

**THE EFFECT OF USING MARKING STRATEGY TOWARDS
STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT OF STATE SENIOR**

HIGH SCHOOL 13 SIAK

REGENCY



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PEKANBARU

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Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRACT

Norma Yunita (2013). The Effect of Using Marking Strategy towards Students' Reading Comprehension of State Senior High School 13 SIAK Regency.

Based on the writer's preliminary study, it was found that the students. The student could not comprehend the meaning of narrative text in their textbook at the school. This problem was caused by some factors. For example, Some of students are not able to find out the main idea, Some of students are not able to find out specific information from the text, and Some of the students have lack of relating vocabulary with the topic. The researcher was interested in carrying out the research about this problem.

The object of this research was to test whether the Marking Strategy had the effect towards student's achievement in experimental class in reading comprehension. This research was conducted by using quasi experiment by giving the treatment for experimental class. The population of this research was all of the second year students in the academic year of 2012/2013 in which the total number of the students 98 students and divided into 4 classes. The sample was gained by cluster random sampling. To analyze the data, the writer used Independent T-test formula.

After analyzing the data, the writer found the result of analysis the data. T_o was higher than t_{table} . Therefore, null hypothesis (h_o) was rejected, and alternative hypothesis (h_a) was accepted. It can be concluded that Marking Strategy has a positive effect on students' reading comprehension in Narrative Text of State Senior High School 13 Siak Regency.

ABSTRAK

Norma Yunita(2013). Pengaruh Penggunaan Strategy Marking (Menandai) terhadap Pemahaman Membaca Siswa di Sekolah Menengah Atas Negeri 13 Kabupaten SIAK.

Berdasarkan studi pendahuluan penulis ditemukan bahwa siswa belum mampu memahami bacaan dalam buku pelajaran disekolah. Masalah ini disebabkan oleh beberapa factor. Misalnya sebagian siswa tidak mampu menemukan ide pokok, sebagian siswa tidak mampu menemukan informasi yang spesifik dari teks, dan beberapa siswa memiliki sedikit kosa kata yang berhubungan dengan topik. jadi penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini bertujuan untuk mengetahui pengaruh strategy Marking terhadap hasil belajar siswa antara kelompok ekperimen dan kelompok control dalam pemahami isi bacaan. Penelitian ini dilakukan dengan metode ekperiment semu (quasi experiment) dengan memberioakan treatmen kepada kelas control. Populasi dalam penelitian ini adalah siswa kelas XI SMAN 13 Kapupaten Siak yang berjumlah 98 siswa terdiri dari 4 kelas. Sampel yang diambil cluster random sampling. Untuk data analisisnya penulis menggunakan rumus independents- T-test.

Setelah menganalisis data, pulis penemuan hasil dari menganalisis data T hitung lebih besar dari pada t_{table} . Oleh karena itu, null hypothesis (h_0) ditolak, dan alternative hypothesis (h_a) diterima. Ini dapat disimpulkan bahwa strategi Marking memiliki pengaruh yang positif terhadap pemahaman membaca siswa di Sekolah Menengah Atas Negeri 13 Kab. Siak.

ACKNOWLEDGMENT

الله الرحمن الرحيم

By the name of Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement. Shalawat and salam forever to a noble character, the prophet Muhammad SAW who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

This project paper is intended to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this project paper is “The Effect of Using Marking Strategy towards students’ Reading Comprehension in Narrative Text of State Senior High School 13 SIAK Regency”.

The writer realizes that there are many weaknesses on this project paper. Therefore, constructions and suggestions are needed very much to improve this project paper. A lot of thanks to who have given moral and material supports to the writer. Thus, the writer expresses deep gratitude and sincere thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau for his kindness and encouragement.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty for her kindness and encouragement.
3. Dr. Hj. Zulhidah, M.Pd, as the Chairperson for her kindness and encouragement.

4. Dedy Wahyudi , M. Pd, the secretary of English Education Department for his kindness and encouragement.
5. Drs. H.Sutarmo, M. Ag, as the writer's supervisor for his invaluable assistance, guidance, encouragement, persistence, helpful and valuable suggestions and advice that has encouraged and motivated the writer to complete this project paper.
6. Yasir Amri, M.Pd, as editor this Project paper and All lecturers who have given knowledge, information of this project paper, contributions and supports during the courses.
7. The Head Master of State Senior High School 13 Siak Regency, Drs. Rustam Effendi and also all of the teachers, especially for English teacher, Lisa Purwasari, S. Pd who has helped the writer in the process of collecting data.
8. My Beloved Parents, Effendi and Rahmi who have given meaningful and useful pray, advices, supports, both material and spiritual, give me everything what I need. You always make me be stronger in this life. Thanks a lot of your love. I always love you forever.
9. My Beloved Sisters and Brothers, Lina Marni, Amrizal, Jufrizal, and Dedi Putra thank you for your support and motivation. I miss you.
10. My Best Friend, Dian Marda Pratama, Ramadanis, And Rita who always supports, advice and motivation to finish my thesis, Thanks for your kindness and help.

11. My Classmates of Class A of English Education Department who have given me motivation and support. You are the best friends.

Finally, this thesis is still far from perfect. Therefore, constructive comments, critiques, suggestions will be appreciated very much.

Pekanbaru, November 2012

The Writer,

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NIM. 10814002070

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the skills that should be considered in other language skills. It strongly relates to develop other language skills, such as writing, listening, and speaking. By reading a lot, the readers can develop their ideas to write, having insight to communicate with others, and background knowledge about topic of reading. The purpose of reading based on the standardization of English course competences is to understand the meaning (interpersonal, ideational, and textual) in some written texts that have communicative purpose, structural text, and certain linguistic.¹ It means that, reading includes a receptive skill. Therefore, a reader should have the best strategy to obtain a good comprehension of the messages in reading text.

Reading learning process is necessary to get better comprehension. In learning process, a teacher uses a reading strategy in teaching reading. As defined by David Pearson and his colleagues, reading comprehension strategies are “conscious and flexible plans that readers apply and adopt to a variety of texts and tasks.”² Therefore, reading needs a serious concentration. It also needs a critical thinking to comprehend the meaning of reading text. A critical thinking will create

¹ Tim penulis , *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*, Departemen Pendidikan Nasional, Jakarta, 2003, p.17

² Michael F. Graves, *Teaching Reading in the 21st century* , A Pearson Education Company, Tokyo, 2001. P. 310

the active learning, because the students not only learn by them selves but also discuss or share what they learn with their friends or their teacher.

The active learning has been available in School Based Curriculum. School Based Curriculum is a curriculum that demands the active learning to the students. Nowadays, many schools have applied this curriculum, especially in Indonesia. SMAN 13 SIAK Regency is one of the schools applying School Based Curriculum. According to syllabus 2012-2013 at the second grade, the base competence of reading comprehension refers to capability of students in understanding comprehending and responding the meaning in monologue text or essay accurately, fluently, and contextually in the form of text such *as report, narrative, and Analytical exposition*.³ In this research, the writer focused on narrative text. The passing score of English (KKM) at State Senior High School 13 Siak Regency is 70

Based on the preliminary research at State Senior High School 13 Siak Regency, the writer found that the students are usually give narrative text by their teacher. After given the text, they read each paragraph one by one with aloud reading and then the students finds the difficult word in the text to comprehend about text. After finding the difficult word in the text, students read again the text to make more comprehending about the text. They also allowed open their dictionary if it is needed. The students also know narrative text since in the junior high school, moreover in the first year of senior high school they often make narrative text. Besides they often find narrative text in their library.

³ Tim Penyusun Syllabus, *Syllabus for Class XI SMAN 31 Siak Regency 2012/2013*, unpublished

Ideally, the student should comprehend about the reading narrative text and comprehend what they are reading. But in fact, the student cannot comprehend about narrative text, Some of students are not able to find out the main idea, Some of students are not able to find out specific information from the text, and Some of the students have lack of relating vocabulary with the topic.

To overcome these problems need an appropriate strategy for helping students. There is a strategy that can help students toward their comprehension in reading, called “Marking Strategy”.

Marking strategy is very important as an effective strategy of identifying and organizing information⁴.this strategy environment promotes the development of metacognitive strategies for reading comprehension through a process of scuffled reciprocal teaching⁵. Finally, based on the explanation and the problem above, the writer is interested in conducting a research entitled. “The Effect of Using Marking Strategy towards Students’ Reading Comperhension in Narrative Text of State Senior High School 13 Siak Regency”.

B. Definition of the Terms

The topic of this research is the effect of using marking strategy towards students’ reading comprehension in narrative text of state senior high school 13 at Siak regency. In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary for the writer to define the following terms.

⁴ Kathleen T. Mc Whorter, *Guide to College Reading*, Little, Brown and Company, Boston , 1985. P. 179

⁵ Mark Mc Mohon, *Mark-Up; Facilititating Reading Comprehension through On-line Collaborative Annotation*. Unpublished

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables⁶. In this research, effect is defined as the result of teaching reading by using Marking towards students' reading comprehension of State Senior High School 13 Siak Regency.

2. Marking Strategy

Marking is an activity of reading strategy that helps students to focus and concentrate on the material as they read. However in this research, the terms of marking strategy refers to a strategy that done by students to identifying and organizing information to the text so that they can be easier and faster in comprehending reading text. This strategy can be done with teacher guidance or silent reading⁷.

Marking Strategy means in this research is a strategy used by writer to know its effectiveness towards students' reading comprehension of the Second Year students at State Senior High School 13 Siak Regency.

3. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word and world knowledge, and fluency⁸. It means that a process or product of

⁶ Jack Richards and Schmidt Richard, *Longman Dictionary of Language Teaching and Applied linguistics*, Person Education, New York, 2002. P. 175

⁷ John N. Gardner, A. Joreme Jewler, Barefoot. *Your College Experience: Strategies for Success*, Tokyo, 2009, P.117

⁸ Klingner, Janette K, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension Students with Learning Difficulties*, The Guilford Press, New York, 2007. P. 2

understanding the text is to get information and the meaning of the text. In this research, reading comprehension is process of understanding text by using Strategy of Students' Reading Comprehension of State Senior High School 13 Siak Regency.

