the procedures of Read, Rate and Reread Strategy are as follows:³⁶

- 1) Assign the chapter to be read in class. Ask students to rate their understanding of their reading on a scale of 1 to 10. Also, ask them to list any questions they have about their reading. Explain that questions may be about what happened, vocabulary, motivation, or anything else that seems unclear. Although students could do this activity without a chart, one that may prove helpful has been provided on the next page.

³⁵ M. Syafi'i. *From Paragraph to Research Report: Writing for Academic Purposes*. Pekanbaru: LBSI, 2007, p. 122

³⁶ Chrles, Robin., et al. *Secondary Reading Strategies Applied to David Baldacci's Novel Wish You Well*. Haysi High School : Dickenson County Public Schools. P. 68

- 2) The students directly read the chapter and rate their understanding again. Have them indicate which earlier questions they can now answer.
- 3) Ask students to work in groups of two or three to discuss any unanswered questions they have. The students who answer the questions should indicate the portion of the text that led them to their answer. The groups should list any questions they are still unable to answer. At this point, the questions should include some discussions/opinion questions that might be discussed by the entire class.
- 4) Ask students to read the chapter for a third time and rate their understanding of the passage one last time.
- 5) Discuss any remaining questions with the entire class.

2. Variable Y

To know the students' reading comprehension of the second year students at SMAN 12 Pekanbaru, the writer determines some indicators for students' reading comprehension are as follows:³⁷

- 1) The students are able to find factual information.
- 2) The students are able to identify main idea.
- 3) The students are able to locate the meaning of vocabulary in context.
- 4) The students are able to identify references.
- 5) The students are able to make inferences from the reading text.

³⁷ Judith Westphal Irwin. *Teaching Reading Process*. (New York: Prentice-Hall, 1986) , p. 4

D. Assumption and Hypothesis

1. Assumptions

In general, assumptions for this research can be exposed as the following:

- 1) The respond of students toward the Read, Rate and Reread Strategy is various.
- 2) The better using Read, Rate and Reread Strategy, the better reading comprehension Achievement will be.

2. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:

Ha: There is a significant effect of using Read, Rate and Reread Strategy toward the Reading Comprehension of the Second Year Students at SMAN 12 Pekanbaru.

Ho: There is no significant effect of using Read, Rate and Reread Strategy toward the Reading Comprehension of the Second Year Students at SMAN 12 Pekanbaru.

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The method of this research is Quasi-Experimental research. According to Creswell 'experiment' is testing an idea (practice or procedure) to determine whether it influences an outcome or dependent variable.¹ There are two variables that become the focus of this research. Firstly, an independent variable, that is the effect of using Read, Rate and Reread strategy which is symbolized by "X" and a dependent variable is the students' reading comprehension in narrative text which is symbolized by "Y".

In this design the writer used two classes as the sample; a control group and experimental group. Both of the groups took a pretest and post test. Only the experimental group received the treatment by using read, rate and reread strategy.

The design of the research is represented by the following table:

Table III.1
Research Design

Class	Pre-Test	Treatment	Post-test
Experiment	X ₁	T	X ₂
Control	Y ₁		Y ₂

B. The Location and Time of the Research

The location of this research is at the second year Students of SMAN 12 Pekanbaru. This research was conducted in July to August 2012.

¹ Jhon W Creswell. *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. New Jersey : Person Education.2008, p.299

C. The Subject of the Research

The subject of this research is the second year students of SMAN 12 Pekanbaru, while the object of this research is the students' reading comprehension through Read, Rate and Reread Strategy.

D. The Population and Sample of The Research

The populations of this study are 287 students of the second grade of SMAN 12 Pekanbaru and they consist of 3 classes of natural science and 4 classes of social science. The technique used in taking the sample is cluster random sampling. Having the sample, the writer used lottery technique by passing out small roiled paper marked by the sequence name of the class. Then, after passing out the paper, the samples for the research were class XI IPA 2 and XI IPA 3. The data can be seen in the table 2 and 3 as follows :

Table III.2
The Population of The Research

No	Class	Number of Student
1	XI IPA1	37
2	XI IPA2	38
3	XI IPA3	36
4	XI IPS1	35
5	XI IPS2	35
6	XI IPS3	37
7	XI IPS4	37
8	XI RSBI	32
TOTAL		287

Table III.3
The Sample of the Research

No	CLASS	NUMBER OF STUDENT (SAMPLE)
1	XI IPA2	38
2	XI IPA3	36
TOTAL		74

From the table above, we can see that there are two classes as sample of this research; XI IPA 2 as experimental class and XI IPA 3 as control class. In XI IPA 3, there are 36 students and in XI IPA 2, there are 38 students.

E. The Technique of Data Collection

Collecting data is the most important one in research; the following is the technique that the writer used in collecting the data.

