

**THE EFFECT OF USING INKING YOUR THINKING STRATEGY
TOWARDS READING COMPREHENSION OF THE SECOND
YEAR STUDENTS AT STATE ISLAMIC JUNIOR HIGH
SCHOOL NAUMBAL KAMPAR REGENCY**



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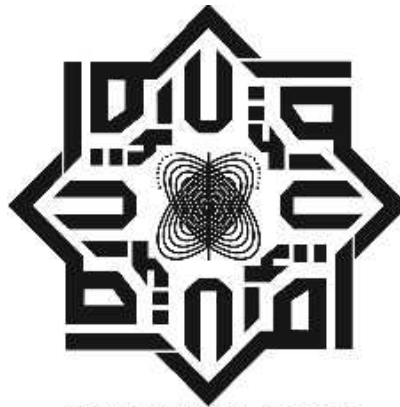
**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

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YEAR STUDENTS AT STATE ISLAMIC JUNIOR HIGH
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Thesis

Submitted to Fulfill One of Requirements
for Ungraduate Degree in English Education

(S.Pd)



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“May Allah Almighty bless you, bless me, and bless us”

امين يا ربّ العالمين

Pekanbaru, 19 Maret 2012

The Writer,

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ABSTRAK

SAPRIYA DM (2012): Pengaruh Penggunaan Strategi Inking Your Thinking terhadap Pemahaman Membaca Siswa Kelas Dua di MTsN Naumbai Kabupaten Kampar

Berdasarkan KTSP, membaca adalah salah satu kemampuan Bahasa Inggris yang harus dipelajari oleh siswa. MTsN Naumbai merupakan salah satu sekolah yang menggunakan kurikulum tersebut sebagai pedoman dalam proses belajar mengajar. Berdasarkan studi pendahuluan penulis, sebagian siswa kelas dua memiliki kelemahan dalam pemahaman membaca. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul “Pengaruh Penggunaan Strategi Inking Your Thinking Terhadap Pemahaman Membaca Siswa Kelas Dua MTsN Naumbai Kabupaten Kampar”.

Tujuan dari penelitian ini adalah untuk menemukan bagaimana pemahaman membaca siswa sebelum diajarkan dengan strategi inking your thinking, dan setelah menggunakan strategi inking your thinking dan terakhir menemukan ada atau tidaknya pengaruh yang signifikan dari strategi inking your thinking terhadap pemahaman membaca siswa pada siswa kelas dua MTsN Naumbai.

Jenis penelitian ini adalah penelitian kuasi eksperimen. Pada penelitian ini, peneliti mengambil dua kelas; kelas eksperimen dan kelas kontrol dari tiga kelas dua yang ada. Terdapat 46 siswa yang menjadi sampel dari jumlah populasi keseluruhan kelas dua yaitu 70 siswa yang diambil secara acak berdasarkan kelas.

Dalam pengumpulan data, peneliti menggunakan tes. Tes yang di gunakan adalah tes pemahaman membaca, tes terdiri dari 25 soal pilihan ganda berdasarkan beberapa teks bacaan. Dalam penganalisaan data, peneliti menggunakan rumus independent sample T test yang diolah oleh SPSS versi 16.0

Setelah data dianalisis, peneliti menemukan bahwa ada pengaruh yang signifikan dari strategi inking your thinking untuk meningkatkan pemahaman membaca siswa tahun kedua MTsN Naumbai kabupaten Kampar. Hasil dari analisa data adalah t_{observed} lebih tinggi dari t_{table} .

ABSTRACT

SAPRIYA.DM (2012): The Effect of Using Inking Your Thinking Strategy toward Reading Comprehension of the Second Year Student at State Islamic Junior High School Naumbai Kampar Regency

Based on the school based curriculum (KTSP), reading is one of the English skills that must be mastered by students. MTsN Naumbai is one of the schools that use it as a guide in teaching and learning process. Based on the writer's preliminary study, some of the students of the second year still had low ability in reading comprehension. Thus, the writer was interested in conducting the research entitled "The Effect of Using Inking Your Thinking Strategy Toward Reading Comprehension of the Second Year Students at State Islamic junior High School Naumbai Kampar Regency"

The purposes of this research were to find out students' reading comprehension before being taught by using inking your thinking strategy and after being taught by using inking your thinking strategy, and to find out the significant effect of using inking your thinking strategy toward students' reading comprehension at the second year of state Islamic junior high school Naumbai Kampar Regency.

The type of the research was quasi-experimental research. In this research, the writer took two classes; experimental class and control class from the three classes of the second year students. There were 46 students as the sample from 70 students of population taken from three classes by using cluster sampling randomly based on group. In collecting the data, the writer used test. The test used was reading test, it consisted of 25 multiple choice items based on the text. In analyzing the data, the writer used Independent sample T-test formula operated by using SPSS 16.0 version.

After analyzing the data, the writer found that there is significant Effect of Using inking your thinking strategy toward Reading Comprehension of the Second Year students at MTsN Naumbai Kampar Regency, The result of data analysis was that T_o was higher than t_{table} .

سفر يا. . . () : تاثير الا استخدام استر اتيجيات *Inking Your Thinking* في الفهم القراءة طلب الفصل الثاني في المدرسة الثانوية الدولية نامبي منطقة كمفار.

...، القراءة هي واحدة من اتقان اللغة الإنجليزية يجب أن تدرس وتعلم على مستوى في الثانوية. في المدرسة الثانوية الثانوية الدولية نامبي هي واحدة من المدارس التي تستخدم المنهج كدليل في عملية التعلم. استنادا إلى الكتاب دراسة أولية، فإن معظم الطلاب لديهم ضعف في الفهم القراءة الطلب . وهكذا، الباحثين المهتمين في إجراء بحث " تأثير الا استخدام استر اتيجيات *Inking Your Thinking* في الفهم القراءة الطلب الفصل الثاني في المدرسة الثانوية الدولية نامبي منطقة كمفار " وكان الغرض من هذه الدراسة لمعرفة كيف يتم تعليم الطلاب القراءة والفهم استر اتيجيات التعبير تفكيرك، ودون استخدام الحبر لديك استر اتيجية التفكير واكتشاف وأخيرا إذا كان هناك أي تأثير كبير للا ستر اتيجية من *Inking Your Thinking* على الفهم الطلاب القراءة الطلب الفصل الثاني في المدرسة الثانوية الدولية نامبي.

كان دراسة شبه تجريبية في دراسة الباحثين التي لا يمكن إنشاء مجموعة جديدة من المشاركين في تنفيذ البحث. في هذه الدراسة، قام باحثون فنيين، الطبقات والطبقات الجريبية السيطرة على الصف الثالث هناك. هناك طاءنا عينة من السكان من فئتين من طالبا رسمها بشد . في جمع البيانات، استخدم الباحثون اختبار. الاختبار المستخدم تقرأ اختبار الفهم، واختبار يتكون أسئلة الاختيار من متعدد يعتمد على قراءة بعض النصوص. في تحليل البيانات، استخدم الباحثون تم تجهيز صيغة مستقلة اختبار ... عي .SPSS....

بعد ويتم تحليل البيانات، وجد الباحثون تأثير كبير من الاستر اتيجيات *Inking Your Thinking* لتحسين الفهم القراءة الطلاب العام الثاني في المدرسة الثانوية الدولية نامبي، التي أظهرت . بنسبة أهمية الجدول t_{tabel}

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important English skills besides other skills such as, writing, speaking, and listening. Reading is the important one that should be mastered by students if they want to understand the text. Hasibuan and Ansyari said that reading is an interactive process that goes on between the reader and the text, resulting comprehension. The purpose of reading also determines the appropriate approach to reading comprehension.¹

Reading is also one of the ways to get information. Through reading, we can enlarge our knowledge. Reading is one of the receptive skills which become the necessary skill in written communication and it is the main motivation for learners. In reading, students are expected to understand the text and to get some information from the writer's ideas. In fact, some of the students have problems in reading even though they read the passages, but they still get difficulties to know what information of the passage is about.

