

USING 'THREE LEVEL GUIDE STRATEGY' TO IMPROVE THE ELEVENTH GRADERS' READING COMPREHENSION OF REPORT TEXTS IN SMA NEGERI 1 DRIYOREJO

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Abstrak

Membaca adalah salah satu dari empat kemampuan penting yang harus dikuasai oleh siswa. Dalam pendidikan, membaca lebih ditekankan daripada yang lain terutama untuk pemahaman bacaan. Meskipun membaca lebih ditekankan daripada kemampuan lainnya, ajaran membaca di banyak sekolah tidak memfasilitasi siswa untuk menjadi terampil dalam membaca (Heaton: 1975). Kemampuan siswa masih dinilai kurang. Sebagian besar siswa dapat memecahkan kode kata-kata dalam teks dengan baik, tetapi mereka tidak bisa memahami makna teks dengan baik. Dengan demikian, guru harus menggunakan cara yang tepat membaca berdasarkan kebutuhan siswa dan juga harus berguna bagi siswa. Dalam hal ini, guru perlu Three Level Guide Strategy sebagai strategi yang tepat untuk mengajarkan pemahaman membaca. Dalam strategi ini, guru harus membuat *guide statements*, yang dibagi menjadi tiga tingkatan: (1) Pemahaman Literal, (2) Interpretasi, (3) Aplikasi (Vacca, 2004:339). Strategi ini bertujuan untuk membantu siswa menemukan informasi dari teks yang mereka baca, menghubungkan ide-ide yang ada di setiap paragraf, memahami maksud yang disampaikan penulis, dan menerapkan informasi berdasarkan pengetahuan mereka. Strategi ini membantu siswa untuk fokus dan berpikir lebih kritis.

Jenis penelitian ini adalah kuantitatif eksperimental. Oleh karena itu, data yang ada berupa angka. Populasi dalam penelitian ini adalah siswa kelas XI SMA Negeri 1 Driyorejo, sedangkan sampelnya, kelas XI IPA 2 sebagai kelompok eksperimen dan XI IPA 3 sebagai kelompok kontrol. Untuk memperoleh data, kedua kelompok diberi tes, try-out, pre-test, dan post-test. Dari data yang diperoleh, peneliti menggunakan perhitungan statistik. Peneliti menggunakan rumus t-test untuk menganalisis perbandingan nilai post-test antara kelompok eksperimen dan kontrol untuk melihat perbedaan yang signifikan.

Hasil penelitian menunjukkan bahwa skor post-test kelompok eksperimen lebih tinggi daripada kelompok kontrol. Oleh karena itu, dapat disimpulkan bahwa hipotesis nol penelitian ini ditolak, sedangkan hipotesis alternatif diterima. Kesimpulannya, Three Level Strategy efektif untuk mengajarkan pemahaman membaca teks report untuk siswa kelas XI karena ada perbedaan yang signifikan dari skor antara siswa yang diajarkan menggunakan Three Level Strategy dengan yang tidak.

Kata Kunci: Three Level Guide Strategy, pemahaman membaca, teks report.

Abstract

Reading is one of the four important skills that has to be mastered by students in all level of learners. In education, reading is more emphasized than others especially for reading comprehension. Although reading is more emphasized than the other skills, the teachings of reading in many schools do not facilitate students to be skilled in reading (Heaton: 1975). The students' ability is still insufficient. Mostly students can decode the words in the texts well, but they cannot understand and get the meaning of the text well. Thus, the teacher has to use an appropriate way to teach reading based on the students' need and also must be helpful for students. In this case, the teacher needs Three Level Guide Strategy as an appropriate strategy to teach reading comprehension. In this strategy, the teacher writes the guides in the form of series of statements not questions, which are divided into three levels; (1) Literal recognition; (2) Interpretation; (3) Application (Vacca, 2005:339). This study aims to help students locate the information from the text they read, making link between the ideas, interprets what the author means, and then apply the information based on their prior knowledge and opinion. It guides students to focus and think more critically while they read the texts.