C. The Problem

1. Identification of the Problem

Based on the problems described above, it is clear that some second year students in State Senior High School 13 Siak still face many difficulties in English, especially in reading comprehension for more details these problems are identified as follows:

- 1) The texts given by the teacher are uninteresting for the students.
- 2) The Students not able to find out the main idea.
- 3) Some of the students cannot infer reading of the narrative text
- 4) The strategies applied by the teacher do not optimize students' reading comprehension significantly yet.
- 5) The Students to find out specific information from the text.
- 6) The Students lack of relating vocabulary with the topic.

2. Limitation of the Problem

Regarding the writer's Ability, time, and funding this research, there research, the writer needs to limit the problems. On the strategy used by the teacher which do not optimize the students reading comprehension. there for The writer tried a new strategy called Marking Strategy and to find out the effect of using marking strategy towards students' reading comprehension in narrative text.

3. Formulation of the Problem

Based on the background of the study, the writer formulates the problems in the following questions:

- 1) How is student's ability in comprehending narrative reading text by using Reading Aloud?
- 2) How is student's ability in comprehending narrative reading text by using marking strategy?
- 3) Is there any significant effect of using marking strategy towards students' reading comprehension in narrative text?

D. The Objectives and Significance of the Research

1. The Objective of the Research

Based on the formulation of the problems above, the general objectives of the research are:

- 1) To get the data about students' ability in comprehending narrative reading text by using Reading Aloud.
- 2) To find out the data about student's ability in comprehending narrative text by using marking strategy.
- 3) To elicit the data about the effect of using marking strategy towards students' reading comprehension.

2. The Significance of the Research

These research findings are hopefully respective to give valuable contribution:

- 1) To the writer as a researcher intends to know how to conduct a research.
- 2) To give a contribution about the strategy to students concerning with reading comprehension.
- 3) This research finding are also expected to give the positive contribution or advantages to the second year students of SMAN 13 Siak Regency and the teachers of English in their learning and teaching success.
- 4) This research finding are also hoped to justify this theories insisting theories on teaching and learning English as L2/L1, and for thus how are conserved with the current issues on learning and teaching language.

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is an interactive process in which the reader engages in an exchange of idea with an author via text¹. Reading is the bridge to develop the other skills. Therefore, reading is the most important aspects among other language skills. In addition, Nutall states that reading is understood interpret meaning sense. Reading is an interactive process that goes on between the reader and the text, a reader in reading term will use his knowledge, skill, and strategy to determine the text².it means, the students try recognize the words he meet in print and finds the meaning of the text.

Reading is different from writing and speaking. If writing and speaking are productive language skills that require students to practice in order to improve these skill, while reading is related to the student's reading in the text. It means that writing and speaking are harder than reading. Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning³.

¹ Burnes don and page Glenda, *Insights and Strategies for Teaching Reading: Brisbane College of Advanced Education: Harcourt Brace Jovanovich Group*, Pty Limited, California 1985. P. 26

² Cristine Nutall, *Teaching Reading Skill in a Foreign Language*, Mc. Graw. Hill, Sydney, 1982, P. 2

³ David Nunan, *Practical English Language Teaching*, Mc Graw Hill, Sydney, 2003, P.68

Reading is an activity with a purpose. The purposes of reading are:

- 1) To gain information or verify existing knowledge, in order to criticize writer's ideas or writing style.
- 2) To read for enjoyment or to enhance knowledge of the language being read
- 3) To guide the reader's selection of texts.
- 4) To determine the appropriate approach to reading comprehension⁴.

Reading is approached as a thinking process-one in which the student interacts with the textual material and sort, evaluates, and reacts to its organization and content. The process of reading itself may be broadly classified into three stages:⁵

- 1) **The recognition stage.** At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance he/she recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- 2) **Structure stage.** The learner sees the syntactic relationship of items and understands the structural meaning of the syntactical units.

⁴ www.nclrc.org/Essential/Reading/Stratread.htm. Retrieved on December 05, 2010

⁵ M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, and Techniques)*, Sunrise Publish and Distributors, Jaipur 2008, P.114

3) **The interpretation stage.** This is the highest level in the reading processes. The learner comprehends the significance of a word, a phrase or a sentence in the overall context of the discards. It is this stage at which a person really reads for information or pleasure.

Based on definition of the reading above, the writer can conclude that reading is very important for learners. It will help students to know many things after they read. Reading is also an active process which consists of recognition and comprehension skill.

2. Natural of Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word, reading word and world knowledge, and fluency⁶. Reading for comprehension is the primary purpose for reading (though this is some times over looked when students are asked to read overly difficult text); raising students' awareness of main idea in a text and exploring the organization of the text are essential for a good comprehension⁷.

Reading comprehension is viewed as the process of using one's own period knowledge and comprehending is influenced by the individual reader's characteristic, the text's characters, and the situation factors: the situation organizer, the task, and the total setting⁸.

⁶ Janette K. Klingner, Sharon Valughn, and Alison Boardmand, *Teaching Reading Comprehention to Student with Learning Diffeculties*. The Guilford press, London, 2007, P.2

⁷Richerds, Jack C. and Willy A. Rinandya. *Methodology in Language Teaching: an Anthropology Current Practice*, Cambridge University Press,New York, 2002. P. 277

⁸ Kalayo Hasibuan, and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Alaf Riau Gruba UNRI Press, Riau, 2007. P.114

1) Categories of Reading Comprehension

Brown states that there are two categories of reading comprehension. They are⁹.

a. Micro Skill of Reading Comprehension

The micro skill refers to produce the smaller chunks of language such as¹⁰;

- a) Discriminate among the distinctive graphemes and orthographic pattern of English
- b) Retain chunks of language of different lengths in short-terms memory
- c) Process writing at an efficient rate of suit the purpose
- d) Recognize a core of word, and interpret order patterns and their significant
- e) Recognize grammatical word classes (noun, verbs, etc)
- f) Recognize that a particular meaning may be expressed in different grammatical forms
- g) Recognize cohesive devices in written discourse their significance for interpretation

b. Macro Skill of Reading Comprehension

Macro skill is getting general information from the text, getting specific information from a text, and pleasure or for interest. The brief explanation of those macro skills is as follows. They are¹¹:

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation

⁹ **Ibid.**, P.187

¹⁰ **Ibid.**, P.290

¹¹Mc Donough, Jo, Shaw. and Chistopher, Swaw, *Materials and Methods in ELT: 2ndEdn*, Blackwell Publishing, Californi, 2003, P.90

- b) Recognize the communicative functions of written text, according to form and purpose
- c) Infer context that is not explicit by using background knowledge
- d) From described events, ideas, etc, infer links and connection between events, deduce causes and effect, and detect such relation as main idea, supporting idea, new information, give information, generalization, and exemplification
- e) Distinguish between literal and implied meanings
- f) Detect culturally specific references and interpret them in context of the appropriate cultural schemata
- g) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of text.

Finally, skilled reader may employ one type of process more than the other when the situation allows to do this without effecting their comprehension. But less able readers may tend to rely much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge-based processing is not appropriate reading activity, so that they fail to use knowledge they have.

2) Teaching Reading Comprehension

There are some processes that involve in teaching reading comprehension to students that get difficulties, as follows¹²;

a. Teaching MicroProcesses

Teaching Microprocessing refers to the reader's initial chunking of idea units within. "Chunking" involves grouping words into phrases or clusters of words that carry individual sentences meaning, and requires an understanding of syntax as well as vocabulary.

b. Teaching Integrative Process

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skill involved in integrative processing include being able to identify and understand.

c. Teaching Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way the reader does this by summarizing the key ideas read. Macro processing is the ongoing process of creating or selecting an organized set of summary ideas, presumably for the purpose of organizing recall and reducing the number of ideas to be remembered. Macroprocessing also aids in the recall of general ideas. Macroprocessing requires

¹²Janette K. Klingner, Sharon Valughn, and Alison Boardmand, *Op. Cit*, P. 8-12

the ability to select what is important and the ability to summarize details. Both of these require an awareness of the overall organizational structure of the passage. Macroprocessing interacts with Microprocessing in that it helps students decide which individual idea units to remember (micro selection)¹³.

d. Teaching Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly the text. We make inferences that may or may not correspond with those intended by the author. This process is called elaborative processing.

e. Teaching Metacognitive Process

The metacognitive process the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e repeating information to enhance recall), reviewing, underlining important words or selection of a passage, note taking and checking understanding.

Finally, the teaching reading comprehension process in this research focuses on metacognitive, because this research uses the strategy of metacognitive to environment that promotes the development.

¹³ Westphal Irwin, Judith, *Teaching Reading Comprehension Processes* Prentice-Hall, Inc, Englewood, New Jersey, 1986. P.44

3) Factors influencing Reading Comprehension

There are three sets of influences reading comprehension is¹⁴;

a. The Individual Reader Context

The reader actively interprets the cues on the printed page in the light of what he or she brings to it. This includes his or her prior knowledge about the topic, emotional attitudes relative to the topic and assignment, and reading skills. It is important to prepare student for reading comprehension by assessing and developing their schemata related to the topic. It was also suggested that motivation and interest should be developed prior to reading.

b. The Text Context

The text context purpose is to help reader or teacher become more skillful at detecting possible sources of difficulty in reading material to use, and even if reader or teacher find her/his self limited to difficult text, they can provide pre reading skill in structure to help the students deal with potential text difficulties¹⁵.

c. The Situational Context

The situation context have many aspects to be considered are the students understand the purpose of the assignment, they know how to read for that purpose, questions reflect the purpose, the question understandable, during reading and during testing ones in which they could perform (social, emotional, or physical environments)¹⁶.