The purpose of reading based on the English course standard of competences is to understand meaning (interpersonal, ideational, text) in some written texts that have communicative purpose, structural text, and certain linguistics. According to Hasibuan, the text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies

¹ Kalayo Hasibuan & Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language*, (Pekanbaru: Alaf Riau Graha, 2007), p. 114

to determine what the meaning is². Readers, knowledge, skills, and strategies include:

1. Linguistic competence: the ability to recognize the element of the writing [-system; knowledge of vocabulary; knowledge of how words are structured into sentences.
2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
3. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
4. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategies).

From all of the opinions about reading, it can be concluded that reading is a process of interaction between reader and the written material in transferring, understanding and comprehending about the reading text. In reading, the reader should make a good interaction in order to gain the information from the text. Particularly, In the process of English learning in Indonesian schools, reading includes four language skills that should be mastered and learned by students.

MTsN Naumbai is one of the junior high schools in Kampar Regency. This school uses KTSP (school based curriculum) as a guide in teaching-learning process which includes four English skills. According to the School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan—KTSP), the purpose of teaching reading is to express the various meaning of interaction with texts and

²*Ibid.*, p.115

monolog in descriptive, narrative, recount, procedure, report and anecdote ones.³ As the expected target stated that “students will be able to comprehend the text”⁴, in this research, the writer focuses on descriptive text.

When the students learn to make connection from their experience to the text, they should read. As good readers, they think about what they are reading and considering how it fits what they already know. The students in reading should understand what the reading texts inform because there is a complex connection between author to the readers through message or information of the text. Therefore, the readers should have a good strategy to comprehend the text.

The success of teaching reading for MTsN Naumbai is determined by many aspects such as, materials of reading, facilities, teacher’s competence, and the students themselves. Based on writer’s preliminary study in teaching English, especially for reading to the second year student of this school, the teacher taught the students by using conventional strategy. Here, the teacher gave explanation to the students about the materials and then the students were asked to read the text individually and tried to understand by themselves. If they found difficult words, they could open dictionary. In this session, students usually took a long time to comprehend the text. Some of the students were confused, bored, and noisy in the class. After that the teacher asked the students to question and give responds. Then, they answered the questions about the text. The last, the students were asked to answer the questions together. That was done by the teacher continuously.

³Departemen Pendidikan Nasional. *Kurikulum 2004 Standard Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTs*. (Jakarta: Pusat Kurikulum, 2003), p. 17

⁴*Silabus MTsN Naumbai 2010-2011*.

Ideally, the students should be able to understand about the reading text and comprehend what they were reading. In fact, they still found difficulties to comprehend about the reading text even though the teacher had the way and strategies for them to comprehend the text.

Based on explanation above, the writer was interested in conducting a research. Based on the preliminary observation to second year students of MTsN Naumbai, the writer found the students' problems in reading comprehension, especially in descriptive text explained in the phenomena as follows:

1. Some of the students are difficult to identify the main idea of the reading text especially in descriptive one.
2. Some of the students are still confused to identify the communicative purpose of the reading text in descriptive.
3. Some of the students cannot comprehend the factual information of the reading text in descriptive one.
4. Some of the students cannot identify the generic structure of descriptive text.
5. Some of the students still cannot identify the meaning of the text.

To improve the students' ability in reading comprehension needs an appropriate strategy to help them as solution for their problems. There is actually a strategy that can help the students in reading comprehension called inking your thinking strategy that students learn a comprehensive set of strategies for

recording thoughts at each phase of the reading process.⁵ according to donelly inking your thinking is not only strategy a teacher would use however it is reasonable to assume that the more students use it the more they will be inclined to take ownership of the process and apply a more strategic approach to their own reading.⁶The writer considered that inking your thinking strategy could help students in developing their reading comprehension, especially in reading comprehension of descriptive text. In inking your thinking strategy, the students would be introduced to a topic about the teacher's discussion and what the point they discussed.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled "**The Effect of Using Inking Your Thinking Strategy towards Reading Comprehension of the Second Year Students at State Islamic Junior High School Naumbai Kampar Regency**".

B. The Definition of the Term

To avoid misunderstanding and misinterpreting toward the term used in the research, it is necessary to explain them as follows:

1. Inking your thinking strategy is a comprehensive set of strategies that is learned by students for recording thoughts at each phase of the reading process.this strategy explicitly teaches for all phases of the reading process.it helps develop decoding skills, vocabulary, word

⁵ Queensland Studies Authority, *Teaching Reading and Viewing: Comprehension Strategies and Activities* (Melbourn, 2010), p.32

⁶ Pat Donelly, "Inking Your Thinking" *Literacy Learning: The Middle Years*, Australian Literacy Educators Association , Vol 15 No 1, February, 2007, p. 5

knowledge and active comprehension skill such as predicting, analysing stories, asking question, constructing image, summaring and self monitoring.⁷ In this research this strategy is used to improve reading comprehension of the second year students at MTsN Naumbai Kampar Regency.

2. Reading comprehension

Reading is a process perceiving a written text in order to understand its contents⁸. Reading becomes a subject matter in this research. Klinger also say that comprehension is an active process to which the reader brings his or her individual attitudes, interests, and expectations.⁹ In this case, comprehension deals with reading. Reading comprehension means a process of understanding the text in order to get information and the meaning of descriptive text of the second year students at MTsN Naumbai Kampar Regency.

C. The Problem

1. Identification of the Problem

Based on the background of the study mentioned above, the identification of the problem of the research is:

- a. How do the students get difficulties to identify the main idea of the reading text especially in descriptive one?

⁷ Queensland Studies Authority, *Loc. Cit.*

⁸ Jack C. Richards, et al. *Longman of Language Teaching and Applied Linguistics* (New York: Longman, 1992), p. 306

⁹ Janette K. Klinger, et.al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: the Guildford Press, 2007), p. 12

- b. How are the students still confused to know the communicative purpose of the reading text in descriptive?
- c. How can the students not comprehend the factual information of the reading text in descriptive?
- d. How can the students not identify the generic structure in descriptive text?
- e. How can the students not identify the meaning of the text?
- f. How is strategies used by teacher in teaching reading comprehension?

2. The Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research. These problems could be caused from the technique that was used before. It demonstrates that application of the strategy that teacher use conventional technique is less effective in studens' reading comprehension. Therefore, the writer limits the problem on the teaching technique used by the teacher. The writer tried to use a new teaching strategy called inking your thinking strategy and to find how far inking your thinking strategy can give a significant effect toward reading comprehension of the second year students at MTsN Naumbai Kampar Regency.

3. The Formulation of the Problem

Based on the problem above, the problems of the research are limited on:

- a. How is students' reading comprehension in descriptive text taught by using inking your thinking strategy of second year at MTsN Naumbai?

- b. How is students' reading comprehension in descriptive text taught without using inking your thinking strategy of second year MTsN Naumbai?
- c. Is there any significant effect of using inking your thinking strategy towards students' reading comprehension in descriptive text of the second year at MTsN Naumbai?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the ability of the second year students at MTsN Naumbai in comprehending descriptive text taught by using inking your thinking strategy
- b. To find out the ability of the second year students at MTsN Naumbai in comprehending descriptive text without taught by using inking your thinking strategy
- c. To find out the effect of using inking your thinking strategy toward reading comprehension in descriptive text of the second year students at MTsN Naumbai

2. The Significance of the Research

- a. These research findings are also expected to give the positive contribution and information pertaining to the process of teaching and learning English especially in reading comprehension to the students and the teachers at the second year of MTsN Naumbai.

- b. These research findings are also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.
- c. To be academic requirement to get undergraduate degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is an interactive process that goes on the reader and the text resulting in comprehension.¹ The reading process is dynamic one requiring active, meaningful communication between the writer and the reader. It means that reading without meaning is a satisfying and inconsequential exercise.

According to Randi stone, Reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. It includes the ability to decode words as well as appropriate phrase, tone, expression, and fluency.² The interrelated components form the bridge that allows the reader to comprehend the text. A professional teacher must strive to teach his students to be true readers. If we can succeed in this area, they will truly have reached the goal of developing lifelong reader.

In addition, reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.³ The ability to read is such a natural part of human beings that they seldom try to define reading. However, there are still different points of view on what reading is.