Test

The writer used test to determine the students' achievement in reading comprehension. The type of the test is multiple choices item requires the students to select a correct answer out of a number option.² The writer used pre test and post test to the experimental class and control class in order to know the effect of using read, rate and reread strategy toward student reading comprehension of second year students of SMAN 12 Pekanbaru. The blue print of both of the text are follows :

² Elena sohami. *A practical handbook in language testing for the second language teacher*. Israel: Tel—Aviv university, 1985, p.48

Blue Print of the Test (Pre-test)

No	Indicators	Item Number	Sources
1	Finding Factual Information	1, 6, 11, 16	Bank Soal Bahasa Inggris and Reading text books kelas XI
2	Identifying Main Idea	2, 7, 12, 17	
3	Locating Meaning of Vocabulary in Context	3, 8, 13, 18	
4	Identifying Reference	4, 9, 14, 19	
5	Making Inferences from Reading Text	5, 10, 15, 20	

Blue Print of the Test (Post-Test)

No	Indicators	Item Number	Sources
1	Finding Factual Information	1, 6, 11, 16	Bank Soal Bahasa Inggris and Reading text books kelas XI
2	Identifying Main Idea	2, 7, 12, 17	
3	Locating Meaning of Vocabulary in Context	3, 8, 13, 18	
4	Identifying Reference	4, 9, 14, 19	
5	Making Inferences from Reading Text	5, 10, 15, 20	

After the students administrated the test, the writer then took the total scores from the result of the reading comprehension test. The classification of the students' scores are shown below :

Table III.4
The Classification of Students' Score³

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

F. The Validity and Reliability of the Test

1. Validity

Before the tests were given to the sample of this research, both of the tests were tried out to 40 students of second year in the natural science major. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measure⁴. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:⁵

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or facility value

³ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009), p, 245

⁴ Arthur Hughes. *Testing for Language Teacher, 2nd Edition*. (New York: Cambridge University Press, 2003), p. 26

⁵ Suharsimi Arikunto., *Op Cit* p 209

B : the number of correct answers

JS : the number of examinees or students

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate.

The standard level of difficulty used is $< 0,30$ and $> 0,70$. It means that an item is accepted if the level of difficulty is between 0,30-0,70 and it is rejected if the level of difficulty is less than 0,30 (the item is too difficult) and over than 0,70 (the item is too easy). The proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. The result of item difficulty level from the test can be seen from the following table:

Table III.5
The students are able to find factual information

Variable	Finding Factual Information				N
Item No.	1	6	11	16	37
Correct	22	23	21	21	
p	0.59	0.62	0.56	0.56	
q	0.49	0.37	0.43	0.43	

Based on the table III.5, the item numbers of question for finding the factual information are 1, 6, 11, and 16. It shows that the proportion of correct answer for finding factual information of test item number 1 is 0.59, the proportion of correct answer for test item number 6 is 0.62, the proportion of correct answer for test item number 11 is 0.56 and the proportion of correct answer for test item number

16 is 0.56. The total correct answer of finding factual information is 0.58. Then, based on the standard level of difficulty, all items for finding factual information or “p” is >0.30 and <0.70 . So, the items of finding factual information are accepted.

Table III.6
The students are able to identify main idea

Variable	Identifying Main Idea				N
Item No.	2	7	12	17	37
Correct	24	23	23	21	
p	0.64	0.62	0.62	0.56	
q	0.35	0.37	0.37	0.43	

Based on the table III.6, the item numbers of question for identifying main idea are 2, 7, 12, and 17. It shows that the proportion of correct answer for identifying main idea of test item number 2 is 0.64, the proportion of correct answer for test item number 7 is 0.62, the proportion of correct answer for test item number 12 is 0.62 and the proportion of correct answer for test item number 17 is 0.43. The total correct answer of identifying main idea is 0.61. Then, based on the standard level of difficulty, all items for identifying main idea or “p” is >0.30 and <0.70 . So, the items of identifying main idea are accepted.

Table III.7
The students are able to identify reference

Variable	Identifying Reference				N
Item No.	3	8	13	18	37
Correct	24	21	25	24	
p	0.64	0.56	0.67	0.63	
q	0.35	0.43	0.32	0.36	

Based on the table III.7, the item numbers of question for identifying reference are 3, 8, 13, and 18. It shows that the proportion of correct answer for identifying reference of test item number 3 is 0.64, the proportion of correct answer for test item number 8 is 0.56, the proportion of correct answer for test item number 13 is 0.67 and the proportion of correct answer for test item number 18 is 0.63. The total correct answer of identifying reference is 0.62. Then, based on the standard level of difficulty, all items for identifying reference or “p” is >0.30 and <0.70 . So, the items of identifying reference are accepted.

Table III.8
The students are able to locate meaning of vocabulary

Variable	Locating meaning of vocabulary				N
Item No.	4	9	14	19	37
Correct	22	20	21	22	
P	0.59	0.54	0.56	0.59	
Q	0.40	0.45	0.43	0.40	

Based on the table III.8, the item numbers of question for locating meaning of vocabulary are 4, 9, 14, and 19. It shows that the proportion of correct answer for locating meaning of vocabulary of test item number 4 is 0.59, the proportion of correct answer for test item number 9 is 0.54, the proportion of correct answer for test item number 14 is 0.56 and the proportion of correct answer for test item number 19 is 0.59. The total correct answer of locating meaning of vocabulary is 0.57. Then, based on the standard level of difficulty, all items for locating meaning of vocabulary or “p” is >0.30 and <0.70 . So, the items of locating meaning of vocabulary are accepted.