¹⁴ **Ibid** P. 101

¹⁵ **Ibid**, P. 117

¹⁶ **Ibid.**, P.129

4) Level of Reading Comprehension Skills

Based on Barrett's Taxonomy which is to define levels of cognitive and affective dimensions of reading comprehension. They are¹⁷;

a. Literal Comprehension

It is the lowest level, the students identify information directly stated. Literal comprehensions have two categories, they are recognition and recall that includes details: main ideas: a sequence: comparison: cause and effect relationships: and character traits. The students identify information directly stated.

b. Reorganization

The students organize or order the information in a different way than it was presented. Reorganization includes classifying, outlining, summarizing, and synthesizing.

c. Inferential Comprehension

The students respond to information implied but not directly stated. Inferential comprehension includes supporting details, main ideas, sequence, comparisons, cause, and effect relationships, character traits, outcomes, figurative language.

d. Evaluation

The students make judgments in light of the material. Evaluation include judgment of reality, fact as opinion, adequacy and validity, appropriateness, worth, desirability and acceptability.

¹⁷ Thom Hudson, *Teaching Second Language Reading*, 2007 China: oxford university press, P.85

e. Appreciation

It is the highest level, the students give an emotional or image-based response. Appreciation includes emotional response to content, identification with character or indicates, reactions to the author's, use of language and imagery.

Therefore, a reader's comprehension of text is influenced by their or their motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategy to identify main idea and supporting detail, and an appreciation of the text structure¹⁸.

The indicators of reading comprehension as follow:

- a) The Students are not able to find out the main idea.
- b) The Students are not able to find out specific information from the text.
- c) The Students have lack of relating vocabulary with the topic.

3. Marking Strategy

Marking is an activity reading strategy that helps them to focus and concentrate on the material as they read.¹⁹ In addition, most students expect to use their text notations when studying for tests. To meet these goals, some students like to underline, some prefer to highlight, and others use margin notes or annotations.

¹⁸ Barret, *the barret taxonomy of cognitive and effective dimension of reading comprehension*, <http://joebyrna.net/curriculum/barret.pdf>.retrieved on jully 12,2012

¹⁹ John N. Gardner, A. Joreme Jewler, Barefoot. *Your College Experience: Strategies for Success*, Tokyo, 2009.p.117

Marking is vital because it gets our actively involved in selecting and organizing the information and gets our writing to start the rehearsal process²⁰

Marking important facts and ideas as students read are effective strategies of identifying and organizing information. It also Suppose it took students four hours to read and assigned chapter in sociology. One month later students need to review that chapter to prepare for an exam. If students did not underline or mark as they read the first time, than, in order to review the chapter once, students would have to spend another four hours rereading it. More important, the less time you spend identifying what to learn, the more thoroughly students can learn the necessary information. This will pay off in their course grade²¹.

1) **Types of Marking Strategy**

The marking in the following passage organize the information in a way that underlining cannot. Marking strategy according Jhon Gardner stated there are a few examples of useful types of marking²²:

- a. Circle words students do not know.
- b. Mark definitions with an asterisk.
- c. Write summary word or phrase in the margin
- d. Number lists of ideas, causes, and reasons.
- e. Place brackets around important passage.
- f. Draw arrows or diagrams to show relationships or to clarify information.

²⁰ Rick Grossman, *Improving Textbook Reading and Marking Strategy (Learning Strategy Specialist)*. Unpublish, p.2

²¹ Kathleen T. Mc Whorter, *Guide to College Reading*, Little, Brown & Company, Canada, 1985.P. 179

²² *Ibid* P.183

g. Make notes to ourselves, such as “good test question”, “reread”, or “ask instructor”.

h. Put question mark next to confusing passages or when student want more information.

Some other types to use marking strategy²³;

a. Read first and then underline selectively.

Make conscious decisions about what underline and limit the amount. Too much underlining is difficult to study later and often becomes a mechanical process that requires little thought. Read a section of material first and then go back and underline only the words and phrases that most accurately state what that chunk of material is mainly about.

b. Box transitions and number important ideas.

Making transitions stand out in the text helps you locate the ideas. When you box such words as first, for example, next or finally, you not only locate important ideas more easily, you also see how they relate to each other.

c. Circle specialized vocabulary.

Write brief meanings in the margin if you need to. You need to know these terms to understand the textbook and the instructor, and take the exams.

d. Jot down main ideas in the margin.

At the end of a paragraph, stop and ask yourself, "What was most of that paragraph about?" Write the answer in as few words as possible in the margin.

²³ DSPS, <http://academic.cuesta.edu/acasupp/as/609.htm>

This is an especially useful technique for short dense assignments that are difficult to understand, such as those in philosophy, physics, or chemistry.

e. Label Examples (ex).

When you encounter an example, determine what main idea -it exemplifies and label it. It will help you understand the main idea when you study later.

f. Write your own ideas, including connections with your other classes, in [square brackets].

If you are reading actively, concentrating and understanding, you will also be thinking. Jot down the ideas that occur to you either at the top or the bottom of the page and bracket them to indicate they are your own. Your recorded ideas will make later study more interesting and will also provide ideas for class discussions, papers, and exams.

g. Write questions as you read.

Questions help you think, relate new material to what you already know, and wonder about implications and applications. All these mental activities help you learn the material in the first place and remember and use it later.

h. Write brief summaries at the end of each section of material, and later; at the end of chapters and the book.

Write brief summaries use the white space throughout the book to write summaries. Write them in brief phrases only. They should answer the questions "What was this about? " and "What did the author say about it?" Summarize your own words as much as possible. Don't read and write at the same time, or you will end up with too many notes.

- i. Make outlines of obvious major ideas in the margins.

Outlines are a visual representation of ideas and their relation to each other. At times, obvious transitions will make the ideas stand out. When you encounter such material, write brief outlines of the ideas in the margins.

- j. Make maps.

Outlines force you to isolate and organize important ideas so you can visualize them and thereby understand and remember them. Writing ideas in map form accomplishes the same thing. You can map major sections, chapters, or even entire books. Experiment with summaries, outlines, and maps and decide which work best for you.

There are many different ways to read books and just as many ways to remember their salient points. One of the most effective ways to get the most out of a book is to mark it up. There is no standard way to mark up a text, but below are a few ways that students have found effective in marking up a textbook so that one can see the important points quickly, make it more memorable, and make it easy to pick up years later and re-acquaint oneself with the major concepts.

- a. Mark the text with a pencil, pen, or, even better, colored fine-tipped pens and Remember, you are not highlighting, you are writing.
- b. Know your preferences, Some of you have an aversion to mark directly in the text. Books are precious things to many people and they want to protect them from damage and even the wear and tear of everyday use. If this describes you, grab some Post-It brand notes and do your marking and writing on

them. This also gives you the advantage to move and reorganize them should you see fit. As for me, I like to mark directly on the page. I find that my books become more valuable to me when I add my contributions to the information that they contain.

- c. Underline the topic sentence in a passage. Remember, each paragraph has one topic sentence. The rest is supporting information and examples. Identify the topic sentence to find it easier.
- d. Use codes, Flag text with codes (e.g., Question marks to indicate disagreement, Exclamation marks to note agreement or to flag a strong statement, triangles to indicate a change in thinking, or a star for the topic sentence).
- e. Write the passage topic in the margin as a reminder , Just a word or two.
- f. Write questions in the margin, When you don't understand something or when you don't understand the author's thought process on a particular topic, write the question in the margin as a reminder to settle the question.
- g. Circle new and unfamiliar words, Look them up as soon as possible.
- h. Add your or other author's perspectives in the margins, Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say. Add these ideas in the margins.
- i. Add cross-reference notes to other works on the same topic, Use the author's name and a shortened version of the other book's title.
- j. Add structure to a narrative text , Use 1, 2, 3, 4...or an outline format I. A. B. C. 1, 2, 3, a, b, c...to add a structure that you understand.

- k. Draw arrows to related ideas Or unrelated idea.
- l. Summarize, Add your own summary after the last paragraph. That simple exercise will crystallize your thinking on the topic. If you can't write it, you don't understand it²⁴.

Textbook marking refers to anything you do on or near the text once you have identified something as being important to learn. It can be underlining, highlighting, coding (like boxing a technical term and its definition), simple labels (like “ex” and “def”) summarizing, outlining, charting, etc²⁵.

2) Procedures of Marking Strategy

Activities of marking for reading comprehension are²⁶.

Step 1 “Explain” text marking and how it will benefit the students in their reading. (Strategy will help students interact with text and help identify when material is understood and not understood.) Write the symbols to be used on the board.

- a. I knew this before.
- b. This is new for me.
- c. I'm not sure what this means.

Step 2 “Model” for the students how to mark text by marking a simple reading. (This easy level reading passage will allow students to focus on the strategy not the text passage.) Article example: The Changing Face of Work. Demonstrate how to place appropriate markings in the margin of

²⁴ [http://hwebbjr.typepad.com/openloop/2006/02/twelve Ways to Marking. html](http://hwebbjr.typepad.com/openloop/2006/02/twelve_Ways_to_Marking.html)

²⁵ Rick Grossman, **Loc.Cit.** P.2

²⁶ [http://Literacy.ket.edu/eureka/EDR/5/Text/% 20Marking% 20for% 20Reding% 20Comprehension.PDF](http://Literacy.ket.edu/eureka/EDR/5/Text/%20Marking%20for%20Reding%20Comprehension.PDF), 9/4/2012

the reading as you read the article with the students. Explain that not everyone will mark text in the same manner depending on their understanding of the passage and the prior knowledge they have about the topic. (Overlays or sticky notes could be used if students are not able to write on the material.) Discuss what to do with the marks when finished reading. Areas marked with Should be reviewed for understanding. Areas marked with should be clarified through discussion, further reading or research.

Step 3 “Guide” the students in using text marking by marking the first three paragraphs of a new reading as a large group. Have the students follow along and mark their article as you demonstrate. Article example: Green Collar Jobs Overview

Step 4 Have the students then apply the new strategy working in pairs to mark the remainder of the text in the reading. Students need to use this strategy multiple times so they begin to interact with text instead of just reading words. The articles being read should be at their instructional reading level and should be of value to the reader.