¹KalayoHasibuan& Muhammad FauzanAnsyari, *Teaching English as a ForeignLanguage*, (Pekanbaru:Alaf Riau Graha, 2007), p. 114

² Randi Stone,*Best Practice for Teaching Reading*, (London: Corwin Press, 2009),p.42

³David Nunan,*Language Teaching Methodology:A Text Book for Teacher*, (New York:Prentice,1991),p. 72

These views are often grouped in to two different reading models named the bottom – up and the top – down.⁴

a. Bottom up model

According to the bottom – up model typically consist of lower level reading process. Student start with the fundamental basic of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition , building up the identification of gramatical structures, sentence, and longer text. In other words, in the bottom – up model, the reader begins with the written text (the bottom) and constructs meaning from letters, words, phrases and sentences found within, and then processes the text in a linear fashion. Clearly, in the view of this driven model, the reader seems to play a relatively passive role because the basis of bottom – up processing is the linguistic knowledge of the reader. Within a buttom up approach to reading, the most typically classroom focus is on what we call intensive reading.

b. Top – down model:

In this model, begin with the idea that comprehension resides in the reader.the reader uses background knowledge, makes prediction, and search the text to confirm or reject the predictions that are made.with in a top down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition. The reader proves his active role in the reading process by bringing to the

⁴David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), p. 70-71

interaction his/ her available knowledge of the subject, knowledge of and expectations about how language works, motivation, interest and attitudes towards the content of the text. Extensive reading plays a key role in top down approaches to reading.

Furthermore, Reading is a complex activity and accomplished readers to operate at a number of levels simultaneously. The readers are decoding and establishing meaning at the same time as they are responding to what they read, select particular aspects for consideration and evaluate effects.⁵ Bacon remarks in his essay of studies "Reading makes a full man." Reading means to understand the meaning of printed.⁶ Moreover, Caroline T. lines said that reading is a set of skill that involves making sense and deriving meaning from the printed words.⁷ Thus, the reader must be able to decode (sound out) the printed words and also comprehend what he/she read.

Based on the theories above, it can be concluded that reading is an interactive process that goes on between the reader and the text resulting in comprehension. The process in reading is necessary to understand the meaning of printed words and to get comprehension in each reading activities. The forms of this process involve three kinds; they are bottom up, top down and interactive processes. Bottom up is how to comprehend the meaning started by fundamental aspect in reading. Top down is used by concerning

⁵ Colin Harrison Terry Salinger, *Assessing Reading 1: Theory and Practice*, (New York: Routledge, 1998), p. 89

⁶ Patel Praveen M. Jain, *English Language Teaching: Method, Tool & Technique*, (Jaipur: Sunrise Publisher and Distributors, 2008), p. 113

⁷ Caroline T. lines, *Practical English Language Teaching: Young Learners*, (New York: Mc Hill Companies, 2005), p. 69

background knowledge of text. Interactive process is combination of bottom up and top down process.

2. The Nature of Reading Comprehension

According to Catherine snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentions that comprehension entails three elements:⁸

- a. The reader who is doing the comprehension
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part.

Besides, Catherine snow states that to comprehend, a reader must have a wide range of capacities and abilities.⁹

These include:

- a. cognitive capacities (e.g., attention, memory, critical analytic ability, differencing, visualization ability)
- b. motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader)
- c. various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies)

⁸ Catherine Snow and Chair, *Reading for Understanding towardan Research and Development Program in ReadingComprehension,RAND* (Santa Monica Study Group,ReadingCA, 2002), p. 11

⁹ *Ibid.*,p.13

According to Willis, to comprehend text, the reader must be able to decode words or to recognize words and to access text integration processes to construct meaning and to retain the content of the words long enough for it to stimulate their stores of related information in their long term memories. Beginning comprehension instruction builds on children's linguistic and conceptual knowledge and includes and self-monitoring for understanding¹⁰

In addition, Johnston said that reading comprehension is viewed as the process of using one's own prior knowledge and comprehended by the individual reader's characteristics, the text's characteristic, and the situation-related factors: the situation organizer, the task, and the total setting. In the class room, the situation organizer is usually the teacher; the task usually consist of a variety of instruction, questions, and activities provided in the teacher's manual or workbook; and the setting is usually the classroom in an individual, a small group, or a whole-class format.¹¹

Besides, Brown stated that there are micro skills and macro skills for assessing reading comprehension. They are:¹²

- a. Macro skills of reading comprehension
 1. Discriminate among the distinctive graphemes and orthographic pattern of English.

¹⁰ Judy Willis M.D, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*, (Virginia: Association for Supervision and Curriculum Development, 2008), p. 129

¹¹ Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, (New Jersey: Prentice Hall, 1986), p. 9

¹² Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: San Francisco State University, 2000), p. 291

2. Retain chunk of language of different lengths in short- terms memory.
 3. Process writing at an efficient rate of suit the purpose.
 4. Recognize a core of words, and interpret order patterns and their significant
 5. Recognize grammatical word classes (noun, verb, etc)
 6. Recognize that a particular meaning may be expressed in different grammatical forms.
 7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses
- b. Micro skills of reading comprehension
1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
 2. Recognize the communicative functions of written text, according to form and purposes.
 3. Infer context that is not explicit by using background knowledge.
 4. From described events, ideas, etc, infer links and connections between events deduce causes and effects and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 5. Distinguish between literal and implied meanings.
 6. Develop and use of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the

word from context, and activating schemata for the interpretation text.

Based on the theories and explanation above, the writer can conclude that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Thus, Comprehension is the only reason for reading. Without comprehension, reading is a frustrating, pointless exercise in word calling.

3. Descriptive Text

Based on the second year syllabus of the first semester, the students learn some kinds of text. One of them is descriptive text.¹³ Descriptive text is used to describe a particular place, thing, and person. The generic structures of descriptive text are:

- a. Identification : mention the special participant.
- b. Description : mention the part, quality, and characteristics of subject being described.
- c. Conclusion : optional statement to sum up main idea.

The language feature of descriptive text:

- a. The use of adjective and compound adjectives.
- b. The use of linking verbs/ relating verbs.
- c. The use of simple present tense.

¹³*Syllabus of MTsN Naumbai 2011/2012. Unpublished.*

- d. The use of degree of comparison.¹⁴

The example of descriptive text:

Rhinoceroses are big and heavy animals. They are also quiet. They pay a little attention to the surroundings. Rhinoceros eat grass like horses. Rhinoceroses have one or two horns above their nostril. There are some types of rhinoceroses on the world. They are the black and white types in Africa. They have two horns. The other types are in India, Sumatra and java. The Javanese and Indian types have one horn only. The Africans types is the biggest species. They can be twice or three times bigger than the smallest type, the Sumatrans.

4. Students Reading Comprehension in Descriptive Text

Teaching reading is one of the important parts in the curriculum statein Indonesia curriculum. Not only for elementary school, junior high school, senior high school but also for the college students and adult. The aim of teaching is to develop the student's ability so that they can read and understand the English text effectively. The main points in comprehending the text which is related to the goals, the teacher should teach it, in order to make students understanding the text.

Reading is essentially a thinking activity in which the reader engages in a series of complex processes. First, the reader previews the text by noting its general features (print size, pictures, and headings); then, as reading begins, the

¹⁴Th. M. Sudarwati, *Prctice Your English Competence*, (Jakarta: Penerbit Erlangga, 2007), P. 8

reader uses five different kinds of knowledge to comprehend the text, including:¹⁵

- a. Knowledge of letters and sound correspondences.
- b. Knowledge of words and word forms.
- c. Knowledge of syntax, i.e., the grammatical structures of sentences and their functions.
- d. Knowledge of meanings and semantic relations.
- e. Knowledge of the social ways in which language is used

Besides that, Diane Lapp and Douglas Fisher state that Successful reading comprehension instruction using this framework includes several stages in which responsibility gradually shifts from the teacher to the students¹⁶

- d. *Establishing Purpose.* The teacher uses a structured overview to introduce the students to the task, including the purpose for the lesson. The purpose, or objective, is clearly communicated to the student and is based on the content standards appropriate for the grade level. The teacher assumes the major responsibility for this part of the instruction.
- e. *Modeling.* The teacher demonstrates how comprehension occurs in his or her mind. Using “I statements” the teacher provides students with access to expert thinking in a brief lesson designed to highlight specific processes readers use to make sense of the text

¹⁵Diane Lapp Douglas Fisher, *Hand Book of Research on Teaching the English Language Arts*, (New York: Rutledge, 2011), p. 259

¹⁶*Ibid.*, p.262

- f. *Guided Instruction*. The students attempt to follow the model provided by the teacher and are guided in this as the teacher uses cues, prompts, and questions to shift the cognitive work to the learner. Feedback and conferencing are an integral part of this step as students try on the procedures they have experienced during modeling. Students and teachers share the responsibility during this stage.
- g. *Productive Group Work*. While some students are engaged in guided instruction with the teacher, the rest of the class works productively in small groups. As they do so, they consolidate their understanding and receive peer support to accomplish their tasks.
- h. *Independent Practice*. The student practices independently with “novel” materials. The student accepts the major share of the responsibility for this part of the learning and applies what has been taught. Of course, the teacher is not uninvolved, but rather uses this as an opportunity to check for understanding and plan next steps instruction.