Table III.9
The students are able to make inference

Variable	Making Inference				N
Item No.	5	10	15	20	37
Correct	24	24	23	20	
p	0.64	0.64	0.62	0.54	
q	0.35	0.35	0.37	0.45	

Based on the table III.9, the item numbers of question for making inference are 5, 10, 15, and 20. It shows that the proportion of correct answer for making inference of test item number 5 is 0.64, the proportion of correct answer for test item number 10 is 0.64, the proportion of correct answer for test item number 15 is 0.62 and the proportion of correct answer for test item number 20 is 0.54. The total correct answer of making inference is 0.61. Then, based on the

standard level of difficulty, all items for making inference or “p” is >0.30 and <0.70. So, the items of making inference are accepted.

2. Reliability

Reliability is a necessary characteristic of good test. Shohamy said that reliability refers to extend to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.⁶ It is clear that reliability is used to measure the quality of the test scores and the consistency of the test. According to Shohamy there are five types of reliability. They are test retest, parallel forms, internal consistency, inter rater and intra rater.⁷ Calculation of reliability uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula.⁸ From all of these formula, the writer then used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows⁹:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

Where :

r_{11} : Instrument reliability

k : Number of items

V_t : Variance total (the square of Standard Deviation)

⁶ Elana Shohamy., *Op Cit*, p. 70

⁷ *Ibid* p., 71

⁸ Suharsimi Arikunto., *Op Cit.*, p.180

⁹ *Ibid.*, p 188

p : The proportion of the students who are correct in answering an item divided with the total number of the students

q : The proportion of the students who are incorrect in answering an item divided with the total number of students

Based on the data the writer got:

K : 20

V_t : 145.608

$\sum pq$: 4.1659

$$r_{11} = \left(\frac{20}{20 - 1} \right) \left(\frac{145.608 - 4.1569}{145.608} \right)$$

$$r_{11} = \left(\frac{20}{19} \right) \left(\frac{141.45}{145.608} \right)$$

$$r_{11} = (1.05) (0.97)$$

$$r_{11} = 1.0185$$

To know whether the test is reliable or not, the value of r_{11} must be compared with r product moment. The value of r_{11} must be higher than r table. From the calculation above the value of r_{11} is 1.0185. Then the r_t at 5% grade of significance is 0.329. While r_t at 1% grade of significance is 0.413. So, it can be concluded that $0.413 < 1.0185 > 0.329$. On the other word, the instrument is reliable because the value of r_{11} is higher than r_t .

F. Techniques of Data Analysis

The technique of data analysis used in this research is t-test formula by using SPSS 16 software. The writer will use formula in Hartono as follows:¹⁰

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o : The value of t – obtained

Mx : Means score of experimental sample

My : Mean score of control sample

SDx : Standard deviation of experimental class

SDy : Standard deviation of control class

N : Number of students

The t-table is employed to see whether there is a significant effect between the mean score of both experimental and control or not. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = $(N_1+N_2) - 2$. Then to know whether H_a and H_o is rejected or accepted, the hypotheses are statistically formulated as follows:

$$H_a: t_o \geq t\text{-table}$$

$$H_o: t_o < t\text{-table}$$

¹⁰ Hortono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka pelajar, 2009, p. 208

H_a is accepted if $t_o \geq t$ table or there is a significant effect of using Read, Rate and Reread Strategy toward the Reading Comprehension at the Second Year Students of State Senior High School 12 Pekanbaru.

H_o is accepted if $t_o < t$ table or there is no significant effect of using Read, Rate and Reread Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 12 Pekanbaru.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Description of Research Procedures

The purpose of the research was to obtain the students' reading comprehension taught by using Read, Rate and Reread Strategy and not taught using Read, Rate and Reread Strategy and to obtain the significant effect between the students' reading comprehensions that is taught by using Read, Rate and Reread Strategy and those that is not. 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 year classes in order to prove whether the test was reliable or not. The result found in the try out was 1.018. It means that the test is highly reliable. Then, the writer gave pre-test to experimental class (XI IPA 2) and control class (XI IPA 3). The writer asked the students to answer some questions based on the text given; the test was about narrative text. Then, the writer gave treatment to experimental class for eight meetings.

After giving treatments to the experimental class, the writer used the same format of questions but in different text of narrative text of narrative to test students' reading comprehension for post test of experimental class and control class. The format of post-test between the experimental class and control class was the same.

The result of reading test was evaluated by concerning five components, such as:

1. The students are able to find factual information.
2. The students are able to identify main idea.
3. The students are able to locate the meaning of vocabulary in context.
4. The students are able to identify references.
5. The students are able to make inferences from the reading text.

The total of pre-test and post test for both classes were different. The total score of pre-test in experimental class was 2340, while the highest score was 85 and the lowest was 40. The total score of pre-test in control class was 2280, while the highest score was 85 and the lowest score was 40. The total score of post-test in experimental class was 2750, while the highest score was 85 and the lowest score was 55. The total score of post-test in control class was 2375, while the highest score was 85 and the lowest score was 45.

B. The Data Presentation

The data of this research were obtained from the scores of the student's pre-test and post-test. All data were taken through the following procedures:

1. In both classes (experimental and control class), the students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices and the test was made based on several aspects such as finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying the references and making inferences from reading text.

