

**THE EFFECT OF USING SAY SOMETHING STRATEGY  
TOWARD READING COMPREHENSION OF  
THE SECOND YEAR STUDENTS AT  
SMAN 1 SIAK HULUKAMPAR  
REGENCY**



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PEKANBARU  
1434 H/2013 M**

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Thesis

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(S.Pd.)



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## ABSTRACT

**Dewi Irayanti (2013): “The Effect of Using Say Something Strategy toward Reading Comprehension of the Second Year Students at SMAN 1 Siak Hulu Kampar Regency.”**

Reading is the most important skill among four skills in learning English and being able to comprehend various English texts as expected to the students. Yet the expectation has not seemed to be realized. One of the dominant factors is the strategy of teaching reading comprehension. In this case, the Say Something strategy is an appropriate strategy to improve the students' reading comprehension, because it involves the students to read material faster and comprehend their reading.

The purposes of the research were to find out students' reading comprehension taught by the Say Something strategy and without the Say Something strategy and to find out the significant effect of using the Say Something strategy to improve students' reading comprehension at the second year of State senior high school 1 Siak Hulu Kampar Regency. The sample of this research is Science major.

This research was experiment research, precisely a quasi-experiment design non-equivalent control group. There were eight meetings in giving treatment. The instruments of this research were observation and test. The sample was the second year students of SMAN 1 Siak Hulu Kampar Regency.

The research findings show that the improvement could be seen from the score of t-test. Before giving treatment the mean of their point, the experiment class was 62.80 and the control class was 63.46. After giving the treatment in experiment, their point got 80.8. While the control class got 72.13 only. The total score was 4.849. Based on t-table ( $2.00 < 4.849 < 2.65$ ). Therefore, it could be concluded that there was a significant effect of using the Say Something strategy toward reading comprehension of the second year students at SMAN 1 Siak Hulu Kampar Regency.

## ABSTRAK

### **Dewi Irayanti (2013): “Pengaruh Strategi Say Something terhadap Pemahaman Membaca Siswa pada Siswa Kelas Dua di SMA Negeri 1 Siak Hulu Kabupaten Kampar.”**

Membaca adalah keahlian yang sangat penting di antara empat keahlian dalam mempelajari Bahasa Inggris dan membaca mampu memberikan pemahaman kepada siswa mengenai berbagai macam teks Bahasa Inggris dan sesuai yang mereka harapkan. Namun, hal itu belum dapat direalisasikan. Salah satu faktor yang di dominasi adalah strategi dalam mengajarkan teks tersebut. Dalam hal ini strategi Say Something adalah strategi yang tepat untuk meningkatkan pemahaman siswa terhadap teks, karena strategi ini melibatkan kemampuan mereka untuk bisa memahami teks bacaannya.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemahaman siswa yang diajarkan menggunakan Say Something, kemudian untuk mengetahui pemahaman membaca siswa yang diajarkan strategi yang biasa digunakan guru di sana dan salah satunya adalah strategi Tanya jawab. Dan yang terakhir adalah untuk mengetahui adakah perbedaan pengaruh antar kedua kelompok tersebut. Pada penelitian ini, siswa yang akan diteliti adalah siswa jurusan IPA.

Penelitian ini adalah penelitian eksperimen, tepatnya quasi eksperimen yang jenisnya non-equivalen kontrol grup. Dalam penelitian ini, kelas eksperimen mendapatkan perlakuan (treatment) sebanyak delapan kali pertemuan. Instrumen penelitian ini adalah lembar observasi dan memberikan teks. Para pesertanya adalah siswa kelas dua SMA Negeri 1 Siak Hulu Kabupaten Kampar.

Temuan penelitian menunjukkan bahwa ada peningkatan, ini dapat dilihat dari kemampuan siswa di sekolah tersebut sebelum di berikan treatment, mereka termasuk dalam kategori lemah, yaitu dengan nilai rata-rata mereka adalah 62.80 di kelas eksperimen, sedangkan di kelas kontrol adalah 63.46. Setelah sudah diberikan treatment di kelas eksperimen adalah 80.80, sedangkan di kelas kontrol adalah 72.13. Dan skor uji-t. Total skor t-test adalah 4.849. Berdasarkan t-table, ( $2.00 < 4.849 > 2.65$ ). Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi Say Something terhadap kemampuan membaca siswa pada siswa kelas dua SMA Negeri 1 Siak Hulu Kabupaten Kampar.

ديوي إراينتي (٢٠١٣): “ استخدام الطريقة Say Something فى الفهم العالية

الحكمية 1 سيبياك هولو كمبار.”