Some other of procedures by rick Grossman are²⁷:

- a. Try to read one heading or sub-heading’s worth of material before rather than marking sentence- by- sentence. This give you a clear picture of the main point and how the details fit together.

²⁷ Rick Grassman, *Op. Cit*, p.3

- b. Try to develop a consistent coding system.
- c. Use brackets of various types in the margin rather than highlighting or underlining whole section of text.
- d. Written margin marking in complete point and include numbers when appropriate.
- e. Write markings as question.

No matters what method students prefer remember these two important guidelines²⁸:

- a. Read before you mark.

Finish reading a selection before you decide which are the most important ideas and concept. Mark only those ideas, using your preferred method (highlighting, underlining, circling key term, annotating).

- b. Think before you mark.

When you read a text for the first time, everything can seem important. Only after you have completed a section and reflected on it will you be ready to identify the key ideas. Ask you self. “what are the most important ideas? What will I see on the test?” this can help you a void marking too much material.

Two other considerations might after you decisions regarding textbook marking first, if you just make notes or underline directly on the page of your textbook, you are committing yourself to at least one more viewing of all the pages that you have already read-all 400 pages of your anatomy or art history textbook. A more productive used of your time might be taking notes, creating

²⁸ Jhon N Gardner.,**Op. Cit**, P. 118

flash cards, marking lists, or outlining textbook chapters. This method is also more particulate if you intend to review with a friend or study group.

Second, sometimes highlighting or underlining can provide you with a false sense of security. You might have determined what is most important, but you have not necessarily tested yourself on your understanding of the material. When you force yourself to put something in your own words while taking notes, you are not only predicting exam questions but assessing whether you can answer them. Although these active reading strategies more time initially, they can save you time in the long run because they not only promote concentration as you read but also make it easy to review, so, you probably won't have to pull an all-nighter before an exam.²⁹

4. Aloud Reading

Reading aloud also plays an important role in teaching of English. Teachers should know that the training of reading aloud must be given at the primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at the secondary level³⁰. According to S. Venkateswaran reading aloud is not useful at the secondary level because of the following reasons:

- 1) It is a very difficult skill. In unseen text or in other text there are many words which the student does not know how to pronounce.
- 2) If the student has not prepared himself for reading, it will be very difficult for him. The reading will be unnatural.
- 3) Reading basically is reading silently.

²⁹ **Ibid.** P. 118

³⁰ Patel, M.F Dr, M, Jain Praveen, *Op.Cit*, P.120

- 4) According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text.

The texts which have no need not to read aloud should not be read aloud.

a. The Procedures of Aloud Reading

English teaching is very important task at secondary level. Because at this stage learner comes in contact of other people and have to talk and read any subject matter. So it becomes very necessary for him to pronounce very well in English. In their academic college they have to read and read so the skill of reading becomes very important for learners. What the teacher can do for better and effective teaching of reading as under³¹:

- a) The material which teacher present before students should be according to previous knowledge of the students or related t their own experience.
- b) The teacher should emphasize on the stress of learners.
- c) The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, he should correct it. Correction should be friendly and productive.
- d) The teacher should care about all readers. He should also draw his attention toward weak readers
- e) While teacher present model reading, this model reading should be according the level of readers so that readers could understand it very well and pronounce very well³².

³¹ *Ibid* P. 121

³² *Ibid* P. 122

Aloud Reading was given to the student and students should comprehend about the reading narrative text and comprehend what they are reading. But in fact, the student cannot comprehend about narrative text. They still have problems on they are comprehension; students are not able to find out the main idea, students are not able to find out specific information from the text. and the students have lack of relating vocabulary with the topic.

5. Narrative text

Narrative text means a story text; it commonly use the problems and solution of the problems. According to Otong, narrative text is kind of story, narrative text that has purposes to amuse the reader which is indicated by showing a problem and the way to response the problem and response commonly is a solution³³. The some is also pointed out by Th. M. Sudarwati narrative purpose to amuse or entertained the readers with actual or imaginary experiences in difference way. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem³⁴. Narrative is like myths and legends, short stories because they concerned with talking about the event. The narrative text contents can be nonsense story or the fact story. Furthermore, Syafi'i, Fauzan and Jonri they point out that narration or narrative is storytelling. Whether it tells a true story or fiction, a narrative essay gives an account of one more experiences. It tells a story to make point out or explain an idea or event³⁵.

³³ Otong Setiawan Djuhari, *Mengerti Bahasa Inggris Untuk SMA*, Yrama Media, Bandung P.436

³⁴ Th.M.Sudarwati.,*Look Ahead for Senior High School Students Year X*, Erlangga,Jakarta 2007,P.62

³⁵ S, M.Syafi'i, M, Fauzan Ansyari, and Jonri Kasdy, *the Effect Paragraph Developments: the Process of Writing for Classroom Setting*, Lembaga Bimbingan Syaf Intensive (LBSI), Pekanbaru 2007.P.53

Narrative is the telling of a story or an account of a sequence of events. One of the traditional forms of composition (along with description, exposition, and persuasion)³⁶. Narrative differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of character in the text.

According to Rebecca in Teaching English 4 fun states a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors, furthermore, states that a key to comprehending a narrative is a sense of plot, theme, characters, and events, and how they relate. In addition, according Anderson in Teaching English 4 fun states a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action³⁷. A narrative is normally presented the past tense and temporally sequenced.

1) The Generic Structure of Narrative Text

- a. Orientation; the introduction or opening telling about the introduction of character in story, time, and setting or place or it is the beginning of the story has function to introduce the character of the story, where, and when the story occurred.
- b. Complication (s) / crisis; this part tells about problem(s) to be solved by characters or it tell about how the problem starts unit its crisis point (climax) of the problem. In which the character(s) have to face.

³⁶ [Http://Understanding-Text.Blogspot.Com/2007/12/What-Is-Narraiv.Html](http://Understanding-Text.Blogspot.Com/2007/12/What-Is-Narraiv.Html): July 28, 2011.

³⁷ [Http://Teaching-English4all.Wordpress.Com/2010/07/02/Narrative-Text-In-Teaching-English/](http://Teaching-English4all.Wordpress.Com/2010/07/02/Narrative-Text-In-Teaching-English/). *Narrative Text in Teaching English*. Teaching English 4 All.

- c. Resolution; it describes the solution to the complication (s) and gives ending the story or the problem are solved.
- d. Re-resolution: the part is of the ending of the story which may consist of closing remark to the story, moral lesson, advice, teaching from the writer. But, re-resolution is optional which means that you may or may not find it in a story.

2) The Generic Features of Narrative Text

- a. Specific noun as a replacement of human pronoun, animals, and things in the story, such as stepmother, household etc.
- b. Individual participant focuses the more specific participant's story.
- c. Past-tense, use the past verb. Such as; went, run.ate, etc.
- d. Time connective and conjunctions, to connect the events such as; after, before, soon, etc.
- e. Action verb, the verbs that show up about the event or activity such as; stayed, climbed, etc.
- f. Saying verb, the verb that use to report and statement such as said, told, etc.

Finally, narrative text is a comprehend about story which the story have event are orientation, complication and solution.

6. Using Marking Strategy Towards Reading Comprehension in Narrative Text

The Boy and the Apple Tree

A long time ago, there was a huge apple tree. A little boy loved to come and play around it everyday. He climbed to the treetop, ate the apples, and took a nap under the shadow. He loved the tree and the tree loved to play with him. Time went by, the little boy had grown up and he no longer played around the tree everyday.

You know, one day, the boy came back to the tree and he looked sad.

"come and play with me", the tree asked the boy.

"I am no longer a kid, i do not play around trees anymore", the boy replied.

"I want toys. I need money to buy them."

"sorry, but I do not have money, but you can pick all my apples and sell them. So you will have money."

The boy was so excited. He grabbed all the apples on the tree and left happily. The boy never came back after he picked the apple. The tree was sad.

One day, the boy who now turned into a man returned and the tree was excited.

"come and play with me" the tree said.

"I do not have time to play. I have to work for my family. We need a house for shelter. Can you help me?"

"sorry, but I do not have any house. But you can chop off my branches to build your house."

So the man cut all the branches of the tree and left happily. The tree was glad to see him happy but the man never came back since then. The tree was again lonely and sad.

One hot summer day, the man returned and the tree was delighted.

"come and play with me!" the tree said.

"I am getting old. I want to go sailing to relax my self. Can you give me a boat?" said the man.

"use my trunk to build your boat. You can sail far away and be happy."

So the man cut the tree trunk to make a boat. He went sailing and never showed up for a long time.

Finally, the man returned after many years."sorry, my boy. But i do not have anything for you anymore. No more apples for you" the tree said. "no problem, i do not have any teeth to bite" the man replied.

"no more trunk for you to climb on ." "i am too old for that now" the man said.

" i really cannot give you anything, the only thing left is my dying roots," the tree said with tears

" i do not need much now, just a place to rest. I am tired after all these years," the man replied.

"good! Old the roots are the best place to lean on and rest, come sit down with me and rest."

The man sat down and the tree was glad and smiled with tears.

(Tuntas PG Bahasa Inggris XI)

There are some possible steps that might be applied in using marking strategy in teaching narrative text. Based on the writer's understand to the theories discussed in this research and the writer experience in teaching narrative text, the writer notice some steps as follows:

- a. Explain the students the meaning of narrative. text
- b. Explain the generic structure of a narrative text and Language Feature
- c. Explain the meaning of marking strategy, its function and the way to use it
- d. Choose topic of narrative text.
- e. Ask students to read one heading or sub-heading's worth of material before rather than marking sentence- by- sentence, ask students to develop a consistent coding system, ask students to use brackets of various types in the margin rather than highlighting or underlining whole section of text, ask students to written margin marking in complete point and include numbers when appropriate. And ask students to write markings as question.
- f. Ask the students to think the chronological events that related the topic.