The Data Presentation of Reading Comprehension (Variable Y)

1. Students' Reading Comprehension that is taught without Using Read, Rate and Reread Strategy.

There were 20 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the highest score was 85 and the lowest score was 40. The data were obtained from the research by using SPSS 16 software. The data descriptions of pre-test of reading comprehension in control class are as follows:

Table IV.1
The Frequency Distribution of
Reading Comprehension Test (Pre-test) in Control Class
Pre_Control

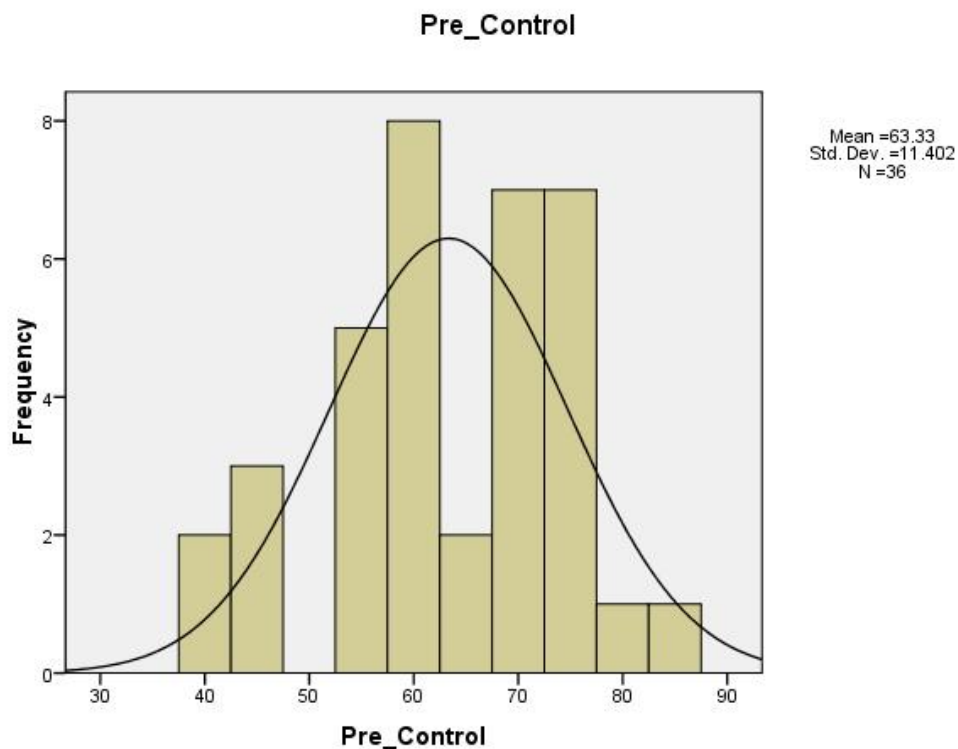
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	5.6	5.6	5.6
45	3	8.3	8.3	13.9
55	5	13.9	13.9	27.8
60	8	22.2	22.2	50.0
65	2	5.6	5.6	55.6
70	7	19.4	19.4	75.0
75	7	19.4	19.4	94.4
80	1	2.8	2.8	97.2
85	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Based on the table IV.1, it can be seen that there are 36 respondents. In interval 40, the frequency is 2 students (5.6%), the frequency of interval 45 is 3 students (8.3%), the frequency of interval 55 is 5 students (13.9%), the frequency

of interval 60 is 8 students (22.2%), the frequency of interval 65 is 2 students (5.6%), the frequency of interval 70 is 7 student (19.4%), the frequency of interval 75 is 7 students (19.4%), the frequency of interval 80 is 1 student (2.8%), and the frequency of interval 85 is 1 student (2.8%).

To determine more about the pre-test in control group which consists of 36 respondents at the second year of State Senior High School 12 Pekanbaru, the writer describes it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.1
The Result of Control Class Pre-test



Then, for the post-test of the control group, there were also 20 items of reading comprehension. From the post-test, the highest score of control group was 85 and the lowest score was 45. The data were obtained by using the SPSS 16 Software. The data descriptions of post-test of reading comprehension in control class are as follows:

Table IV.2
The Frequency Distribution of
Reading Comprehension Test (Post-test) in Control Class
Post_Control