In addition, Harmer said that there are some principles in teaching reading that will be appeared in the following points below:¹⁷

- a. Reading is not passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words

¹⁷Jeremi Harmer, *How to Teach*, (England: Longman, 2000), p. 70

are printing, understand the arguments, and work out if we agree with them.

- b. Students need to be engaged with what they are reading.

Students who are not engaged with the reading text, they will not actively interested in what they are doing they are less likely to benefit from it.

- c. Students should be encouraged to respond to the content of a reading text, not just to the language. We must give students chance to respond to that message in some way. It is important that they should be allowed to express their feelings about the topic- thus provoking personal engagement with it and the language.

- d. Prediction is major factor in reading.

The book cover, the headline, the word processed page sometimes will make our brain start predicting what we are going to read. Teachers should give students hints so that they can predict what's coming too. It will make them better and more engaged readers.

- e. Match the task to the topic.

Once a decision has been taken what reading text the students are going to read, we need to choose good reading tasks.

- f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense just to get students to read it. Good teachers integrate the reading text into interesting class sequences, using the

topic for discussion and further tasks, using the language for study and later activation.

One of the purposes of teaching reading is to know the ability in comprehending the text. The use of inking your thinking strategy will help the students to comprehend the text especially descriptive text. In inking your thinking strategy, the students will be emphasizes on the responses that indicate comprehension that explained above.

5. The Factors Influence Students' Reading Comprehension in Descriptive Text

The elements that a reader brings to a text include word recognition knowledge, vocabulary knowledge, background knowledge, linguistic and textual knowledge, ability to infer meanings, the ability to use strategies to make sense when comprehension is challenged, and motivation and interest to engage with a given text. Moreover, the reader's background knowledge and motivation are further factors in comprehension: comprehension is easy when the domain knowledge is high. In addition, motivation and interest influence comprehension, both directly and indirectly (in that students are most likely to have good domain knowledge in areas in which they are interested).¹⁸

¹⁸Scott G. Paris, *Children's Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates, 2005), p. 84

Finally, there is an important set of factors associated with what readers' do, namely, the strategies they employ in reading. Among the strategies that have been shown to be effective are the following:¹⁹

- a. Using words or imagery to elaborate the content.
- b. Rereading, paraphrasing, and summarizing in one's own words to clarify the content.
- c. Reorganizing the content into a hierarchical outline, diagram, or graph that shows the important relations between ideas.
- d. Consciously seeking relations between new content and existing knowledge (e.g., by self-explaining, forming analogies, hypothesizing, drawing conclusions and predictions, formulating questions, and evaluating the text for internal consistency and with respect to what one knows of the topic).
- e. Consciously monitoring one's ongoing comprehension, identifying the source for a breakdown in comprehension, and attempting to resolve the problem rather than passively reading on.

All these strategies are variations on the same theme: the active construction of meaning during reading, and the deliberate linking of the text to be understood with prior knowledge and prior experience.

From explanation above, in this study the writer is interested in using linking your thinking strategy to build up the students' motivation and interest, because it is impossible for the students to understand the text if he or she has

¹⁹*Ibid.*

no interest and motivation to read, so, it can be concluded that the good interest and motivation result the good achievement of the students. Besides, the strategy is used by the teacher of reading is very important because the suitable strategy can make the students study be spirit and responsibility. According to PatDonnelly , this strategy explicitly teaches for all phase of the reading process.it helps develove decoding skill, vocabulary, word knowledge, and active comprehension skilll such as predicting, analysing story, asking question,constructing image summarizing and self monitoring.²⁰

6. The Nature of Inking Your Thinking Strategy

In this strategy, the students learn a comprehensive strategy for recording thoughts at each phase of the reading process. It helps develop decoding skills, vocabulary, word knowledge, and active comprehension skills such as, predicting, analyzing stories, asking questions, constructing image and self monitoring.²¹in addition, there is a strong causal relation between decoding and comprehension in that fluent or automatic decoding allows more processing resources to be available for comprehension. Also, comprehending a text aids word identification, especially for readers of low word reading skill. However, at closer distance, these causal effects depend on word meanings being produced by identification. Thus knowledge of word

²⁰Pat Donnelly, *Loc.Cit.*

²¹Queedslan Studies Authority, *Loc.cit.*

meanings (or vocabulary knowledge) has a pivotal position between word identification and comprehension²²

Moreover, inking your thinking strategy can be applied to both fiction and non fiction, print and visual, complex and simple texts.²³ Inking your thinking' should not form the sole basis of comprehension strategy in literacy, but it is an effective and simple-to-use strategy that can meaningfully enhance students' comprehension.²⁴

Based on explanation above, the writer can conclude that inking your thinking strategy in the teaching of reading has some benefits in improving students' reading comprehension. It helps develop decoding skills, vocabulary, world knowledge and active comprehension skills such as predicting, analyzing stories, asking questions, constructing images, summarizing and self-monitoring. One of the purposes of teaching reading is to know the ability in comprehending the text. The use of inking your thinking strategy will help the students to comprehend the text.

7.Using Inking Your Thinking Strategy towards Students Reading Comprehension in Descriptive Text

Research suggests that comprehension skills can be improved by teaching decoding skills, vocabulary and comprehension strategies such as prediction, image construction and story analysis, and encouraging students to monitor their own comprehension. 'Inking your thinking' is a reading

²²Margaret G & Linda Kucan, *Bringing Reading Research to Life*, (New York: the Guilford Press. 2010), p. 294

²³Donelly. Pat, *Loc.Cit.*

²⁴Curriculum Leadership an Electronic Journal for Leaders in Educatio, (2007, June 29)

workshop program that encourages students to implement these strategies before, during and after reading.²⁵

Inking your thinking is not the only strategy a teacher would use however it is reasonable to assume that the more students use it the more they will be inclined to take ownership of the process and apply a more strategic approach to their own reading.²⁶ In this strategy is used to improve reading comprehension in descriptive text of the second year students at MTsN Naumbai Kampar Regency.

8. The Procedure of Inking Your Thinking Strategy

Inking your thinking strategy consists of three distinct phases as follows:²⁷

Before reading

Students view a relevant visual text, such as a diagram, associated with the text they will be reading (The text for reading should be either a more complex visual text or a written text.) Students use the visual text:

- a. to acquire background knowledge and vocabulary
- b. as a note-making framework
- c. to make summaries of the text
- d. to visualize and help memorize information.

Question-generating sessions are also effective before reading, as students are encouraged to use higher-order deductive reasoning involving prediction.

During Reading

²⁵*Ibid.*

²⁶Donnelly. Pat, *Loc.Cit.*

²⁷Queedsland Studies Authority, Op. Cit., p. 33

The during-reading phase is at the heart of the strategy, and includes four sub-phases. Ideas can be recorded on a simple worksheet (see following).