B. Relevant Research

The relevant research is intended to avoid the "plagiarism" toward the design and the findings of the previous researches. Besides, it maintains the originality of the topic never investigated by any previous researcher(s)³⁸. The writer states two researcher dealing with Marking Strategy, they are:

³⁸ Drs. M. syafi'I S, M.Pd, *From Paragraphs to A Research Report: A Writing of English for Academic Purposes*, Lembaga Bimbingan Berajar Syaf Intensive (LBSI), Pekanbaru,2011.P. 122

In 2001 Mark Mc Mahon conducted the research entitled “*Mark-up: Facilitation Reading Comprehension Through on-Line Collaboration Annotation*”. in his research, he concluded that second hypothesis is accepted. It means that there is significant effect of mark-up facilitation reading comprehension through on-line collaboration annotation³⁹.

A research from Helmi in State Islamic University of Riau on 2009.conducted a research entitled “*Penggunaan strategi Pembelajaran Deadline untuk Meningkatkan Hasil Belajar IPS pada SISWA Kelas III SDN 029 Taral Bangun Kecamatan Tambang Kampar*”. From this research the step of deadline is same with Marking Strategy and type Deadline to focus on identify and organize information, and Deadline is one of way in marking strategy. From the research, she found mean of student did not get standard of the score and after using deadline the scores of the students increases⁴⁰.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. There are two variables in this research. X1 variable is marking strategy (the experimental class), X2 variable is Aloud Reading (the control class) and Y variable is students’ reading comprehension in narrative text. To measure each variable, the writer identifies them in some indicators as follows:

³⁹ Mark Mc Mahon,*Mark-up: Facilitation Reading Comprehension Through on-Line Collaboration Annotation*, Unpublish, 2001

⁴⁰ Helmi ,*Penggunaan strategi Pembelajaran Deadline untuk Meningkatkan Hasil Belajar IPS pada SISWA Kelas III SDN 029 Taral Bangun Kecamatan Tambang Kampar*, Unpublish, 2009

1. Variable X

1) Marking Strategy (Experiment Class)

- a. Explain the students the meaning of narrative. text
- b. Explain the generic structure of a narrative text and Language Feature
- c. Explain the meaning of marking strategy, its function and the way to use it
- d. Choose topic of narrative text.
- e. Ask students to read one heading or sub-heading's worth of material before rather than marking sentence- by- sentence, ask students to develop a consistent coding system, ask students to use brackets of various types in the margin rather than highlighting or underlining whole section of text, ask students to written margin marking in complete point and include numbers when appropriate. And ask students to write markings as question.
- f. Ask the students to think the chronological events that related the topic

2) Aloud Reading (Control Class)

- a. The material which teacher present before students should be according to previous knowledge of the students or related t their own experience.
- b. The teacher should emphasize on the stress of learners.
- c. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, he should correct it. Correction should be friendly and productive.
- d. The teacher should care about all readers. He should also draw his attention toward weak readers

- e. While teacher present model reading, this model reading should be according the level of readers so that readers could understand it very well and pronounce very well.

2. Variable Y (Students' Reading Comprehension in Narrative Text)

- a. The students are able to find out the main idea.
- b. The students are able to find out specific information from the text.
- c. The students have not luck of relating vocabulary with the topic.

D. The Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that (1) Students' Reading comprehension are various (2) Teaching strategy may influence different ability of students in understanding the reading text (3) the ability of the students may be influenced by many factors.

2. Hypothesis

1) Alternative hypothesis (Ha)

There is significant effect of using marking strategy towards students' reading comprehension in narrative text.

2) Null hypothesis (Ho)

There is no significant effect of using marking strategy towards students' reading comprehension in narrative text.

CHAPTER III

RESEARCH METHEDODOLOGY

A. The Research Design

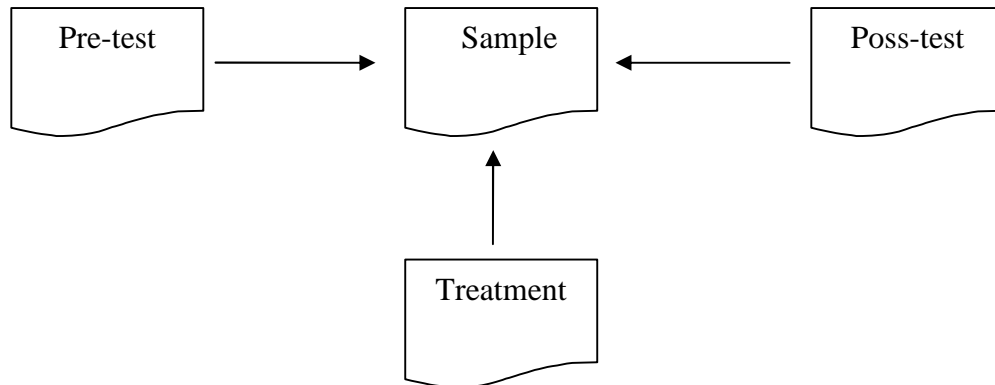
The method of this research is quasi-experimental research, Experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship.¹ The design of this research is quasi-experiment design, which uses non-equivalent control group design. According to Joy W. Creswell that quasi-experiments design are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.² Therefore, the writer used two classes as sample based on the cluster sampling technique. The first class was used as control class which was taught by using aloud reading and another is used as an experimental class which was taught by Marking strategy. The two classes got different treatment to measure the effect of the students' reading comprehension. The both of classes gave the same pre-test and post-test, but without giving the same treatment with the control class and the experimental class.

¹ L.R. Gay and Peter Airaisian, *Educational Research Competencies for Analysis and Application. Six Ed.* Prentice-Hall, Inc., ne, New jersey 2000, P.36.

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Pearson Education Ltd, New Jersey, 2008, P. 645.

In this research, the writer wanted to obtain the effect of using marking strategy toward students' reading comprehension in narrative text of state senior high school 13 Siak regency. The variable of this research was the effect of using marking strategy as X and students' reading comprehension in narrative text as Y variable. Finally, the design of this research can be illustrated as follows³;

The Diagram of Research Design



There were two kinds of test given in this research: they was divided into pre test and post test.

B. The Location and Time of the Research

1. The Location of the Research

This research was conducted at state senior high school 13 at Siak regency. Located on Setia Street, Benteng Hilir, Mempura District, Siak Regency.

³ *Ibid*, P. 314

2. The Time of the Research

The time of this research was conducted from July to September 2012.

C. The Object and Subject of the Research

1. Object of the Research

The object of this research was the effect of using marking strategy towards students' reading comprehension in narrative text of state senior high school 13 Siak Regency.

2. Subject of the Research

The subject of this research was the second year students of state senior high school 13 at Siak regency in the academic year of 2012/2013.

D. The Population and Sample of the Research

1. The Population

The population of this research was the second year students of State Senior High School 13 Siak Regency which consisted of 4 classes. They were two classes of Natural Science Program and two classes of Social Program.

Tabel 111.1

The population and sample

classes	Male students	Female students	Total
XI Science 1	12	12	24
XI Science 2	14	10	24
XI Social 1	13	12	25
XI Social 2	9	16	25
Total all classes			98

(Source: Document of SMAN 13 Siak Regency academic year 2012/2013)

2. Samples

Since the number of population was quite large, the writer used cluster random sampling technique because the students are already formed into classes. Cluster Random sampling is sampling in which intact groups, not individuals, are randomly selected.⁴ These clusters were taken in random process. Every member in a cluster that had been taken randomly was sample.

In this occasion, the writer took a sample by using random sampling. The writer named cards based on every second year classes at SMAN 13 Siak Regency : XI IPA 1, XI IPA 2, XI IPS 1, and XI IPS 2. After mixing these cards, the writer took two cards randomly as a sample of research. It was XI IPA 2 for experimental class and XI IPA 1 for control class.

E. The Technique of Collecting Data

In getting the data which were needed to support this research, the writer used the test. Test was used to collect the data about the effect of Marking Strategy towards students' reading comprehension in Narrative text. In this case, there were two tests; pre-test which was given before the treatment and post-test was given after the treatment. In this test, the writer used multiple choice tests in reading comprehension. To see indicator of instrument can look on Tabel III.2

⁴ Gay and Peter Airasian, *Op. Cit.*, p. 662.

Tabel III.2

Blue Print of The Instrument

No	Indicators	No Items
1	Students' ability to find out the main idea	1,3,5,8,13
2	Students' ability to find out specific information from the text	4,6,9,10,12
3	Students' ability in relating vocabulary with the topic	2,7,11,14,15

1. The Validity and Reliability of The Instrument Test

1) Validity of the Test

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

Heaton states the validity of a test is the extent 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.