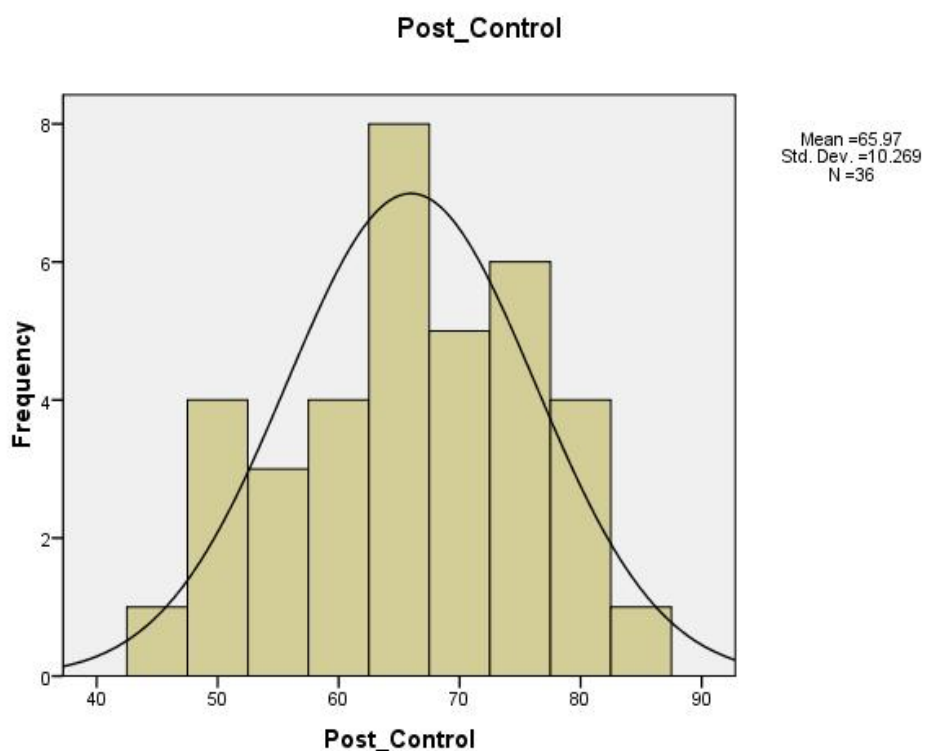
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	2.8	2.8	2.8
50	4	11.1	11.1	13.9
55	3	8.3	8.3	22.2
60	4	11.1	11.1	33.3
65	8	22.2	22.2	55.6
70	5	13.9	13.9	69.4
75	6	16.7	16.7	86.1
80	4	11.1	11.1	97.2
85	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Based on the table IV.2, it can be seen that there are 36 respondents. In interval 45, the frequency is 1 student (2.8%), the frequency of interval 50 is 4 student (11.1%) the frequency of interval 55 is 3 students (8.3%), the frequency of interval 60 is 4 students (11.1%), the frequency of interval 65 is 8 students (22.2%), the frequency of interval 70 is 5 students (13.9%), the frequency of

interval 75 is 6 students (16.7%), and the frequency of interval 80 is 4 students (11.1%), and the frequency of interval 85 is 1 student (2.8%).

To determine more about the post-test in control group which consists of 36 respondents at the second year of State Senior High School 12 Pekanbaru, the writer explains it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.3
The Result of Control Class Post-test



The writer then also classifies the post-test result of control class of the respondents at the second year at State Senior High School 12 Pekanbaru to know the category of the students' reading comprehension score. The classification of control group' reading comprehension can be seen from the following table:

Table IV.3
The Classification of Control Group's Reading Comprehension Score of the
Second Year Students at State Senior High School 12 Pekanbaru

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	5	13.88%
2	Good	66-79	11	30.55%
3	Enough	56-65	12	33.33%
4	Less	40-55	7	19.44%
5	Fail	30-39	1	2.77%
Total			36	100%

Based on table IV.3, it can be seen that there are 5 categories for students' reading comprehension of control class. The frequency of Very Good category is 5 students (13.88%), the frequency of Good category is 11 students (30.55%), the frequency of Enough category is 12 students (33.33%), the frequency of Less category is 7 students (19.44%) and the frequency of Less category is 1 student (2.77%) The table shows that the highest percentage of students' classification of reading comprehension is 33.33%. Thus, the majority of the students in control class are classified as enough level.

2. Students' Reading Comprehension Taught by Using Read, Rate and Reread Strategy.

There were 20 items of reading comprehension test given to the respondents in this research. From pre-test of experimental class, the highest score was 85 and the lowest score was 40. The data were obtained from the research by using SPSS 16 software. The data descriptions of pre-test of reading comprehension in control class are as follows:

Table IV.4
The Frequency Distribution of
Reading Comprehension Test (Pre-Test) in Experimental Class
Pre_Experiment

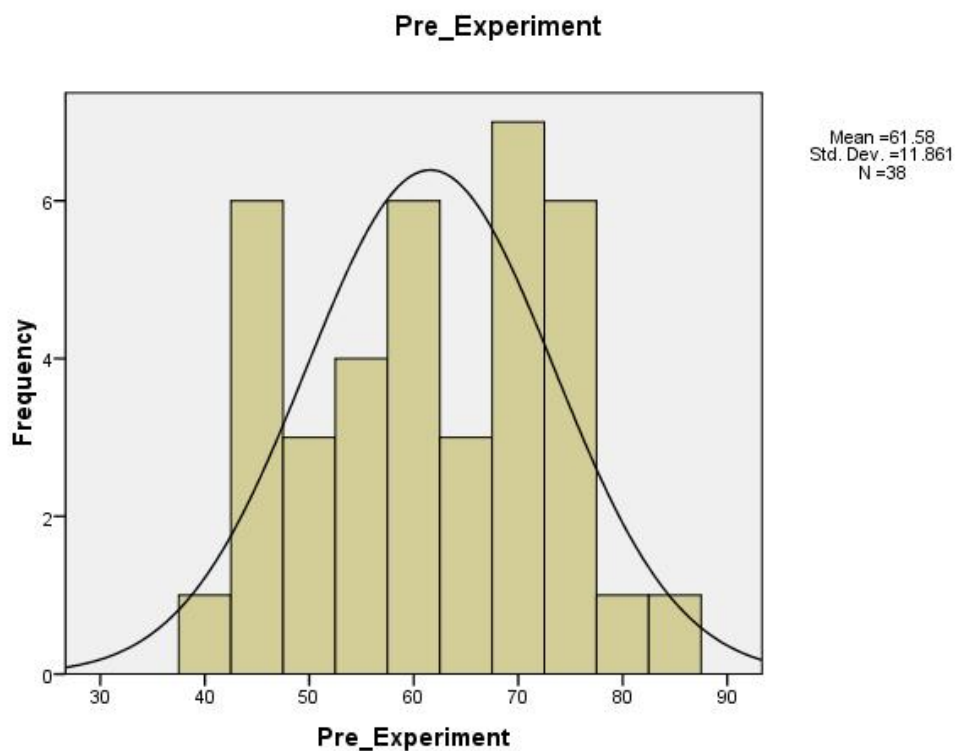
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	2.6	2.6	2.6
45	6	15.8	15.8	18.4
50	3	7.9	7.9	26.3
55	4	10.5	10.5	36.8
60	6	15.8	15.8	52.6
65	3	7.9	7.9	60.5
70	7	18.4	18.4	78.9
75	6	15.8	15.8	94.7
80	1	2.6	2.6	97.4
85	1	2.6	2.6	100.0
Total	38	100.0	100.0	