القراءة هي مهارة مهمة جدا في المهارات الأربع في تعلم اللغة الانجليزية قراءة ويمكن أن تعطي الطلاب فهم النصوص المختلفة في اللغة الإنجليزية ووفقا انهم يتوقعون. أحد العوامل التي هي استراتيجية المهيمنة في تدريس النص. في هذه الحالة استراتيجية Say Something هو الاستراتيجية الصحيحة لتعزيز فهم الطلاب للنص، لأن هذه الاستراتيجية تنطوي على القدرة على فهم النص هي القراءة.

والغرض من هذا الدراسة هو تحديد كيفية تعليم الطلاب على استخدام الفهم Say Something، ثم معرفة القراءة والفهم من الطلاب استراتيجية التدريس المستخدمة عادة المعلم هناك واحد منهم هو السؤال الاستراتيجية. وآخر هو معرفة وجود اختلاف في تأثير بين المجموعتين. في الدراسات، سيتم فحص الطلابهم طلاب تخصص في العلوم.

هذا البحث هو تجريبي، شبه التجريبي بالضبط نوع من المجموعة الضابطة غير ما يعادلها. في هذه الدراسة تم تطبيق التجربة الحصول على ( ) ( ) هذا هو أداة البحث مراقبة و المشاركة هم مطالبة العالية الحكمية 1 سيبياك هولو كمبار.

تبين نتائج الأبحاث أنه هناك زيادة يمكن أن ينظر إليها قدرة الطلاب لتوفير العلاج قبل أن يتم تضمينها في فئة ضعيفة قيمة 62.80 هم تجارب فئة، في حين أن فئة عنصر التحكم هو 63.46. سبق فئة علاجات تجريبية هي 80 80، في حين أن فئة عنصر التحكم هو 72.13. T-4.849 . T

، يمكن (2.00 < 4.849 > 2.65). استخدام الطريقة Say Something فى الفهم القراءة عند طلاب الفصل الثاني العالية الحكمية 1 سيبياك هولو كمبار.

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This project paper is intended to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan SyarifKasim Riau. The title of this project paper is “*The Effect of Using Say Something Strategy toward the Reading Comprehension of The Second Year Students at SMAN 1 Siak HuluKampar Regency*”.

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

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Finally, the researcher realizes that there are many weaknesses in this thesis. Thus, comments, critiques, suggestions and advices are needed in order to improve this thesis.

May Allah Almighty bless them all. Amin....

Pekanbaru, November2012

The researcher

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## **CHAPTER 1 INTRODUCTION**

### **A. The Background of the Problem**

Reading is the most important aspect among other language skills. Through reading, the students can read for pleasure, for escape, and for things to improve their background knowledge. By reading a lot, the readers can develop their ideas to communicate with others, and have background knowledge about topic of reading.

In essence, Reading is a dialogue between the reader and the author<sup>1</sup>. The students should generate question to help anticipate meaning, search information, respond intellectually and emotionally, infer ideas and explain the further content of the text. However, the main goal of teaching English in Indonesia is to make the students knowledgeable as well as the ability to use English actively.

In general, the aim of teaching reading is to make students able to read English text effectively and efficiently especially in narrative text. The students are not able to learn about generic structure of narrative text.

In order to accomplish student's need toward reading ability, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learned in SMAN 1 Siak Hulu Kampar Regency is one of the schools that also use School Based Curriculum (KTSP) as guidance in teaching and learning process. In SMAN 1 Siak Hulu Kampar Regency. English has been taught

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<sup>1</sup>Stephanie Macceca. *Reading Strategies for Science*. (New York. Shell Education. 1995). p.4.

since first years of English teaching period. It is given twice a week with time duration 45 minutes for one class hour. According to syllabus 2012-2013 at the second grade, the based competence of reading English refers to capability of students in understanding the meaning in monologue text or essay such as *narrative, spoof, hortatory exposition* and etc<sup>2</sup>. In this research, the writer focused on narrative text.

Based on explanation above, the clear views explain that most of the students need many aspects which have to be mastered in reading skill. In State Senior High School 1 Siak Hulu Kampar Regency, teacher uses conventional technique or strategy in teaching reading. The teacher has taught reading through the type of genre available in students' textbook. The teacher asks the students to read aloud continuously and then, the students will recognize and understand about the kind of texts, the purpose of the text, and so on. Based on preliminary study of the writer at class, the students of SMAN 1 Siak Hulu Kampar Regency should be able to read the text clearly and understand about every component that may be included in the text it seemed that most of the students still got some problems and difficulties in English especially in reading skill.

It is still very far from the expectation of the curriculum. These problems can be described in the following phenomena:

1. Some of the students are not able to find factual information from the text.
2. Some of the students are not able to identify meaning of vocabulary in the text.