1. Vocabulary. Students record words, with an accompanying definition, that they predict will be in the text, as well as long or interesting words they have found while scanning the text.
2. Summary. An effective method at this stage is for students to list main verbs in a paragraph or section and the noun groups associated with these verbs. They can then play with combinations using conjunctions such as “when”, “while”, “after”, “because”, “however”, to capture complex temporal, spatial and logical relationships and discuss the changes in meaning.
3. Visualization. Students construct visual representations of their complete understanding the gist, or main idea in a text. Visualizations may include symbols, split screens or other multimedia devices. Visualization allows students to demonstrate their complete understanding of any text without the restrictions demanded by written responses. Visualizations help teachers gain insight into students’ comprehension of an author’s message.
4. Q and Do (question and action). In this phase, show students how to question the text and to position themselves to accept, challenge or reject all or part of the text. In so doing, new texts are created that both contextualize and demonstrate their new understandings. The following questions and actions are guides to get students started.

1. Q — questions

Questions that make the author's purpose explicit:

- a. What was that all about?
- b. Why did the author compose that text?
- c. Verb-based questions — “does...”, “is...”, “will...”, “has...”, “who did...”, “what did...”
- d. Adverb-based questions — “when”, “where”, “why”, “how”
- e. Questions with “three-level” guides — statements that students evaluate in terms of whether the author said it, meant it or would agree with it.

2. Do — actions

- a. If so ... so what?
- b. How should I respond?
- c. How could I use this text in my own work?

After reading

Reading response asks students to compose their own text based on the studied text. These reading responses may take three forms:

- a. *Translations* replicate the subject matter and genre of the original text.
- b. *Innovations* replicate the genre but change the subject matter.
- c. *Transformations* maintain the subject matter but change the genre.

Reading responses do not have to be exhaustive pieces and may be multimodal. Reading responses are a representation of each student's creativity as well as a demonstration of the student's depth of understanding.

Inking your thinking - worksheet

| | |
|---------------|----------|
| Vocabulary | Summary |
| | |
| Visualisation | Q and Do |
| | |

In conclusion, the procedures of teaching reading by using inking your thinking Strategy are;

- a. The teacher asks the students to view a relevant visual text, such as diagram related to what they will read
- b. The teacher encourages the students to use deductive reasoning involving prediction
- c. The teacher gives the students text and instruct them to record words with accompanying definition that they predicted before reading the text
- d. The teacher instructs the students to list main verbs (linking verbs or relating verbs) in a paragraph, noungroups (subjects or participants) associated with these verb.

- e. The teacher instructs the students to make visual presentations of their understanding(gist or main idea) such as: symbols, split screens or other multimedia devices
- f. The teacher shows the students the way to make question about the text and to position themselves whether they accept, challenge or reject
- g. The teacher asks the students to make their own text based on the text studied. Such as, translation, innovation (change other matter), transformation (change the genre)

B. Relevant Research

According to Syafi'i, Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research²⁸. Besides, the writer has to analyze what the point that was focused on, inform the design, finding and conclusion of the previous research. It aims to avoid plagiarism toward the design and finding of previous researcher.

1. Agvemi Zahadi Alga from Islamic State University of SUSKA Riau held a research titled “the effect of directed reading thinking activity strategy toward student’s reading comprehension on the first year students of SMU 1 Cerenti ”. The research findings of the research is there is significant effect of directed reading thinking activity strategy toward student’s reading comprehension on the first year students of SMU 1 Cerenti. The students are not reluctant or awkward to verbalize their ideas in

²⁸M. Syafi'i, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: LBSI, 2011), p.122

communication because they have been accustomed to reading out their ideas.

2. Curriculum leadership an electronic journal for leaders in education research (2007) "Inking your thinking Literacy Learning: the Middle Years. Research suggests that comprehension skills can be improved by teaching decoding skills, vocabulary and comprehension strategies such as prediction, image construction and story analysis, and encouraging students to monitor their own comprehension. 'Inking your thinking' is a reading workshop program that encourages students to implement these strategies before, during and after reading. 'Inking your thinking' should not form the sole basis of comprehension strategy in literacy, but it is an effective and simple-to-use strategy that can meaningfully enhance students' comprehension.

Based on the relevant researches above, inking your thinking strategy has the effect on the students' learning especially in comprehension skill. Therefore, the researcher conducted the research about the effect of using inking your thinking strategy towards the reading comprehension of the second year student at State Islamic Junior High School Naumbai Kampar Regency.

C. The Operational Concept

In this term writer would explain briefly about variable of this research. There are two variables used. The first is inking your thinking strategy to the teacher strategy in teaching reading comprehension; the second is students' ability in reading comprehension. Inking your thinking strategy is an independents variable that known as X variable and reading comprehension is a dependent variable that known as Y variable. To avoid misunderstanding and misinterpretation, the writer will classify these variables into some indicators as follows:

1. The Indicators of Inking Your Thinking Strategy
 - a. The teacher asks the students to view a relevant visual text, such as diagram related to what they will read
 - b. The teacher encourages the students to use deductive reasoning involving prediction
 - c. The teacher gives the student text and instructs them to record words with accompanying definition that they predicted before reading the text
 - d. The teacher instructs the students to list main verb in a paragraph, noun groups associated with these verb
 - e. The teacher instructs the students to make visual presentations of their understanding(gist or main idea) such as: symbols, split screens or other multimedia devices

- f. The teacher shows the students the way to make question about the text and to position themselves whether they accept, challenge or reject
- g. The teacher asks the students to make their own text based on the text studied. Such as, translation, innovation (change other matter), transformation (change the genre)

2. The Indicators of Students' Reading Comprehension

- a. Students are able to identify main ideas in descriptive text
- b. Students are able to identify the text purpose in descriptive text
- c. Students are able to factual information in reading text
- d. Students are able to identify the generic structure in descriptive text
- e. Students are able to identify the meaning of the text

D. The Assumption and Hypothesis

1. The Assumptions

In teaching reading comprehension, the writer assumes that the better using inking your thinking strategy, the better students' reading comprehension in descriptive text of the second year students at MTsN Naumbai.

2. Hypotheses of this Research are:

- a. (Ho) There is no significant effect of using inking your thinking Strategy towards reading comprehension of the second year students at MTsN Naumbai.

- b. (Ha) There is significant effect of using inking your thinking Strategy towards reading comprehension of the second year students at MTsN Naumbai.

CHAPTER III

RESEARCH METHOD

A. The Design of Research

In this research, the writer was used quasi-experimental research. It was an appropriate way to this research in order to know the significant effect of using inking your thinking strategy towards reading comprehension at second year students of MTsN Naumbai. Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable¹. In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.²

In this research, the writer used an experimental design with pre test and post test was called experimental class administrated by using inking your thinking Strategy and another was the control class that was administrated without inking your thinking strategy. However, the material given and purposes of the research to each class were the same.

There were twice of test given in this research; they were pre-test given before the treatment and post-test given after the treatment was to find out the effect of use inking your thinking Strategy. The treatment was only given to experimental class. The model of this research can be design as follows:

¹ Jhon.W. Cresswel, *Educational Research:Planning, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education, 2008), p. 299

² L. R.Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*.Six Ed, (New Jersey: Prentice-Hall,inc, 2000), p. 15

Table III.1

The Research Design

| Class | Pre-Test | Treatment | Post-test |
|--------------|-----------------|------------------|------------------|
| E | Test 1 | X | Test 2 |
| C | Test 1 | | Test 2 |

E = Experiment class

C = Control class

T1 = Pre-Test to experiment class and control class

T2 = Post- test to experimental and control class

X = Receive the treatment by using inking your thinking

B. The Location and Time of the Research

The location of this study was at the MTsN Naumbai in Naumbai Village, Kampar District, Kampar Regency. This research was conducted from August to October 2012.