Based on the table IV.4, it can be seen that there are 38 respondents. In interval 40, the frequency is 1 student (2.6%), the frequency of interval 45 is 6 students (15.8%), the frequency of interval 50 is 3 students (7.9%), the frequency of interval 55 is 4 students (10.5%), the frequency of interval 60 is 6 students (15.8%), the frequency of interval 65 is 3 students (7.9%), the frequency of interval 70 is 7 students (18.4%), the frequency of interval 75 is 6 students (15.8%), the frequency of interval 80 is 1 student (2.6%), and the frequency of interval 85 is 1 student (2.6%).

To determine more about the pre-test in experimental group which consists of 35 respondents at the second year of State Senior High School 12 Pekanbaru,

the writer explains it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.3
The Result of Experimental Class Pre-test



Then, for the post-test of the experimental group, there were also 20 items of reading comprehension. From the post-test, the highest score of control group was 85 and the lowest score was 55. The data were obtained by using the SPSS 16 Software. The data description of post-test of reading comprehension in the experimental class is as follows:

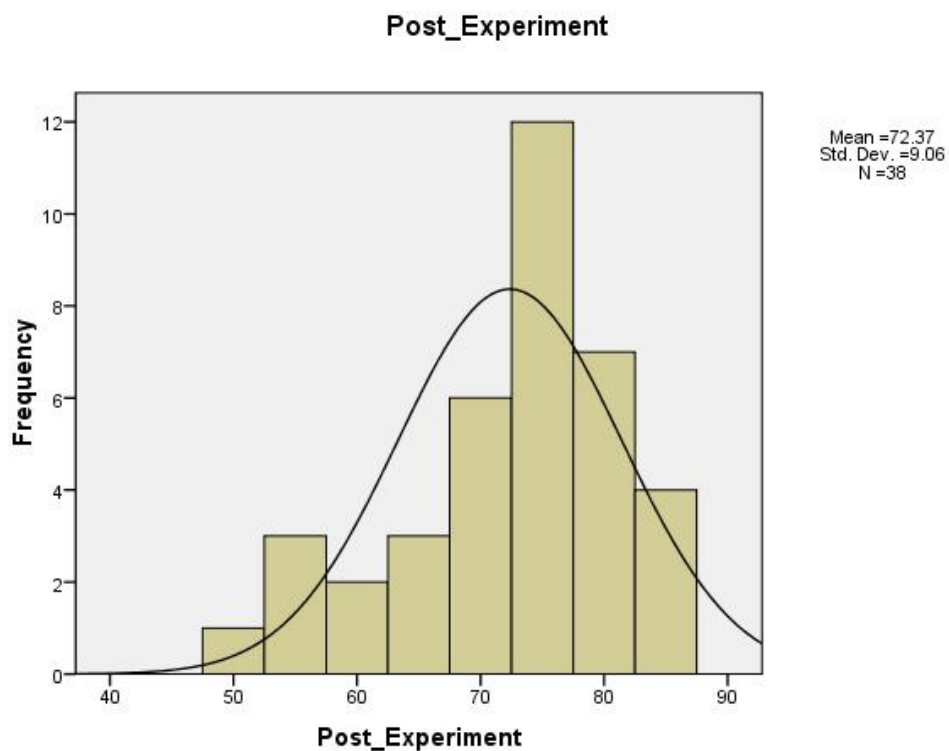
Table IV.5
The Frequency Distribution of
Reading Comprehension Test (Post-Test) in Experimental Class
Post_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.6	2.6	2.6
	55	3	7.9	7.9	10.5
	60	2	5.3	5.3	15.8
	65	3	7.9	7.9	23.7
	70	6	15.8	15.8	39.5
	75	12	31.6	31.6	71.1
	80	7	18.4	18.4	89.5
	85	4	10.5	10.5	100.0
	Total	38	100.0	100.0	

Based on the table IV.5, it can be seen that there are 38 respondents. In interval 50 the frequency is 1 student (2.6%), the frequency of interval 55 is 3 students (7.9%), the frequency of interval 60 is 2 students (5.3%), the frequency of interval 65 is 3 students (7.9%), the frequency of interval 70 is 6 students (15.8%), the frequency of interval 75 is 12 students (31.6%), the frequency of interval 80 is 7 students (18.4%), the frequency of interval 85 is 4 students (10.5%).