This is experimental quantitative study. Therefore, the data were the form of numbers. The population was the eleventh graders of SMA Negeri 1 Driyorejo, while the samples were class XI IPA 2 as the experimental group and XI IPA 3 as the control group. To get the data, those two groups were given tests; try-out, pre-test, and post-test. From the

data, the researcher calculated by using statistical computation. The researcher used *t-test* formula to analyze the comparison of the post-test scores between the experimental and control group in order to see the significant difference.

The result of the study showed that the post-test scores of the experimental group were higher than the control group. Therefore, it can be concluded that the null hypothesis of this study was rejected, while the alternatives hypothesis was accepted. In conclusion, The Three Level Guide Strategy is effective to teach reading comprehension of report texts for the eleventh graders since there is a significant difference of the scores between they who were taught by using Three Levels Guide Strategy and they who were not. Moreover, it can be the alternative strategy for the English teachers to teach reading comprehension.

Keyword: Three Level Guide Strategy, Reading Comprehension, Report Texts

INTRODUCTION

The ability of using foreign language becomes one of the life skills that have to be mastered by people in this globalization era. Undang-Undang Number 22 Year 2003 about Sistem Pendidikan Nasional stated that the education program is very important in order to enhance the quality and life status of Indonesian people. One of the life quality indicators and enhancement of life status can be derived from the ability of any nation in communicating or interacting with other nations throughout the world. Therefore, it demands every people has to be able to communicate using the foreign language, in this case English.

The development of this globalization era has augmented significant and rapidly in every aspect, especially technology of information and communication. Both of those developments have made the proficiency of English as a main requisite in order to be able to compete among to this global community, because English is International language in this world. Harmer (2007:14-15) stated there are huge factors of life which have ensured the widespread of English, such as in economics, academic discourse, travel, culture, etc. Those can promote the significance of English as a mean of communication in almost all countries in this world, including Indonesia.

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect in the communication and also to get more information of international world. It can be seen that English is learned by children from elementary school to students of higher education. Therefore, our government seriously provides the appropriate curriculum about this subject.

Nowadays, English becomes one of the main subjects starting from secondary schools. By having the ability of mastering English, students will be able to develop themselves intellectually, socially, and emotionally. Thus, there has to be many efforts to do in order to create an interesting English learning that can

motivate students to enhance their capacity in learning English.

In teaching English, there are four important language skills that have to be taught to the students. They are listening, speaking, reading, and writing. According to *Depdiknas* (2006:307), the teaching of English consists of four language skills, namely listening, speaking, reading and writing and other three components, pronunciation, vocabulary and grammar. Each skill has different purposes to help students master English. Reading skill is the uppermost important one which has to be mastered well by the students.

Reading is a process of decoding a message what the writer wants to tell about. In other words, reading means a complex process of thinking in assigning and getting meaning from printed materials which involve the message from the writer's idea (Nuttal : 1996). Further, reading skill is an essential skill that has to be mastered by students in order to get success not only in English, but also in other subjects (Nunan 2003: 69). By strengthening reading skills, students will make the greater progress in all other areas of learning because most of other subjects basically involve reading. Moreover, reading becomes very important for students' growth in many aspects of life. Thus, in education, reading is more emphasized than others, so does learning English.

Being able to read in English text is necessary and important for every student. It is because students will easily learn other subjects if they have good ability in reading. Murcia (2001) stated that the other skills like listening, speaking and writing can be integrated into reading. Therefore, the students' ability in reading, especially for reading comprehension, is tent to be one of the important elements to assess the students' competence in language field.