C. The Subject and the Object of the Research

The subject of this study was the second year students of MTsN Naumbai. While, the object of this study was the use of inking your thinking Strategy toward the students' reading comprehension

D. The Population and the Sample of the Research

The population of this research was the second year students of MTsN Naumbai. They are consisted of 3 classes and the total number of the students was 70. Based on the limitation of the research, the writer took only two classes as the sample of this research. Based on Arikunto in Nurul, sampling is choosing some of research subject as the representative of the population therefore was produced sample that represent the population.³

Then, the writer used Cluster random sampling. It was done by selecting group (not individual) because all members of selected group had similar characteristics.⁴ After doing cluster random sampling, the writer took VIII A as the experimental class and VIII B as the control class. The specification of the population can be seen in the table below:

Table III.2

The Population of the Second Year Students of MTsN Naumbai

| No | Classes | Total students |
|-------|---------|----------------|
| 1 | VIII A | 23 |
| 2 | VIII B | 23 |
| TOTAL | | 46 |

³ Nurul Zuriah, *Methodology Penelitian Sosial dan Pendidikan Teori- Aplikasi*. (Jakarta: Bumi Aksara, 2009), p. 122

⁴ L. R. Gay and Peter Airasian, *Op.Cit*, p. 129

E. The Technique of Collecting Data

To obtain the data needed in this research, the writer used technique as follows:

1. Test

The writer did pretest and posttest to experiment class and control class in order to know the effect of using inking your thinking strategy toward reading comprehension in descriptive text at the second year students at MTsN Naumbai. Before doing the test, the writer tried out the test items before students were given the test of this research. According to Huges, there are many techniques that can assess the students' comprehension but the writer used one technique that it was:⁵

Multiple choice techniques are a technique designed by using four choices and respondent choose one. This technique assessed the students' reading comprehension.

2. Procedures of collecting data for experiment group

In experiment group, there were three procedures of collecting data:

Pre test : Pre test had been given to the students before the students were taught by inking your thinking strategy. It was used to measure the students' reading comprehension especially in descriptive text before they were taught by using inking yoyr thinking strategy.

Treatment: In treatment, the students were taught by using inking your thinking strategy. Teacher explained to the students about descriptive text,

⁵ Arthur Hughes, *Testing Language Teacher*, (Cambridge: Cambridge University Press, 2005), p. 143

and taught them How to comprehend the text by inking your thinking strategy. Then, the students were asked by the teacher to do exercises.

Post test : Post test was a test that was given to the students after they had been taught by using inking your thinking strategy. It was used to know whether the students could easily comprehend the text especially for descriptive text by using inking your thinking strategy or not. The result was compared with pre test to get the effect of the strategy and to know students' reading comprehension in descriptive text after being taught by inking your thinking strategy.

3. Validity

To obtain the data about the contribution of inking your thinking strategy toward Reading Comprehension at MTsN Naumbai Kampar Regency, the writer required to see each score. It was used pertaining to the most characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. The difficult or easy test often showed 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 follows⁶:

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

Where

P : Index of difficulty or Facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

The difficulty level of an item showed how easy or difficult a particular item in the test. 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.

The standard level of difficulty used is $<0,30$ and $>0,70$ ⁷ It means that the item test that was accepted if the level of difficulty was between 0.30-0.70 and it was rejected if the level of difficulty was below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”

⁶ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi . 2011), p .

⁷ *Ibid.*, p. 207

TABLE III.3**The Data of Try Out**

| No. | Indicators of Variable X | Try Out | | | |
|-----|---------------------------------------|-----------|---------|------|------|
| | | Items no. | Correct | P | Q |
| 1 | Identifying Main Idea | 1 | 13 | 0,59 | 0,41 |
| | | 6 | 10 | 0,45 | 0,55 |
| | | 11 | 14 | 0,64 | 0,36 |
| | | 19 | 14 | 0,64 | 0,36 |
| | | 23 | 11 | 0,45 | 0,55 |
| 2 | Identifying The Communicative Purpose | 2 | 14 | 0,64 | 0,36 |
| | | 7 | 13 | 0,59 | 0,41 |
| | | 12 | 8 | 0,36 | 0,64 |
| | | 20 | 13 | 0,59 | 0,41 |
| | | 24 | 9 | 0,41 | 0,59 |
| 3 | Identifying The Factual Information | 4 | 15 | 0,68 | 0,32 |
| | | 10 | 14 | 0,64 | 0,36 |
| | | 13 | 15 | 0,59 | 0,41 |
| | | 18 | 12 | 0,55 | 0,45 |
| | | 21 | 10 | 0,45 | 0,55 |
| 4 | Identifying Generic structure | 5 | 11 | 0,50 | 0,50 |
| | | 9 | 11 | 0,50 | 0,50 |
| | | 14 | 13 | 0,59 | 0,41 |
| | | 16 | 15 | 0,68 | 0,32 |
| | | 22 | 15 | 0,68 | 0,32 |
| 5. | identifying The Meaning Of The text | 3 | 11 | 0,50 | 0,50 |
| | | 8 | 15 | 0,68 | 0,32 |
| | | 15 | 15 | 0,68 | 0,32 |
| | | 17 | 12 | 0,55 | 0,45 |
| | | 25 | 14 | 0,64 | 0,36 |
| | N | 22 | | | |

Based on the table III 3, it shows the item numbers of the first indicator for identifying the main idea are number 1, 6, 11, 19, and 23. The proportion of

correct answer for item number 1 is 0.59, item number 6 is 0.45, item number 11 is 0.64, item number 19 is 0.64, and item number 23 is 0.45. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of item numbers of difficulties for identifying the topic are accepted.

The item numbers of the second indicator for identifying the communicative purpose are number 2, 7, 12, 20, and 24. The proportion of correct answer for item number 2 is 0.64, item number 7 is 0.59, item number 12 is 0.36, item number 20 is 0.59, and item number 24 is 0.41. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of item numbers of difficulties for identifying the communicative purpose are accepted.

The item numbers of the third indicator for identifying the factual information are numbers 4, 10, 13, 18, and 21. The proportion of correct answer for item number 4 is 0.68, item number 10 is 0.64, item number 13 is 0.68, item number 18 is 0.55, and item number 21 is 0.45. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of item numbers of difficulties for identifying the generic structures are accepted.

The item numbers of the fourth indicator for identifying generic structure are numbers 5, 9, 14, 16, and 22. The proportion of correct answer for item number 5 is 0.50, item number 9 is 0.50, item number 14 is 0.59, item number 16 is 0.68, and item number 22 is 0.68. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of item numbers of difficulties for understanding the meaning of vocabulary are accepted.

The item numbers of the fifth indicator for understanding the meaning of the text are numbers 3, 8, 15, 17, and 25. The proportion of correct answer for item number 3 is 0.50, item number 8 is 0.68, item number 15 is 0.68, item number 17 is 0.55, and item number 25 is 0.64. Based on standard level of difficulty “p” is 0.30 and 0.70. So, all of item numbers of difficulties for identifying reference are accepted.

4. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test⁸. There are some factors affecting the reliability of a test, they are:

1. The extent of the sample of material selected for testing
2. The administration of the test, clearly this is an important factor in deciding reliability.

In this research the researcher found the score of reliability by using SPSS 16.0. To know the reliability of the test, the writer found the mean score, the standard deviation of the test, and Cronbach’s Alpha.

⁸ Heaton, J.B., *Writing English Language Test*, (New York, Longman Inc:1988), p.159

Table III.4

Case Processing Summary

| | N | % |
|-----------------------|----|-------|
| Case Valid | 22 | 100.0 |
| Excluded ^a | 0 | .0 |
| Total | 22 | 100.0 |

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

Based on the table III.4, we can see that the cases valid are 22 students, exclude 0, and the total students are following these test 22 students.

Table III.5

Scale Statistics

| Mean | Variance | Std. Deviations | N of Items |
|-------|----------|-----------------|------------|
| 14.41 | 19.396 | 4.404 | 25 |

Based on the table we can see that the mean score is III.5, variance is 19.396. std. Deviation is 4.404, and number of items are 25.

Table III.6

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .710 | 25 |

Based on the table III.6, we can see that Cronbach's Alpha is 0,710 and number of items are 25.

To know reliability of the test, or test has reliable. Anas Sudijono says that if $r_{ii} < 0.70$ means that the test's reliability is low or unreliable and if > 0.70 means that the test' reliability is high or reliable.⁹ Based on the result score of reliability of instrument tests above, it can be seen that r_{ii} for try out is 0.710. It means that r_{ii} is higher than r_t (0.7). So, the instrument test was reliable.

F. The Data Analysis Technique

The technique of data analysis used in this research was T-test formula by using SPSS (Statistical Package for the Social Sciences).