To obtain the data about the result of the test between Marking Strategy and Reading Aloud on Reading Comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy, often showing the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it was generally expressed as the percentage of the students who answered the questions correctly. The formula for item difficulty is as follows:

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

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy of difficulties of each item test that researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded from the test and they were changed with the new items that were appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

Table. III. 3

The standard of Validity of the Test

No.	The Standard of Validity (r_{xy})	Category/Status
1	0.00 – < 0.20	Very low
2	0.20 – < 0.40	Low
3	0.40 – < 0.70	Fair
4	0.70 – < 0.90	High
5	0.90 – 1.00	Very high

(Adopted from J.P Guilford in Abdurahman)⁵

⁵ Maman Abdurrahman, Sambas Ali Muhidin, and Ating Soemantri, *Dasar-Dasar Metode Statistika untuk Penelitian*, CV Pustaka Setia, Bandung, 2011. P. 179

2) Reliability of the Test

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

The formula used to find out reliability of the test in this research was coefficient Alfa (r_i) from Kuder-Richardson⁶.

$$r_i = \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum p_i q_i}{st^2} \right\}$$

F. The Technique of Data Analysis

To analyze the data, the writer used students' gain of score of pre-test and post-test of experimental and control group. These scores were analyzed by using statistical analysis. The different mean was analyzed by using T-test formula⁷:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

⁶ Sugiono, *Statistik untuk Penelitian*, Alfabeta, Bandung, 2011, P.359

⁷ Hartono, *Statistik untuk Penelitian*, Pustaka Pelajar, Jogjakarta, 2004, P. 185

- t_o = The value of T-obtained
- M_x = Mean score of experimental sample
- M_y = Mean score of control sample
- SD_x = Standard deviation of experimental group
- SD_y = Standard deviation of control group
- N = Number of the students

The T-table was employed to see whether or not there was significant difference between the mean score in both experimental and control groups. The obtained value was consulted with the value of T-table at the freedom:

$$df = N_x + N_y - 2$$

- df : the degree of freedom
- N_x : the number of students in experimental class
- N_y : the number of students in control class

If t_{test} is higher than t_{table} , the writer can conclude that h_a is accepted and h_o is rejected. It means that there is significant effect of using Marking strategy towards students' reading comprehension in Narrative text. If t_{test} is lower than t_{table} , the writer can conclude that h_a is rejected and h_o is accepted. It means that there is no significant effect without using Marking strategy towards the students' reading comprehension.

Statistical hypothesis:

$$H_0 = t_0 < t_{\text{table}}$$

$$H_a = t_0 > t_{\text{table}}$$

Criteria of hypothesis:

1. H_0 is accepted if $t_0 < t_{\text{table}}$ or it can be said that there is no significant effect of using Marking Strategy toward students' reading comprehension.
2. H_a is accepted if $t_0 > t_{\text{table}}$ or there is effect of using Marking Strategy towards students' reading comprehension.

Before the researcher analyzed the data by using statistical parametric, the data should be tested to know the homogeneity variance. The homogeneity variance was analyzed by using F formula⁸:

$$F = \frac{\textit{The highest variance}}{\textit{The lowest variance}}$$

G. The Organization of Reading

The result of this research was presented in a report which consisted of five chapters. Chapter one was about introduction. It consisted of four subheadings, such as the background of the Research. The second subheading is definition of the term, then the third the problem which consists of three parts; they are identification of the problem, limitation of the problem and formulation of the problem. The last subheading is about the objective and the significance of the research.

Chapter two is about review of literature. There are four subheadings in this section. The first one is the theoretical framework. In this part, consists of the nature of reading narrative text, students' reading comprehension in narrative text, factors influencing reading comprehension in narrative text, marking strategy, aloud reading, and using marking strategy towards students' Reading comprehension in narrative text. The second subheading is the relevant research . the relevant research means that another research that relates to the research variable, or relates one of the two variables in the research,. The next one is operational concept. In this section, the

⁸ Sugiono, *Op.cit*, p. 140

researcher explains briefly about variable in the research. There are two variables: variable X and variable Y. variable X is marking strategy (experiment class) and Aloud Reading (Control class) and variable Y is students' reading comprehension in narrative text. The last subheading in chapter two is assumption and hypotheses.

Chapter three is about research methodology. In this chapter consists of eight subheadings such as research design, the location and time of the research, the object and subject of the research, the population and sample of the research, the technique of collection data, the technique of data analysis, and the last one is the organization of reading.

Chapter four explains about the presentation and data analysis. The last chapter is the conclusions and suggestion, furthermore, bibliography at the end of the research paper is Appendix.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of Research Procedure

The purpose of this research was to obtain the data of students' reading comprehension taught by using Marking strategy and taught by using Aloud Reading, and also the significant effect of students' reading comprehension taught by using Marking strategy. The data were obtained from students' post-test scores of experimental and control classes. The procedures of this research are as follows:

1. Before administering the test, the writer examined whether the test was reliable or not.
2. The writer gave pre test and post test to XI IPA 1 and XI IPA 2. The writer asked students to answer some questions based on the text given.
3. Based on the result of pre-test, it was found that XI IPA 2 was experimental class and XI IPA 1 was control class. Then, the writer gave treatments to experimental class for eight meetings.
4. After giving treatments to experimental class, the writer used the same format of questions but in different text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using treatments, the writer used the same format of questions and different text for the post-test too.

B. The Validity and Reliability of Instrument Test

Before the test was given to the subject of this research, the writer tried it out. The test consisted of 15 items. The purpose of trying out was to see whether the items of the test were valid and reliable or not. To know the test items were valid and reliable, the writer used the formula of validity and reliability.

1. The Validity of Instrument Test

An instrument is valid if it is able to measure what must be measured. In the validity of instrument of the test, it can be seen by the difficulties of the test. On the other hand, the test is not too easy and the test is not too difficult. The standard level of difficulty is < 30 and > 70 . Then, the proportion of correct is represented by "p", whereas the proportion incorrect is represented by "q". It can be seen in the following tables:

Table IV. 1

The Students' Ability in Identifying Main idea

Variable	Identifying Main Idea					N
Item no.	1	3	5	8	13	24
Correct	16	13	16	16	14	
P	0.67	0.54	0.67	0.67	0.58	
Q	0.33	0.46	0.33	0.33	0.42	

Based on the table IV.1 ,the proportion of correct answer for item number **1** shows the proportion of correct **0.67**, item number **3** shows the proportion of correct **0.53**, item number **5** shows the proportion of correct **0.67**, item number **8** shows the proportion of correct **0.67**, item number **13** shows the proportion of correct **0.58**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

Table IV.2

The Students’ Ability in Find Out Specific Information From The Text

Variable	Specific Information					N
Item no.	4	6	9	10	12	24
Correct	15	16	10	9	16	
P	0.63	0.67	0.42	0.67	0.63	
Q	0.38	0.33	0.58	0.33	0.38	

Based on the table IV.2, the proportion of correct answer for item number **4** shows the proportion of correct **0.63**, item number **6** shows the proportion of correct **0.67**, item number **9** shows the proportion of correct **0.42**, item number **10** shows the proportion of correct **0.67**, item number **12** shows the proportion of correct **0.63**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

Table IV.3

The Students' Ability in Locating the Meaning Vocabulary in Context

Variable	Locating the Meaning of Vocabulary In Context					N
Item no.	2	7	11	14	15	24
Correct	16	14	15	15	16	
P	0.67	0.58	0.63	0.63	0.67	
Q	0.33	0.42	0.38	0.38	0.33	

Based on the table 1V. 3 ,the proportion of correct answer for item number **2** shows the proportion of correct **0.67**, item number **7** shows the proportion of correct **0.58**, item number **11** shows the proportion of correct **0.63**, item number **14** shows the proportion of correct **0.63**, item number **15** shows the proportion of correct **0.67**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

2. Reliability of Instrument Tests

The formulation used in this research to measure reliability of try out instruments was Kuder-Richardson.

$$\begin{aligned}
 X_{t^2} &= X_t^2 - \frac{(\sum X_t)^2}{n} \\
 &= 2085 - \frac{(223)^2}{24} \\
 &= 2085 - (9.29)^2 \\
 &= 2085 - 86.34 = 1998.66
 \end{aligned}$$

$$\begin{aligned}
St^2 &= \frac{Xt^2}{n} \\
&= \frac{1998.66}{24} = 83.28 \\
r_i &= \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum p_i q_i}{Sc^2} \right\} \\
&= \frac{15}{(15-1)} \left\{ \frac{83.28 - 3.43}{83.28} \right\} \\
&= \frac{15}{(14)} \left\{ \frac{79.85}{83.28} \right\} = 1,07 (1,959) = 1,03
\end{aligned}$$

C. The Data Presentation of Using Marking Strategy (Variable X)

In this research, the data of students' reading comprehension taught by using Marking strategy were gotten from pre-test and post-test of XI IPA 2 as an experimental group, taken from the sample of this class (24 students). The writer taught the class by herself in the experimental group. The data can be seen from the table below:

Table IV.4
The Score of the Students' Reading Comprehension Taught by
Marking Strategy

Students	Experimental Class			
	Pre-test	Post-test Score		
		Post-test 1	Post-test 2	Average
1	60	70	89	80
2	60	72	87	80
3	60	71	88	80
4	67	84	89	87
5	53	66	68	67
6	67	83	90	87
7	67	84	90	87
8	60	85	89	87
9	60	87	87	87
10	67	66	68	67
11	60	93	93	93
12	73	86	87	87
13	67	84	89	87
14	53	93	93	93
15	60	90	95	93
16	53	72	74	73
17	60	86	87	87
18	67	65	80	80
19	67	91	94	93
20	67	71	89	80
21	60	71	88	80
22	60	75	85	80
23	60	76	83	80
24	60	76	84	80
Total	1488	1897	2066	1995

From the table IV.4, the writer found that the total score of pre-test in experimental group was 1488 while the highest was 73 and the lowest was 53, and the total score of average from post-test in experimental group was 1995, while the highest was 93 and the lowest was 67.

D. The Data Presentation of Using Aloud Reading

In this research, the data of students' reading comprehension taught by using Aloud Reading strategy were gotten from pre-test and post-test of XI IPA 1 as an Control group, taken from the sample of this class (24 students). The writer taught the class by herself in the control group. The data can be seen from the table below:

Table IV.5
The Score of the Students' Reading Comprehension Taught by
Aloud Reading

Students	control Class			
	Pre-test	Post-test Score		
		Post-test 1	Post-test 2	Average
1	67	67	67	67
2	60	70	76	73
3	67	86	87	87
4	60	70	75	73
5	60	63	70	67
6	67	71	74	73
7	73	71	74	73
8	60	60	60	60
9	67	87	87	87
10	67	85	89	87
11	67	87	87	87
12	67	90	95	93
13	60	71	74	73
14	60	72	73	73
15	67	79	86	80
16	60	73	73	73
17	60	67	67	67
18	60	67	79	73
19	60	67	79	73
20	67	85	88	87
21	60	80	80	80
22	53	63	70	67
23	60	60	60	60
24	60	60	60	60
Total	1509	1751	1830	1793

From the table IV.5, the writer found that the total score of pre-test in control group was 1509 while the highest was 73 and the lowest was 53, and the total score of average from post-test in experimental group was 1793, while the highest was 93 and the lowest was 60.