Actually, reading is not only looking at words in the form of a text or a passage but also getting meaning to be understood. Getting meaning about what the text means is called comprehension. According to Nunan (2003:68), the goal of reading is comprehension. Reading

comprehension is the ability to understand what ones read. Reading comprehension has become the principal point in reading activity because someone can easily understand what they read if they can comprehend the text or passage well. In order to help students comprehend the text, teachers are very expected to be creative in teaching reading. There are many techniques, strategies, and models of teaching that can be used by the English teachers to teach reading. By using any appropriate technique or strategy, it is very expected to help students be more attractive and understand the material well. Thus, a teacher has to be wise in choosing an appropriate way to teach reading based on the students' need and also helpful for students.

Based on the finding of the previous study, the teachings of reading in many schools do not facilitate students to be skilled in reading (Heaton, 1975: 103). Students' ability is still insufficient. According to Winograd and Greenlee (1986) quoted by Dian Ekawati (2010:18), "*Teachers are spending too much time managing children through materials by assigning them activities and asking questions and too little time engaged in the kind of teaching that will help children into independent readers*". The teacher does not apply the teaching of reading well, because most of them tend to think that reading comprehension will appear naturally as long as the students master well about the vocabulary and the meaning of the text. Many teachers also only emphasize on language structures or grammar and vocabulary. Therefore, mostly students can decode the words in the texts well, but they cannot understand the text well. However, vocabulary is not the only modal that can help students improve their cognitive skills of reading comprehension. Not only vocabulary, it is important for the teacher to teach students about the skill and strategy in reading. Students, in this case senior high school students who are classified as the beginners, need to study step by step in order to get the sense of learning and enjoy the lesson which is given by the teacher (Harmer, 2003:40). In other words, the students are including struggling readers who still need guidance from the teacher in learning.

There are some alternatives of reading strategy that can be used in order to improve the students' reading comprehension. Three Level Guide Strategy is one of reading strategies to develop the comprehension skills. This strategy was devised by Herber (1978) and further developed by Morris and Steward-Dore (1984) to help students think and comprehend easily through the information in the texts.

The Three Level Guide Strategy is an appropriate way that can be used by the teacher to help the students understand and conceive the text well. In this

strategy, the teacher writes the guides in the form of series of statements not questions, which are divided into three levels; (1) Literal recognition; (2) Interpretation; (3) Application (Vacca, 2005:339). This study aims to help students locate the information from the text they read, making link between the ideas, interprets what the author means, and then apply the information. It guides students to focus and think more critically while they read the texts. Therefore, a teacher has to be a good and creative guide for the students while applying this strategy.

This teaching strategy can be used in teaching any texts. Based on Competence Based Curriculum Issued (KTSP) 2006, there are thirteen genres that are introduces to Senior High School students. They are procedure, descriptive, recount, narrative, report news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review and public speaking text. Those kinds of texts are expected to be mastered by the students well. Among those genres, a report texts easily understood by the students because it is quite similar to the descriptive text which is the easiest and also the earliest text that students' got. A report text is a genre which has to be mastered by students, especially the eleventh graders because it is already stated in Standar Isi & Standar Kompetensi. In report texts, students are informed about the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Students will get huge information about something by reading report texts. Moreover, students will also need huge information to comprehend a report text. In this case, students will think more critically while reading the text, link their prior knowledge with the details information they get, also interpret the author's want to say comprehend report texts. Therefore, it will be suitable to apply The Three Level Guide Strategy for teaching reading comprehension of report text to the eleventh graders.

Dealing with the reasons above, the foundation of the study comes up to the surface as the research question as follows:

Is there any significant difference of the students' reading comprehension of report texts between the students who are taught by using Three Level Guide strategy and those who are not?

Therefore, the researcher conducted a research about Three Level Guide Strategy (3LGS) as an alternative way to teach reading report texts to the eleventh graders of SMA Negeri 1 Driyorejo and laso to improve their skills of comprehension.

It is expected that by applying this, students can be more active, critical and can comprehends the text they read. From the result of this study, the researcher can see

the difference between the students who were taught by using Three Level Guide Strategy and those who were not.