To analyze the collected data, the writer established some categories to classify the result of the test as main instrument of this research, According to Hartono; the score range is as follows:

Formula:¹⁰

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Note:

M_x : Mean of the experimental class variable

M_y : Mean of the control class variable

SD_x : Standard error of mean of the experimental class

SD_y : Standard error of mean of the control class

N : The number of case.

⁹Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2009), p. 257

¹⁰Hartono, *Statistik Untuk Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2010), p. 206.

The result of T-test formula was compared to T_{table} to determine the significant level of score by using degree of freedom (df). The formula of degree of freedom:

$$df = N_x + N_y - 2$$

Note:

d_f : the degree of freedom

N_x : the number of students in experimental class

N_y : the number of students in control class

Statistically hypothesis:

H_a was accepted if: $t_o > t_t$

or if probabilities < 0.05

It means there was a significant effect those taught by using Inking Your Thinking strategy and those were not.

H_o was accepted if: $t_o < t_t$

or if probabilities > 0.05

It means there was a significant effect those taught by using inking your thinking strategy and those were not¹¹.

¹¹ Hartono, *SPSS 16.0 Analisis Data Statistika dan Penelitian*, (Pekanbaru: Zanafra, 2011), p.146

CHAPTER IV

PRESENTATION AND ANALYSIS DATA

A. The Data Presentation

1. The Data From Test

This research aimed to measure the students' score to know the effect of using inking your thinking strategy towards students' reading comprehension at the second year students of MTsN Naumbai. The first step in collecting data in this research, the writer gave pre-test to both of group in order to know their comprehension in reading before being taught by using inking your thinking strategy.

Then, the writer gave post-test to both of groups in order to know their comprehension in reading after being taught by using inking your thinking strategy and to find out the significant effect of using inking your thinking strategy toward reading comprehension at the second year students of MTsN Naumbai. The reading comprehension test was evaluated concerning the indicators of reading comprehension for the second year students of Junior High School. There were five indicators that were evaluated, those are, first, identifying the main idea in the descriptive text, second, identifying the purpose of the descriptive text, third, identifying the factual information in the descriptive text, fourth, identifying the generic structure in the descriptive text; and last, identifying the meaning of the text.

a. The Data of Students' Reading Comprehension

There were 25 questions in reading comprehension test of control and experimental group. The total numbers of the students (respondents) were 23 students. There were two tests. The first was pre-test, and the second was post-test. Pre-test was given in the first meeting. The post-test was given after giving the treatment by using inking your thinking strategy. The description of the students' score in reading comprehension test of control and experimental group can be seen in table IV.1:

TABLE IV.1**The Score of Students' Reading Comprehension**

| No | Students | Experimental Class | | Gain | Control Class | | Gain |
|--------------|----------|--------------------|-------------|------------|---------------|-------------|------------|
| | | PreTest | Pos-Test | | PreTest | PostTest | |
| 1 | S-1 | 60 | 80 | 20 | 64 | 72 | 8 |
| 2 | S-2 | 64 | 80 | 16 | 52 | 68 | 16 |
| 3 | S-3 | 48 | 60 | 12 | 52 | 68 | 16 |
| 4 | S-4 | 48 | 56 | 8 | 60 | 60 | 0 |
| 5 | S-5 | 48 | 56 | 8 | 56 | 68 | 12 |
| 6 | S-6 | 68 | 80 | 12 | 64 | 64 | 0 |
| 7 | S-7 | 52 | 76 | 24 | 56 | 72 | 16 |
| 8 | S-8 | 56 | 76 | 20 | 44 | 60 | 16 |
| 9 | S-9 | 64 | 64 | 0 | 44 | 44 | 0 |
| 10 | S-10 | 68 | 76 | 8 | 52 | 40 | -12 |
| 11 | S-11 | 56 | 84 | 28 | 56 | 60 | 4 |
| 12 | S-12 | 60 | 84 | 24 | 56 | 60 | 4 |
| 13 | S-13 | 60 | 84 | 24 | 52 | 56 | 13 |
| 14 | S-14 | 40 | 80 | 40 | 56 | 60 | 4 |
| 15 | S-15 | 56 | 72 | 16 | 64 | 76 | 12 |
| 16 | S-16 | 60 | 72 | 12 | 60 | 76 | 16 |
| 17 | S-17 | 60 | 64 | 4 | 60 | 68 | 8 |
| 18 | S-18 | 52 | 56 | 4 | 56 | 64 | 8 |
| 19 | S-19 | 52 | 60 | 8 | 56 | 52 | -4 |
| 20 | S-20 | 56 | 68 | 12 | 48 | 52 | 4 |
| 21 | S-21 | 64 | 80 | 16 | 52 | 60 | 8 |
| 22 | S-22 | 60 | 88 | 28 | 52 | 56 | 4 |
| 23 | S-23 | 60 | 76 | 16 | 56 | 60 | 4 |
| Total | | 1312 | 1672 | 360 | 1268 | 1416 | 161 |

The result was calculated by using Microsoft Excel program. It was found by reducing the post-test score to pre-test score, it means that the result was the difference of post-test score and pre-test score.

B. The Data Analysis

In order to find whether or not there was a significant effect on reading comprehension of the two classes, the writer calculated data taken from the scores of the students' post test. The data were analyzed by using statistical analysis technique to identify the average score of both experimental and control class. The difference of means was analyzed by using Independent sample T-test in SPSS. Instead, this research used pre-test and post-test.

1. Students' Reading Comprehension taught by using Inking Your Thinking Strategy

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of experimental class, the lowest score was 40 and the highest was 68. These data were obtained from the research by using software SPSS 16.0 version. The data description of pre-test for reading comprehension in experimental class can be seen as follows:

TABLE IV.4

The Frequency Distribution of Pre-Test in Experimental Class

| | | Freque ncy | Perce nt | Valid Percent | Cumulat ive Percent |
|-------|----|---------------|-------------|------------------|------------------------|
| Valid | 40 | 1 | 4.3 | 4.3 | 4.3 |
| | 48 | 3 | 13.0 | 13.0 | 17.4 |
| | 52 | 3 | 13.0 | 13.0 | 30.4 |
| | 56 | 4 | 17.4 | 17.4 | 47.8 |
| | 60 | 7 | 30.4 | 30.4 | 78.3 |
| | 64 | 3 | 13.0 | 13.0 | 91.3 |
| | 68 | 2 | 8.7 | 8.7 | 100.0 |
| Total | | 23 | 100.0 | 100.0 | |

Based on the table above, it can be seen that there were 23 respondents. The frequency of interval 40 was 1 students (4.3%), the frequency of interval 48 was 3 students (13.), the frequency of interval 52 was 3 students (13.0%), the frequency of interval 56 was 4 students (17,4%), the frequency of interval 60 was 7 students (30.4%), the frequency of interval 64 was 3 students (13.0%). the frequency of interval 68 was 2 students (8.7%).

Then, for post-test the lowest score was 56 and the highest was 88. These data were obtained from the research by using software SPSS 16.0 version. The data description of post-test for reading comprehension in experimental class can be seen as follows

TABLE IV.5

The Frequency Distribution of Post-Test in Experimental Class

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 56 | 3 | 13.0 | 13.0 | 13.0 |
| | 60 | 2 | 8.7 | 8.7 | 21.7 |
| | 64 | 2 | 8.7 | 8.7 | 30.4 |
| | 68 | 1 | 4.3 | 4.3 | 34.8 |
| | 72 | 2 | 8.7 | 8.7 | 43.5 |
| | 76 | 4 | 17.4 | 17.4 | 60.9 |
| | 80 | 5 | 21.7 | 21.7 | 82.6 |
| | 84 | 3 | 13.0 | 13.0 | 95.7 |
| | 88 | 1 | 4.3 | 4.3 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Based on the table above, it can be seen that there were 23 respondents. The frequency of interval 56 was 3 students (13.0%), the frequency of interval 60

was 2 students (8.7%), the frequency of interval 64 was 2 students (8.7%), the frequency of interval 72 was 2 students (8.2%), the frequency of interval 76 was 4 student (17.4%),), the frequency of interval 80 was 5 students (22.7%), the frequency of interval 84 was 3 students (13.0%), the frequency of interval 88 is 1 student (4.3%)

2. Students' Reading Comprehension without taught by using Inking Your Thinking Strategy

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the lowest score was 44 and the highest was 64. These data were obtained from the research by using software SPSS 16.0 version. The data description of pre-test for reading comprehension in control class can be seen as follows:

TABLE IV.2

The Frequency Distribution of Pre-Test in Control Class

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 44 | 2 | 8.7 | 8.7 | 8.7 |
| 48 | 1 | 4.3 | 4.3 | 13.0 |
| 52 | 6 | 26.1 | 26.1 | 39.1 |
| 56 | 8 | 34.8 | 34.8 | 73.9 |
| 60 | 3 | 13.0 | 13.0 | 87.0 |
| 64 | 3 | 13.0 | 13.0 | 100.0 |
| Total | 23 | 100.0 | 100.0 | |

Based on the table above, it can be seen that there were 23 respondents. The frequency of interval 44 was 2 students (8.7%), the frequency of interval 48

was 1 students (4.3%), the frequency of interval 52 was 6 students (26.1%), the frequency of interval 56 was 8 students (34.18%), the frequency of interval 60 was 3 students (13.0%), the frequency of interval 64 was 3 students (13.0%).