To determine more about the post-test in the the experimental group which consists of 38 respondents at the second year of State Senior High School 12 Pekanbaru, the writer explains it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.4
The Result of Experimental Class Post-test



The writer then also classifies the post-test result of experimental class of the respondents of the second year at State Senior High School 12 Pekanbaru to know the category of the students' reading comprehension score. The classification of experimental group' reading comprehension can be seen from the following table:

Table IV.6
The Classification of Experimental Group's Reading Comprehension Score
of the Second Year Students at State Senior High School 12 Pekanbaru

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	11	28.44%
2	Good	66-79	18	47.36%
3	Enough	56-65	5	13.15%
4	Less	40-55	4	10.52%
5	Fail	30-39	-	-
Total			40	100%

Based on table IV.6, it can be seen that there are 5 categories for students' reading comprehension of experimental class. The frequency of Very Good category is 11 students (28.44%), the frequency of Good category is 18 students (47.36%), the frequency of Enough category is 5 students (13.15%), the frequency of Less category is 4 student (10.52%) and there is no students who is categorized into Fail category. The table shows that the highest percentage of students' classification of reading comprehension is 47.36%. Thus, the majority of the students in experimental class are classified as Good level.

3. The Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in the experimental and control class. The data of mean and deviation for both classes were obtained by using SPSS 16 Software. The Mean and Standard deviation of both classes can be seen as follow:

Table IV.7
The Mean and Standard Deviation of Pre-test in
Experimental and Control Class

	Mean	Standard Deviation
Pre-test of Experiment	61.58	11.861
Pre-test of Control	62.33	11.402

Then, the writer input the square value of standard deviation (SD^2) into the formula as follows:¹

$$F_o = \frac{Sb^2}{Su^2}$$

$$F_o = \frac{11.861^2}{11.402^2} = \frac{140.68}{130.00} = 1.08$$

Based on the statistical above, it can be seen that F obtained is 1.08. Then, determining homogeneity of the test, $F_o < F_t$. F table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$F = (N1-1) (N2-1)$$

$$F = (36-1) (38-1) = (35) (37)$$

¹ Mubarak. 2009. "Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan at Taqwa Pekanbaru". Unpublished, p. 38

It means that $N_1 = 35$ and $N_2 = 37$. Therefore, to look the F table, the writer looks the value of N_1 and N_2 at F table. N_1 value is in the vertical column and N_2 value is in horizontal column. The value of $N_1 = 35$ and $N_2 = 37$ is 1.74 at the level of significance 0.05 and the value of $N_1 = 35$ and $N_2 = 37$ is 2.21 at the level of significance 0.01. Therefore, $1.74 > 1.08 < 2.21$. In other word, $F_{\text{obtained}} < F_{\text{table}}$ and the test result is homogeny for both classes.

C. Data Analysis

1. The Data Analysis of Reading Comprehension (Variable Y)

To determine the students' reading comprehension who are taught by using Read, Rate and Reread Strategy and the students who are not taught by using Read, Rate and Reread Strategy, the writer took the data from the result of post-test from both classes. The data were obtained by using SPSS 16. The data of mean, median and standard deviation from the post-test of the experimental class and control class can be seen at the following table:

Table IV.8
Mean, Median, and Standard Deviation of Post-test in Experimental and Control Class

	Mean	Median	Standard Deviation
Post-test of Experimental Class	72.37	75.00	9.060
Post-test of Control Class	64.97	65.00	10.269

Then, the mean of post test from the experimental and control classes are classified in order to determine the category of the students' reading comprehension. The classification table can be seen as follows:

Table IV. 9
The Classification of Students' Score

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

Based on the table above, the mean of post-test of experimental class is 72.37. It means the students' reading comprehension that is taught by using Read, Rate and Reread Strategy is categorized into Good level. While for the mean of post test of control class is 64.97. It means that the students' reading comprehension that is not taught by using Read, Rate and Reread Strategy is enough level.

2. The Data Analysis of the Effect of the Students' Reading Comprehension between the Students that is Taught without and that is Taught by Using Read, Rate and Reread Strategy

In this part, the writer shows the pre-test, post-test and the gain of experimental class and also the control class. The data were taken from 35 respondents of experimental class and 37 respondents of control class. The data can be seen at the following table:

Table IV.10
Students' Reading Comprehension Score

No	Respondents	Experimental Class		Gain	Control Class		Gain
		Pre-test	Post-test		Pre-test	Post-test	
1	Student 1	45	55	10	65	60	-5
2	Student 2	40	55	15	45	65	20
3	Student 3	60	55	-5	40	45	5
4	Student 4	70	75	5	55	50	-5
5	Student 5	75	75	0	60	65	5
6	Student 6	85	85	0	60	65	5
7	Student 7	45	65	20	70	75	5
8	Student 8	60	70	10	75	70	-5
9	Student 9	60	75	15	75	80	5
10	Student 10	50	60	10	70	75	5
11	Student 11	75	70	-5	60	60	0
12	Student 12	70	70	0	55	60	5
13	Student 13	75	70	-5	70	65	-5
14	Student 14	70	65	-5	70	75	5
15	Student 15	45	80	35	55	65	10
16	Student 16	55	65	10	75	80	5
17	Student 17	65	75	10	80	85	5
18	Student 18	65	75	10	45	50	5
19	Student 19	75	80	5	40	50	10
20	Student 20	80	75	-5	60	65	5
21	Student 21	45	75	30	70	80	10
22	Student 22	50	75	25	75	70	-5
23	Student 23	70	85	15	85	80	-5
24	Student 24	65	80	15	45	55	10
25	Student 25	45	80	35	60	65	5
26	Student 26	45	75	30	60	55	-5
27	Student 27	55	75	20	55	60	5
28	Student 28	60	80	20	75	75	0
29	Student 29	60	75	15	60	55	-5
30	Student 30	70	85	15	75	70	-5
31	Student 31	75	80	5	70	75	5
32	Student 32	75	85	10	60	65	5
33	Student 33	70	80	10	55	50	-5
34	Student 34	60	75	15	65	70	5
35	Student 35	55	70	15	70	75	5
36	Student 36	70	60	-10	75	70	-5
37	Student 37	55	50	-5			
38	Student 38	50	70	20			
		=2340	=2750	=410	=2280	=2375	=95
Mean		61.578	72.368		62.333	64.972	

From the table above, the calculation of total score of experimental class in pre-test is 2340 and the total score of experimental class in post-test is 2750. The gain of experimental class is 410. While the calculation of total score of control class in pre-test is 2280 and the total score of control class in post-test is 2375. The gain of control class is 95. The mean score of post test at experimental class is higher than the mean score of post test at control class.

To determine the data analysis of the effect of the students' reading comprehension in narrative text between the students that is not taught and that is taught by using Read, rate and Reread strategy, the writer then used t test by using SPSS 16. The data can be seen at the following table

Table IV.11
The Result of t-test

Group Statistics					
	Post_Control	N	Mean	Std. Deviation	Std. Error Mean
Post_Experiment	1	38	72.37	9.060	1.470
	2	36	65.97	10.269	1.712

The output of group statistics shows that the mean of the post-test of the experimental class is 72.73 and the mean of post-test of the control class is 65.97, and N (number of the case) is 38 for the experimental class and 36 for the control class. The standard deviation for experimental class is 9.060 and the standard deviation for control class is 10.269. Standard error mean of experimental class is 1.470 and standard error mean of the control class is 1.712.

Table IV.12
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Experiment	.787	.378	2.845	72	.006	6.396	2.248	1.914	10.878
Equal variances assumed									
Equal variances not assumed			2.835	69.764	.006	6.396	2.256	1.897	10.896

From the table IV.12 above, the output of independent sample test shows that the t-test result is 2.845, its df is 72, significant is 0.006, mean difference is 6.396, standard error is 2.248 the lower difference interval is 1.914 and the upper difference interval is 10.878.

There are two ways that can be done in interpreting t_o . They are as follows:

1. By comparing t_o (t-obtained) to t table. From $df=72$, it is found that the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.
2. By orienting the number of significance. If probability is >0.05 , null hypothesis (H_o) is accepted. If probability is <0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16, it shows that t_o is higher than t-table. The finding of t_o is 2.845 while the level of significant of 5 % is 2.00 and the level of significant of 1% is 2.65. It can be read that $2.00 < 2.845 > 2.65$. Thus, the writer can conclude that H_a is accepted and H_o is rejected. In other word, there is a significant effect of using Read, Rate and reread Strategy toward Reading Comprehension at the Second Year Students of State Senior High School 12 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

There are three conclusions of this research referred to the research finding and the formulation of the research. They are as follows:

1. The students' reading comprehension that is taught without using Read, Rate and Reread strategy at the second year students at the second year students of State Senior High School 12 Pekanbaru is categorized into enough level.
2. The students' reading comprehension that is taught by using Read, Rate and Reread at the second year students at the second year students of State Senior High School 12 Pekanbaru is categorized into good level.
3. After conducting the research, the writer found that there is significant effect of the students' reading comprehension that is not taught and that is taught by using Read, Rate and Reread Strategy at the second year students of State Senior High School 12 Pekanbaru.

B. Suggestion

Considering the effect of using Read, Rate and Reread strategy toward students' reading comprehension, the writer would like to give some suggestions as follows:

1) Suggestions for the School:

- a. It is recommended to the school to do evaluation for the students' difficulties based on the result of teaching and learning process.
- b. It is hoped for the school to establish an English club in order to improve the students' knowledge in English.
- c. It is hoped for the school to facilitate the students in joining English festival or English competition in order to strengthen the students' motivation in learning English.

2) Suggestion for the English teacher:

- a. It is recommended to teacher to use Read, Rate and Reread strategy in teaching and learning process as the one of the alternative of reading comprehension strategies.
- 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 conducive condition in teaching would become one asset to carry the success of material to be taught.

3) Suggestion for the students:

- a. The students should try to understand using Read, Rate and Reread strategy in reading text.

- b. The students should pay more attention to the lesson that has been 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 that has the same topic with this study.

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