Three Level Guide Strategy

The Three Level Guide Strategy is one of the reading strategies to develop the comprehension skills. This strategy was devised by Herber (1978) and further developed by Morris and Stewart-Dore (1984) to help students think and comprehend easily through the information in the texts. This strategy forces students to think more critically to think about the text during and after reading activity. It supports students to read the text meaningfully by providing a clear purpose and direction of reading. In this strategy, the teacher writes the guides in the form of series of statements related to the text, not questions. The guide statements are in the form of true-false statements. The students will give a tick if they agree with the statement, and that is called true. Otherwise, the students will give a cross if they disagree with the statement, and it is called false statement. The guide statements are divided into three levels:

- 1) Literal recognition; the students read on the lines of the text at surface level to find out what is actually said on the page;
- 2) Interpretative; the students read between the lines and try to infer what the writer's means;
- 3) Application; the students read beyond the lines and relates the knowledge to other contexts (Vacca, 2005: 339).

It is supported by a theory from A. Morris & N. Steward-Dore (1984) which stated that applying the three level guide strategy gives the following benefits:

1. It takes students beyond the text to be critical learner as they develop independence in reading comprehension.
2. It encourages students to bring their background knowledge to the reading of the text to be critical learner as they develop independence in reading comprehension.
3. It encourages students to bring their background knowledge to the reading of the text and to think through the implications of the text to the real life contexts.
4. It engages students in discussion around the text.
5. It uses peer support to scaffold students reading of challenging texts.
6. It scaffolds reading with a variety of texts in all curriculum areas.
7. It helps students develop a good sense of the conceptual complexity of text material.

METHOD

The research design of this study is experimental quantitative research. Therefore, there are two groups which are used to conduct this study. They are experimental group (class XI IPA 2) and control group (class XI IPA 3). Both of the two groups were given a pre-test to know their reading ability. Then the experimental group was given a treatment by using Three Level Guide Strategy in their teaching and learning process. In the other hand, the control group was taught as usual without using special treatment. And for the last step, both of the two groups were given a post-test to measure whether or not Three Level Guide Strategy (TLGS) can be effective to teach reading report texts for Senior High school.

Since this is an experimental research, there are two variables in this research; independent and dependent variable. The independent variable is the use of Three Levels Guide Strategy (TLGS), meanwhile the dependent variable is the effect of the independent variable. In this case, the dependent variable is the students' scores in reading which is reflected the students' comprehension of report texts. And the population in this research was eleventh graders of SMA Negeri 1 Driyorejo. The researcher used random assignment to assign which one as the experimental group and the control group. In this study, the sample is class XI IPA 2 as the experimental group, and class XI IPA 3 as the control group.

In this study, the instrument that was used is a test. The instrument is about report text reading test with 35 questions. For each test consists of 35 questions which were about identifying the topic of report texts, identifying the main idea, identifying specific information, identifying the generic structure of report texts, identifying the vocabulary which are used in report texts, and identifying contextual pronouns of report texts. In this study, the test consists into post-test and pre-test. For the try-out test, the results showed that the test items had a high validity because all of the components of the test items were according to the standard competency or curriculum standard. While by using the KR-21 formula, the reliability of the try-out was high reliability. Therefore, since the results showed that the test items were in high validity and reliability, the researcher did not need many revisions of the test items. Furthermore, the researcher also calculated the item difficulty and item discrimination which the results showed that the tests item were in the right portion for students. In addition, Pre-test and post-test were administered to know whether the model of learning is success or not. From those, the researcher got scores of reading tests as a data.

For analyzing and evaluating the data of this study, the researcher used *t-test* formula. *T-test* is used to know the difference between the two groups. These are the steps to compute the data.