E. The Data Presentation of Reading Comprehension (Variable Y)

The way for getting data in Variable Y, the writer had to give pre test to students at experimental and control classes it was needed to find out the homogeneity of students at experimental and control classes.

After giving pre test to students, the writer applied the Marking Strategy to students at experimental class. While Reading Aloud strategy was applied to control class. The writer did this strategy to the students for six times. After doing the treatment, the writer gave post test to students in experimental and control class. Then, the writer compared the data from experimental and control class. All those were done in order to find out the significant effect of Marking strategy towards students' reading comprehension. The test was multiple choices that consisted of 15

items. The score was gotten from $^1 = \frac{\text{TotalCorrectAnswer}}{\text{TotalQuestioner}} \times 100$

¹ Anas Sudijono. *Pengantar Statistik Pendidikan*. PT. Rajafindo Persada, Jakarta, 2008 P. 43

To measure the students' reading comprehension achievement, the writer uses this standard measurement based on Arikunto to fix the score as follows²:

76%-100% : Good

56%-75% : Enough

40%-55% : Less

0%-40% : Bad

Before analyzing the students reading comprehension, the write presented the result of the students test. The result of the students test can be seen from the table below:

² Ibid.

Table IV.6

The Recapitulation of Students' Pre Test of Experimental Group

Students	Correct Answer	Total Score	Percentage	Level
1	9	60	60%	Enough
2	9	60	60%	Enough
3	9	60	60%	Enough
4	10	67	67%	Enough
5	7	53	53%	Less
6	10	67	67%	Enough
7	10	67	67%	Enough
8	9	60	60%	Enough
9	9	60	60%	Enough
10	10	67	67%	Enough
11	9	60	60%	Enough
12	11	73	73%	Enough
13	10	67	67%	Enough
14	8	53	53%	Less
15	9	60	60%	Enough
16	8	53	53%	Less
17	9	60	60%	Enough
18	10	67	67%	Enough
19	10	67	67%	Enough
20	10	67	67%	Enough
21	9	60	60%	Enough
22	9	60	60%	Enough
23	9	60	60%	Enough
24	9	60	60%	Enough
Total	223	1488		
Mean		62	62%	Enough

From the table above, the writer found the total score is 1488 while the highest score is 73 and the lowest score is 53. The mean of the students score is 62 with percentage 62% ,categorized as **“Enough”**.

Table IV.7

The Recapitulation of Students' Pre-Test of Control Group

Students	Correct Answer	Total score	Percentage	Level
1	10	67	67%	Enough
2	9	60	60%	Enough
3	10	67	67%	Enough
4	9	60	60%	Enough
5	9	60	60%	Enough
6	10	67	67%	Enough
7	11	73	73%	Enough
8	9	60	60%	Enough
9	10	67	67%	Enough
10	10	67	67%	Enough
11	10	67	67%	Enough
12	10	67	67%	Enough
13	9	60	60%	Enough
14	9	60	60%	Enough
15	10	67	67%	Enough
16	9	60	60%	Enough
17	9	60	60%	Enough
18	9	60	60%	Enough
19	9	60	60%	Enough
20	10	67	67%	Enough
21	9	60	60%	Enough
22	8	53	53%	Less
23	9	60	60%	Enough
24	9	60	60%	Enough
Total	226	1507		
Mean		62.80	62.80%	Enough

From the table above, the writer found the total score is 1507 while the highest score is 73 and the lowest score is 53. The main of the students score is 62.80 with percentage 62.80%, categorized as **“Enough”**.

Table IV.8

The Recapitulation of Students' Post-Test of Experimental Group

Students	Correct Answer	Total Score	Percentage	Level
1	12	80	80%	Good
2	12	80	80%	Good
3	12	80	80%	Good
4	13	87	87%	Good
5	10	67	67%	Enough
6	13	87	87%	Good
7	13	87	87%	Good
8	13	87	87%	Good
9	13	87	87%	Good
10	10	67	67%	Enough
11	14	93	93%	Good
12	13	87	87%	Good
13	13	87	87%	Good
14	14	93	93%	Good
15	14	93	93%	Good
16	11	73	73%	Enough
17	13	87	87%	Good
18	12	80	80%	Good
19	14	93	93%	Good
20	12	80	80%	Good
21	12	80	80%	Good
22	12	80	80%	Good
23	12	80	80%	Good
24	12	80	80%	Good
Total	299	1995		
Mean		83.125	83%	Good

From the table above, the writer found the total score is 1995 while the highest score is 93 and the lowest score is 67. The main of the students score is 83.13 with percentage 83%, categorized as **“Good”**.

Table IV.9

The Recapitulation of Students'Post-Test of Control Group

Students	Correct Answer	Total Score	Percentage	Level
1	10	67	67%	Enough
2	11	73	73%	Enough
3	13	87	87%	Good
4	11	73	73%	Enough
5	10	67	67%	Enough
6	11	73	73%	Enough
7	11	73	73%	Enough
8	9	60	60%	Enough
9	13	87	87%	Good
10	13	87	87%	Good
11	13	87	87%	Good
12	14	93	93%	Good
13	11	73	73%	Enough
14	11	73	73%	Enough
15	12	80	80%	Good
16	11	73	73%	Enough
17	10	67	67%	Enough
18	11	73	73%	Enough
19	11	73	73%	Enough
20	13	87	87%	Good
21	12	80	80%	Good
22	10	67	67%	Enough
23	9	60	60%	Enough
24	9	60	60%	Enough
Total	269	1793		
Mean		74.708	75%	Enough

From the table above, the writer found the total score is 1793 while the highest score is 93 and the lowest score is 60. The main of the students score is 74.70 with percentage 75%, categorizes as **“Enough”**.

F. The Data Presentation of the Effect of Using Marking Strategy towards Students' Reading Comprehension

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

Table IV. 10

The Students Gain Pre-Test and Post-Test of Experimental and Control Class

Students	Experiment Class		Gain Score	Students	Control Class		Gain Score
	Post test	Pre test			Post test	Pre test	
1	80	60	20	1	67	67	0
2	80	60	20	2	73	60	13
3	80	60	20	3	87	67	20
4	87	67	20	4	73	60	13
5	67	53	14	5	67	60	7
6	87	67	20	6	73	67	6
7	87	67	20	7	73	73	0
8	87	60	27	8	60	60	0
9	87	60	27	9	87	67	20
10	67	67	0	10	87	67	20
11	93	60	33	11	87	67	20
12	87	73	14	12	93	67	26
13	87	67	20	13	73	60	13
14	93	53	40	14	73	60	13
15	93	60	33	15	80	67	13
16	73	53	20	16	73	60	13
17	87	60	27	17	67	60	7
18	80	67	13	18	73	60	13
19	93	67	26	19	73	60	13
20	80	67	13	20	87	67	20
21	80	60	20	21	80	60	20
22	80	60	20	22	67	53	14
23	80	60	20	23	60	60	0
24	80	60	20	24	60	60	0
	1995	1488	507		1793	1509	286

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

There were two requirements of statistical parametric before analyzing the data. They were the data that should be homogeneity variances and the data that should be normal distribution. In pre-test, the researcher analyzed the data to identify the homogeneity variances between experimental class and control class. The result could be showed on the following table:

Table IV.11

The Homogeneity of Pre-Test

Sample Varians	Variables		$F_{obtained}$	F_{table}	
	Experimental	Control		5%	1%
S^2	25.5	15.46	1.65	2.00	2.70
N	24	24			

Based on the calculating by using F formula, the result was 1.65. It was compared to F_{table} at 5% significant level and at 1% significant level.

The testing criteria:

If : $F_{hitung} > F_{tabel}$, there is no homogeneity data

If : Jika : $F_{hitung} \leq F_{tabel}$, there is homogeneity data

Based on the result, $F_{hitung} \leq F_{tabel}$ ($2.00 > 1.65 < 2.70$). It means that the variances were homogeny variances. Further, the complicated calculating can be seen on the appendix E.

G. The Data Analysis

The objects of this research are as follows:

1. To find out the effect of the Students' Reading comprehension in Narrative text by using in Marking strategy of State Senior High School 13 Siak Regency.
2. To find out the effect of the students' Reading comprehension in Narrative text without Marking strategy at the second year students of State Senior High School 13 Siak Regency.
3. To obtain the data about the effect of using Marking strategy towards the students' reading comprehension in Narrative text of State Senior High School 13 Siak Regency.

The data of the statistical result were divided into parts.the data were obtained through pre-test and post-test.To analyze the data in chapter IV,the writer used the following statistical formula to get the mean score(M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula:

$$M = \frac{\sum X}{N}$$

While the formula of standard deviation is as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$

The analysis of data of the students for Experimental Group and Control Group is explained in the following table:

Table IV.12
Mean and Standard Deviation

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
M	62.00	83.13	62.88	74.71
SD	5.05	7.13	3.93	9.26
	34.08 %		18.81 %	

1. Experimental group

$$\begin{aligned} X &= \frac{83.13 - 62.00}{62.00} \times 100\% \\ &= \frac{21.13}{62.00} \times 100\% \\ &= 34.08\% \end{aligned}$$

2. Control group

$$\begin{aligned} Y &= \frac{74.71-62.88}{62.88} \times 100\% \\ &= \frac{11.83}{62.88} \times 100\% \\ &= 18.81\% \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group is increasing 34.08% while the percentage from pre-test to post-test of control group is increasing 18.81%.