Then, for post-test, the lowest score was 40 and the highest was 76. These data were obtained from the research by using software SPSS 16.0 version. The data description of post-test for reading comprehension in control class can be seen as follows:

TABLE IV.3

The Frequency Distribution of Post-Test in Control Class

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 40 | 1 | 4.3 | 4.3 | 4.3 |
| | 44 | 1 | 4.3 | 4.3 | 8.7 |
| | 52 | 2 | 8.7 | 8.7 | 17.4 |
| | 56 | 2 | 8.7 | 8.7 | 26.1 |
| | 60 | 7 | 30.4 | 30.4 | 56.5 |
| | 64 | 2 | 8.7 | 8.7 | 65.2 |
| | 68 | 4 | 17.4 | 17.4 | 82.6 |
| | 72 | 2 | 8.7 | 8.7 | 91.3 |
| | 76 | 2 | 8.7 | 8.7 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Based on the table above, it can be seen that there were 23 respondents. The frequency of interval 40 was 1 students (4.3%), the frequency of interval 44 was 1 students (4.3%), the frequency of interval 56 was 2 students (8.7%), the frequency of interval 60 was 7 students (30.4%), the frequency of interval 64 was 2 students (8.7%), the frequency of interval 68 was 4 students (17.4%), the

frequency of interval 72 was 2 students (8.7%), the frequency of interval 76 was 2 students (8.7%)

The result of pre-test and post-test from experimental class and control class can be seen in the following table:

TABLE IV.6
The Statistics of Experimental Class and Control Class

| | | preexp | postexp | precont | Postcont |
|--------------------|---------|--------|---------|---------|----------|
| N | Valid | 23 | 23 | 23 | 23 |
| | Missing | 0 | 0 | 0 | 0 |
| Mean | | 57.04 | 72.70 | 55.13 | 61.57 |
| Std. Error of Mean | | 1.449 | 2.114 | 1.151 | 1.911 |
| Median | | 60.00 | 76.00 | 56.00 | 60.00 |
| Mode | | 60 | 80 | 56 | 60 |
| Std. Deviation | | 6.951 | 10.137 | 5.521 | 9.164 |
| Variance | | 48.316 | 102.767 | 30.482 | 83.984 |
| Range | | 28 | 32 | 20 | 36 |
| Minimum | | 40 | 56 | 44 | 40 |
| Maximum | | 68 | 88 | 64 | 76 |
| Sum | | 1312 | 1672 | 1268 | 1416 |

Based on the table IV.6, it shows that mean of pre-test in experimental class was 57.04, and mean of post-test in experimental class was 72.70. While mean of pre-test in control class was 55.13, and mean of post-test in control class was 61.57. Median of pre-test in experimental class was 60.00, and median of post-test in experimental class was 76.00. While median of pre-test in control class was 56.00, and median of post-test in control class was 60.00. Mode of pre-test in experimental class was 60, and mode of post-test in experimental class was 80. While mode of pre-test in control class was 56, and

mode of post-test in control class was 60. Std.deviation of pre-test in experimental class was 6.951, and std.deviation of post-test in experimental class was 10.137. While std.deviation of pre-test in control class was 5.521, and std.deviation of post-test in control class was 9.164. Minimum score of pre-test in experimental class was 40, and minimum score of post-test in experimental class was 56. While minimum score of pre-test in control class was 44, and minimum score of post-test in control class was 40. Maximum score of pre-test in experimental class was 68, and maximum score of post-test in experimental class was 88. While maximum score of pre-test in control class was 64, and maximum score of post-test in control class was 76. Sum score of pre-test in experimental class was 1312, and sum score of post-test in experimental class was 1672. While sum score of pre-test in control class was 1268, and sum score of post-test in control class was 1416.

TABLE IV.7

The Classification of Students' Score¹

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

¹ Suharsimi Arikunto, *Op. Cit*, p. 245

Based on the table above, mean of post-experiment (Table IV.6) was 72.70, it means that the students' reading comprehension taught by using inking your thinking strategy was categorized into *good* level. While for mean of post-control (Table IV.6) is 61.57, it means that the students' reading comprehension taught without using inking your thinking strategy was categorized into *enough* level.

Table IV.8

Group Statistics

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|-----------|-------|----|-------|----------------|-----------------|
| Gainscore | 1 | 23 | 15.65 | 9.413 | 1.963 |
| | 2 | 23 | 6.43 | 7.210 | 1.503 |

Based on the table IV.8, mean of gain score in experimental class from 23 students was 15.65 and standard deviation was 9.413, while mean of gain score in control class from 23 students was 6.43, and standard deviation was 7.240.

Table IV.9
The Data from Independent Sample T- Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|------------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Gain Equal Score Variances assumed | 1.227 | .274 | 3.728 | 44 | .001 | 9.217 | 2.472 | 4.235 | 14.200 |
| Equal variances not assumed | | | 3.728 | 41.205 | .001 | 9.217 | 2.472 | 4.225 | 14.210 |

Based on the output SPSS in table IV.9, H_a was accepted because $0.274 > 0.05$. It means that the variance of the population was identical. It also can be seen that t_{observed} obtained (3.728) was compared to “t” table, $df = 44$ to compare either at the level of 5% or 1%. At the level of 5%, t_{table} is 2.02, while at the level of 1%, t_{table} is 2.69. Thus, the t_{observed} obtained is higher than t_{table} , either at the level 5% or 1%. In other words, we can read $2.02 < 3.728 > 2.65$.

It can be concluded that H_0 was rejected and H_a was accepted. In other words, there is a significant effect of using inking your thinking strategy towards

reading comprehension of the second year students at State Islamic junior High School Naumbai Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation and data analysis explained at the chapter IV, the writer concludes that:

1. The students' reading comprehension in descriptive text taught by using inking your thinking strategy of the second year students at MTsN Naumbai Kampar Regency had higher score and categorized into good level.
2. The students' reading comprehension in descriptive text taught without using inking your thinking strategy of the second year at MTsN Naumbai Kampar Regency had lower score and categorized into enough level.
3. The differences scores between students in experimental class and students in control class are influenced by different treatment. It causes the students' ability in reading comprehension after taught by using inking your thinking strategy has the significant effect than the students before taught inking your thinking strategy. It meant that there is significant effect of using inking your thinking strategy towards reading comprehension of the second year students at MTsN Naumbai.

B. Suggestion

After finding the result of the effect of using inking your thinking strategy toward students' reading comprehension, there are some suggestion that the writer would like to state:

1. This strategy is helpful to be implemented by the English teachers at MTsN Naumbai to improve students' reading comprehension in descriptive text.
2. The teacher must be smart to select the strategy to be used by students in comprehending the reading text. Based on the research findings, there is a significant Effect of Using inking your thinking strategy to improve students reading comprehension. It means that, this strategy can be applied to improve students' reading comprehension.
3. The strategy that be used by the teacher is a way to help the students to make them more be active. Therefore, the students should use the strategy to improve the reading comprehension.

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