- 1) Tabulating the scores of pre-test and post-test from each group, experimental and control group.
- 2) Determining the Mean of pre-test and post-test, from experimental and control group.
- 3) Determining the Standard Deviation
- 4) Determining the Standard Error of Difference
- 5) Computing *t-test*

While to interpret the data, the obtain t value will be compared with the t table. It can be explained briefly as follows:

- If the t value is greater than t table, it means that there is a significant difference between the students who are taught by using Three Level Guide Strategy and those who are not, while the alternative hypothesis is accepted and null hypothesis is rejected.
- If the t value is smaller than t table, it means that there is no significant difference between the students who are taught by using Three Level Guide Strategy and those who are not taught, while the alternative hypothesis is rejected and null hypothesis is accepted.

RESULT AND DISCUSSION

This study aims to find out whether there is a significant difference in reading comprehension between they who are taught by using Three Level Guide Strategy and they who are not. In order to know whether the strategy is effective to teach reading report texts or not, the researcher did manipulation. The manipulation was by giving treatment to one of the groups, that was the experimental group. Before and after the treatments, the students were given a pre-test and post-test. And to see the difference, the post-test scores of both groups were compared. From the results, it can be seen whether Three Levels Guide Strategy can be effective or not.

The Results of Pre-test scores and Means of Experimental and Control Group

After administering pretest for two groups, the researcher tabulated the pretest scores of experimental and control groups, and then the Mean of experimental and control group were calculated. Based on the calculation of the scores, it was found that the Mean of the experimental group was 60.3 and control group was 58.6. The result of the calculation of the pretest scores and the mean of pretest scores of the experimental and the control group were presented in the following table:

Table 1

The pretest scores and means of experimental and control groups

| Group | N | Scores | Mean |
|--------------------|----|--------|------|
| Experimental group | 30 | 1809 | 60.3 |
| Control group | 30 | 1758 | 58.6 |

The table showed that the sum of the pretest scores was 1809 for the experimental group and 1758 for the control group. While, the mean of the pretest scores of the experimental group was 60.3 and the control group were 58.6. From those scores, the researcher found that the students of the two groups had equal abilities in reading comprehension before the treatments were given. "N" is the number of the students of each class. Each class consisted of 30 students. While to see whether the difference of the scores from both group are significant or not, the researcher calculated by using t-test. The significant difference of pre-test scores of experimental and control groups is presented in the following table:

Table 2

The significant difference of pretest scores of experimental and control groups

| Group | N | Mean | SD | T _{value} | T _{table} | Result |
|--------------|----|------|------|--------------------|--------------------|-----------------|
| Experimental | 30 | 60.3 | 8.51 | 0.30 | 2.009 | Not significant |
| Control | 30 | 58.6 | 10.4 | | | |

From the table above, it can be seen that The T_{value} of pretest of the Experimental and control group with level significance .05 and 58 (60) degree of freedom was 0, 30 and the T_{table} was 2, 009. If the T_{table} was higher than the T_{value}, it means that there is no significant difference between Experimental and Control group. Moreover, experimental and control group have an equal ability.

After giving the pretest, the researcher did the treatments to the experimental group. The treatment was teaching reading report texts by using Three Levels Guide Strategy. The treatments were given three times. While during the treatment, the researcher also tried to give the students exercise as a practice.

The Significance Difference of Post-test scores and Means of Experimental and Control Group

After administering pretest of two groups and giving the treatments for three times to the experimental group, the researcher conducted a post-test for two groups. Post-test was done to know the improvement of the students after they were given the treatment, and also

to compare the result with another class which was not given the treatment. In other words, the purpose of this test is that whether the treatment could improve the student's ability in reading comprehension or not. Then, the researcher tabulated the post-test scores of both groups. After tabulated the post-test scores, the Mean of Experimental and Control group was calculated. It is continued by calculating the Mean of those groups. The result of the calculation of the post-test scores and the mean of post-test scores of the experimental and the control group were presented in the following table:

Table 3

The post-test scores and means of experimental and control groups

| <i>Group</i> | <i>N</i> | <i>Scores</i> | <i>Mean</i> |
|---------------------|----------|---------------|-------------|
| Experimental | 30 | 2294 | 76.4 |
| Control | 30 | 1839 | 61.2 |

From the calculation, the Mean of Experimental group was 76.4 and the Mean of Control group was 61.2. It was clearly seen that the scores of experimental group the Mean of experimental group was much higher than the Mean of control group. The scores also have a better improvement. It is because the experimental group was given a treatment by using Three Level Guide Strategy. Three Level Guide Strategy was able to help students to comprehend reports text well. While to see whether the difference of the scores from both group are significant or not, the researcher calculated by using t-test. The significant difference of posttest scores of experimental and control groups is presented in the following table:

Table 4

The significant difference of post-test scores of experimental and control groups

| Group | N | Mean | SD | T_{value} | T_{table} | Result |
|------------------|----------|-------------|-----------|--------------------------|--------------------------|-----------------|
| Experim ental | 30 | 76.4 | 5.85 | 3.41 | 2.009 | Signifi cant |
| Control | 30 | 61.2 | 10.4 | | | |

The T_{value} of posttest scores of experimental and control groups with level significance .05 and 58 (60) degree of freedom was 2.06 and the T_{table} was 3.41.

From the table above, it can be seen that the result of T_{table} was lower than T_{value} . Therefore, it shows that there is a significant difference between two groups. In other words, there is a significant improvement between those who were taught by using Three Level Strategy and those who were not.

Discussion

Reading is not only looking at words in the form of a text or a passage but also getting meaning to be understood. As in second chapter stated that reading comprehension can be seen as a process of using the readers' prior knowledge (reader context) and the writer's cues (text context) to infer the author's the intended meaning. Therefore, it is necessary for students not only can read the text but also comprehend the whole content of the text based on what they read and connecting with their own knowledge. In order to improve the reading comprehension of the students in reading report texts, the researcher chose Three Level Guide Strategy as an alternative strategy to help students is more comprehended while reading report texts. Then, it is claimed that Three Level Guide Strategy can be effective strategy to teach reading report texts. However, to prove that claim, it still needs investigating. Therefore, this study was accomplish to investigate whether there is a significant difference of students' reading comprehension of report texts between they who are taught by using Three Level Guide Strategy and they who are not. In this section, the researcher tries to analyze the findings during the research was conducting in SMA Negeri 1 Driyorejo.

The first analysis is about the pre-test scores of experimental and control group. The pre-test was given to both groups to know their basic proficiency and also whether those two groups have equal ability or not. The test items consisted of thirty five items in multiple choice forms. It is based on the curriculum and Standard competency for the eleventh graders. The result of pre-test and post-test showed that there was no significant difference of both groups It means that, the two groups have the equal ability. It can be seen in Table 2.

The second analysis is the post-test scores of Experimental and control groups. Table 3 shows that the mean of post-test scores for Experimental group was higher than the means of control group. Furthermore, the calculation of t-test showed that there was a significance difference of posttest scores of Experimental and group. Considering the results of pre-test and post-test of experimental group, the scores were always increasing significantly and getting higher than control group. It seems that the treatments given to experimental group was successfully done.

Table 4 describes clearly that The Three Level Guide strategy is effective to teach reading report texts. It is supported by the result which is showed that the scores between experimental and control was much significant difference. It might be caused by the treatments given to experimental groups affect the students' reading ability well.

The treatments were given three times with different exercises. During the treatments, the researcher applied steps of Three Level Guide Strategy. For each treatment, the researcher explained and modeled the steps of Three Level Guide strategy first. After the researcher explained about the strategy and the material, then the students were taught report texts by applying Three Level Guide strategy. After that, the students were divided into several groups to have a discussion, and then they were practicing together by using Three Level Guide Strategy. After worked in group, they practiced individually.