Table IV.13

The Students Score of Pre Test in Experimental and control Group

NO	Students	X	Y	x	Y	x ²	y ²
1	Student 1	60	67	2	-4.1	4	17
2	Student 2	60	60	2	2.9	4	8.3
3	Student 3	60	67	2	-4.1	4	17
4	Student 4	67	60	-5	2.9	25	8.3
5	Student 5	53	60	9	2.9	81	8.3
6	Student 6	67	67	-5	-4.1	25	17
7	Student 7	67	73	-5	-10.1	25	102
8	Student 8	60	60	2	2.9	4	8.3
9	Student 9	60	67	2	-4.1	4	17
10	Student 10	67	67	-5	-4.1	25	17
11	Student 11	60	67	2	-4.1	4	17
12	Student 12	73	67	-11	-4.1	121	17
13	Student 13	67	60	-5	2.9	25	8.3
14	Student 14	53	60	9	2.9	81	8.3
15	Student 15	60	67	2	-4.1	4	17
16	Student 16	53	60	9	2.9	81	8.3
17	Student 17	60	60	2	2.9	4	8.3
18	Student 18	67	60	-5	2.9	25	8.3
19	Student 19	67	60	-5	2.9	25	8.3
20	Student 20	67	67	-5	-4.1	25	17
21	Student 21	60	60	2	2.9	4	8.3
22	Student 22	60	53	2	2.9	4	8.3
23	Student 23	60	60	2	2.9	4	8.3
24	Student 24	60	60	2	2.9	4	8.3
		X=1488	Y=1509			$\sum_{x=1}^{24} x^2 = 612$	$\sum_{y=1}^{24} y^2 = 371$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1488}{24} = 62$$

$$M_y = \frac{\sum Y}{N} = \frac{1509}{24} = 62.88$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{612}{24}} = \sqrt{25.5} = 5.05$$

$$S1^2 = \frac{\sum Fx^2}{(n)} = \frac{612}{24} = 25.5$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{371}{24}} = \sqrt{15.46} = 3.93$$

$$S2^2 = \frac{\sum Fy^2}{(n)} = \frac{371}{24} = 15.46$$

$$F = \frac{S1^2}{S2^2} = \frac{25.5}{15.46} = 1.65$$

Based on the calculating of pre test in experimental group, mean found is 62, standard deviation is 5.05 and variance is 25.5 and pre test in control group, mean found is 62.88, standard deviation is 3.93 and variance is 15.46.

Table IV.14

The Students Score of Post Test in Experimental and control Group

NO	Students	X	Y	X	Y	X2	Y2
1	Student 1	80	67	3.1	7.7	9.8	59.4
2	Student 2	80	73	3.1	1.7	9.8	2.9
3	Student 3	80	87	3.1	-12.3	9.8	151
4	Student 4	87	73	-3.9	1.7	15	2.9
5	Student 5	67	67	16.1	7.7	260.2	59.4
6	Student 6	87	73	-3.9	1.7	15	2.9
7	Student 7	87	73	-3.9	1.7	15	2.9
8	Student 8	87	60	-3.9	14.7	15	216.4
9	Student 9	87	87	-3.9	-12.3	15	151
10	Student 10	67	87	16.1	-12.3	260.2	151
11	Student 11	93	87	-9.9	-12.3	97.4	151
12	Student 12	87	93	-3.9	-18.3	15	334.5
13	Student 13	87	73	-3.9	1.7	15	2.9
14	Student 14	93	73	-9.9	1.7	97.4	2.9
15	Student 15	93	80	-9.9	-5.3	97.4	28
16	Student 16	73	73	101	1.7	102.6	2.9
17	Student 17	87	67	-3.9	7.7	15	59.4
18	Student 18	80	73	3.1	1.7	9.8	2.9
19	Student 19	93	73	-9.9	1.7	97.4	2.9
20	Student 20	80	87	3.1	-12.3	9.8	151
21	Student 21	80	80	3.1	-5.3	9.8	28
22	Student 22	80	67	3.1	7.7	9.8	59.4
23	Student 23	80	60	3.1	14.7	9.8	216.4
24	Student 24	80	60	3.1	14.7	9.8	216.4
		X=1995	Y=1793			$\sum X^2=1221$	$\sum Y^2=2059$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1995}{24} = 83.13$$

$$M_y = \frac{\sum Y}{N} = \frac{1793}{24} = 74.71$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{1221}{24}} = \sqrt{50.87} = 7.13$$

$$S1^2 = \frac{\sum Fx^2}{(n)} = \frac{1221}{24} = 50.87$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2059}{24}} = \sqrt{85.79} = 9.26$$

$$S2^2 = \frac{\sum Fy^2}{(n)} = \frac{2059}{24} = 85.79$$

$$F = \frac{S2^2}{S1^2} = \frac{85.79}{50.79} = 1.69$$

Based on the calculating of post test in experimental group, mean found is 83.13, standard deviation is 7.13 and variance is 50.87 and post test in control group, mean found is 74.71, standard deviation is 9.26 and variance is 85.79.

To find out the Ability of the second year students at State Senior High School 13 Siak Regency in comprehending reading Narrative text without using Marking strategy and by using Marking strategy, the data were analyzed by using independent t-test formula:

$$Mx = \frac{507}{24} = 21.13$$

$$SDx = \sqrt{\frac{\sum x^2}{(n)}}$$

$$= \sqrt{\frac{1460.63}{(24)}} = \sqrt{60.86} = 7.80$$

$$S1^2 = \frac{\sum x^2}{(n)} = \frac{1460.63}{(24)} = 60.86$$

$$My = \frac{284}{24} = 11.83$$

$$SDy = \sqrt{\frac{\sum y^2}{(n)}}$$

$$= \sqrt{\frac{1397.33}{(24)}} = \sqrt{58.22} = 7.63$$

$$S2^2 = \frac{\sum y^2}{(n)} = \frac{1397.33}{(24)} = 58.22$$

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t_o = \frac{21.13 - 11.83}{\sqrt{\frac{60.86}{24} + \frac{58.22}{24}}}$$

$$t_o = \frac{9.30}{\sqrt{2.54 + 2.43}}$$

$$t_o = \frac{9.39}{\sqrt{4.97}} = \frac{9.39}{2.23} = 4.211$$

$$df = n_1 + n_2$$

$$df = 24 + 24 - 2 = 46$$

Based on the result above, it was interpreted by comparing T_o and T_{table} . $df = 24 + 24 - 2 = 46$ (there is no df 46, therefore it is used at df 48). From the T_{table} , at 5% significant level (2.01) and at 1% significant level (2.68) found that T_o was higher than T_{table} ($2.01 < 4.211 > 2.68$)

The interpretation of testing criteria:

1. If : $T_o > T_{table}$, The alternative hypothesis (h_a) is accepted. It means that: there is significant effect of using Marking Strategy towards Students' Reading Comprehension in Narrative Text of State Senior High School 13 Siak Regency.
2. If : $T_o \leq T_{table}$, the null hypothesis (h_o) is rejected. It means that there is no significant effect of using Marking Strategy towards Reading Comprehension in Narrative Text of State Senior High School 13 Siak Regency.

In conclusion, H_o was rejected and H_a was accepted $2.01 < 4.211 > 2.68$) It means that there is significant effect of using Marking strategy towards the reading comprehension in Narrative Text State Senior High School 13 Siak Regency.

To identify the level of the effect of using Marking strategy towards' reading comprehension in Narrative text of the Second year, it was done by calculating coefficient (r^2) by using the following formula:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{4.211^2}{4.211^2 + 48 - 2}$$

$$r^2 = \frac{17.73}{63.73}$$

$$r^2 = 0.28$$

To find out the percentage of coefficient effect (K_p), it used the following formula:

$$K_p = r^2 \times 100\%$$

$$K_p = 0,28 \times 100\%$$

$$= 28 \%$$

Based on the analysis data about the students' Reading comprehending in narrative text, it showed that mean of the students' Reading comprehension in narrative Text by using Marking strategy was higher than mean of the students' Reading comprehension in Narrative Text without using Marking strategy. The differences of treatment of two classes taught to the homogeny students caused the differences of students' scores in comprehending narative text.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The students' Reading Comprehension in narrative text at state Senior High School 13 Siak Regency without using Marking strategy was lower. It was caused by different treatment used in teaching learning process.
2. The students' Reading Comprehension in Narrative Text at State Senior High School 13 Siak Regency by using Marking Strategy was higher.
3. There is significant effect of using Marking strategy towards students' reading comprehension in Narrative Text at State Senior High School 13 Siak Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on data analysis and research finding in chapter IV, finally the research about the effect of using Marking Strategy towards students' reading comprehension in Narrative text of State Senior High School 13 Siak Regency comes the conclusion as follows:

1. The students' ability in comprehending reading in Narrative text taught by using Marking Strategy was getting the significant effect, categorized into good categories.
2. The students' ability in comprehending reading in narrative text taught without using Aloud Reading also was increased, categorized into enough categories.
3. There is significant effect of students' reading comprehension in Narrative text from those students who are taught by using Marking Strategy of State Senior High School 13 Siak Regency. So, it can be concluded that Marking Strategy has a positive effect on students' reading comprehension in Narrative Text of State Senior High School 13 Siak Regency.

B. The Suggestion

Considering the result of this study, the writer would like to give some suggestion as follows.

1. Suggestion for Teacher

The researcher expects English teachers to choose the suitable strategy in teaching their students in order to make the students feel interested and not bored to study English.

- 1) Since the writer used Marking strategy in teaching English, he has found the significant contribution in his teaching, especially for the students' attention that focus more on studying English. Hopefully, English teachers always keep using different method in teaching and learning process.
- 2) It is hoped that the teaching of reading comprehension is from the easiest one.
- 3) It is important for the teacher to improve the students' comprehension in reading text by giving assignment or home work, especially the questions in form of defining the vocabulary in context and determine language feature of text, more difficult for the students.

2. Suggestion for Students

- 1) The students should understand about Marking strategy in reading texts.
- 2) The students should pay more attention to the lesson explained by the teacher.
- 3) The students must be creative to select kinds of reading in order to comprehend the text especially in reading subject.
- 4) The students should always improve their reading comprehension especially about factual information, main idea, vocabulary, reference and inference.

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