From the sequences of the treatments, the researcher makes sure that Three Level Guide Strategy are effective as an alternative strategy to teach reading report texts for eleventh graders in SMA Negeri 1 Driyorejo. It is supported by a theory from A. Morris & N. Steward-Dore (1984) which stated that applying the three level guide strategy gives the following benefits:

8. It takes students beyond the text to be critical learner as they develop independence in reading comprehension.
9. It encourages students to bring their background knowledge to the reading of the text to be critical learner as they develop independence in reading comprehension.
10. It encourages students to bring their background knowledge to the reading of the text and to think through the implications of the text to the real life contexts.
11. It engages students in discussion around the text.
12. It uses peer support to scaffold students reading of challenging texts.
13. It scaffolds reading with a variety of texts in all curriculum areas.
14. It helps students develop a good sense of the conceptual complexity of text material.

All in all, since the result of the post-test scores showed that the t-value is higher than the t-table while the scores was increasing significantly, it clearly seen that there is a significant difference between they who were taught using Three Level Guide Strategy and they who are not. It proves that Three Level Guide Strategy is effective for eleventh graders in SMA Negeri 1 Driyorejo to improve their reading comprehension of Report texts.

CONCLUSION AND SUGGESTION

Conclusion

According to the result of these research findings in the previous chapter, it can be concluded that the scores of the experimental group, who were taught by using Three Level Guide Strategy are higher than the

control group, those who were not taught by using Three Level Guide Strategy. It was proven by comparing the scores of post-test between the experimental (76.2) and control group (61.2) which is showed by the statistical computation between those two groups. Furthermore, it was found that the t value of the t-test (3.41) was higher than the t table (2.00). Therefore, there was a significant difference between the students who are taught by using Three Level Guide Strategy (experimental group) and those who are not (control group). Moreover, the research question of this study has been answered well.

And from the result of those findings above, it can be stated that the Null hypothesis, which stated that there is no significant difference in the students' ability of reading comprehension of report texts between the students who are taught by using Three Level Guide Strategy and those who are taught without using Three Level Guide Strategy is rejected. While the alternative hypothesis which stated there is a significant difference in the students' ability of reading comprehension of report texts between the students who are taught by using Three Level Guide Strategy and those who are taught without using Three Level Guide Strategy is accepted. It means that the teaching report texts for eleventh graders by using Three Level Guide Strategy helps the students to comprehend the text well and reach a higher achievement. If the teacher applies the Three Level Guide Strategy to teach reading comprehension of report texts, the students will be more comprehend well and critically understand the text because from the three levels guidance they will become a critical learner, use their background knowledge to the reading of the text and to think through the implications of the text to real life contexts, develop a good sense of the conceptual complexity of text material, so that they can clearly understand the text well. In conclusion, it must be clear that Three Level Guide Strategy is one of the effective teaching reading strategies that can be used to teach reading comprehension of report texts in the classroom.

Suggestion

In this part, the researcher proposes some suggestions that need to be noted. It may give benefit for the teacher and other researchers. In the teaching learning process, the teacher should be the creative teacher and also good guide for the students. It means that the teacher should not only creative and selective in developing materials but also the students' need too. On the other words, the teacher should make variation in teaching process, such as using any technique, media, or strategy. Related to this study, in the teaching reading process, the goals of reading is the students can comprehend what they read well. Therefore, the teacher should use

appropriate technique or strategy, such as by using Three Level Guide Strategy. The teacher has to make sure that the strategy and also the selection of material should be able to encourage the students to be more active, enjoy the lesson, reflect the students' need and interest, so that they can follow and understand the lesson well. Moreover, the teacher also has to be a good guide for the students.

As the result of this study, the Three Level Guide strategy can be helpful and used as an appropriate strategy for the students to comprehend the reports texts well. Therefore, the teacher may be able to use this strategy to teach the other texts. While for the other researchers, the researcher hopes that they can revise the lack of this study well and also make improvement for the follow up study to get the better result than this study.

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