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<sup>2</sup>*Syllabus of SMAN 1 Siak Hulu Kampar Regency 2011-2012. Unpublished*

3. Some of the students are not able to find out the main idea of a text.
4. Some of the students are not able to find identify reference in the the text.
5. Some of the students are not able to make inference from the text.

Thus, to overcome those problems above, the writer is interested to apply Say Something Strategy. According to Watson this strategy can help students in verbalizing to some one else assist individuals in making connection with an author's purpose for sharing information and feelings.<sup>3</sup> It is supported by Kathy that say something strategy also supports readers who view the reading process as an inactive process where they either race or plow slowly through the reading and then decide what the text meant.<sup>4</sup> It means the students are able to comprehend the text and can understand about the content of the text.

Based on the description and several phenomena above, it is clear that most of the students at SMAN 1 Siak Hulu Kampar Regency still have many difficulties which have to be measured as early as possible. Therefore, the writer is interested in studying in depth the problems above in a research entitle "The Effect of Using Say Something Strategy toward Students Reading Comprehension of the Second Year at SMAN 1 Siak HuluKampar Regency".

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<sup>3</sup>Watson, D. *Learning Strategies Resource*. Tampa, Florida: Educational Testing Service. 1977.p.56.

<sup>4</sup>G, Kathy. *Creating Classroom for Authors and Inquirers*.NH : Heinemann:Portsmouth. 1996.p.512.

## B. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

1. Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables<sup>5</sup>. In this research, effect is defined as the result of teaching reading treated by using Say Something strategy of the second year students at SMAN 1 Siak Hulu Kampar Regency.
2. Say Something can help students in verbalizing to some one else assist individuals in making connection with an author's purpose for sharing information and feelings.<sup>6</sup>In this research, strategydeals is used by students to comprehend reading text.
3. Reading Comprehension. According to Richards, reading perceives a written text in order to understand its contents<sup>7</sup>. And according to Sharon comprehension is the active process of constructing meaning from text<sup>8</sup>. In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and meaning of the texts.

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<sup>5</sup>Jack C. Richards and Richard Schmidt.2002. *Longman Dictionary of Language Teaching and Applied Linguistics*.(Third Edition. New York: Pearson Education, 2002). p. 175.

<sup>6</sup>Ibid. *Learning Strategies Resource*.p. 56.

<sup>7</sup>Jack C. Richards,et.al. *Longman Dictionary of Language Teaching and Applied Linguistics*.(Longman Group,1992),p.306.

<sup>8</sup>Sharon Vaughn.*Research-Based Methods of Reading Instruction*. (Alexandria,Virginia: London: Association for Supervision and Curriculum Development, 2004).p. 98.

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the explanation of the background also supported by the phenomena above, the writer can conclude that the students at SMAN 1 Siak Hulu Kampar Regency still get problem and difficulties in learning English especially in Reading comprehension. In this research, the problems that can be identified are as follows:

1. Why are some of the students unable to find factual information from the text?
2. Why are some of the students unable to identify meaning of vocabulary in the text?
3. Why are some of the students unable to find out the main idea of a text?
4. Why are some of the students unable to identify reference in the text?
5. Why are some of the students to make inference from the text?

### **2. The Limitation of the Problem**

Because of consideration of fund and limited time, it is necessary for writer to limit the problem. The writer focuses this research on the effect of using Say Something strategy towards reading comprehension of the second year students at SMAN 1 Siak Hulu Kampar Regency.

### **3. The Formulation of the problem**

Based on limitation of the problem above, the writer would like to formulate the problem as follows:

1. How is the students' comprehension in reading before being taught by using Say Something strategy of the second year at State Senior High School 1 Siak Hulu Kampar Regency?
2. How is the students' comprehension in reading after being taught by using Say Something strategy of the second year at State Senior High School 1 Siak Hulu Kampar Regency?
3. Is there any significant effect of students' comprehension in reading taught by using Say Something strategy of the second year at State Senior High School 1 Siak Hulu Kampar Regency?

### **D. The Objective and Significance of the Research**

#### **1. The Objective of the Research**

- 1) To find out the information about students' comprehension in reading by using Say Something strategy
- 2) To obtain the information about students' comprehension in reading by conventional strategy
- 3) To elicit the data about the effect of using Say Something strategy in reading comprehension



## **2. The Significance of the Research**

This research finding is hopefully expected to give valuable contribution:

- 1) To the writer as a research in term of learning how far she conducts a research.
- 2) These research findings are also expected to give positive contribution or information to second year students of State Senior High School 1Siak Hulu Kampar Regencyand the teacher of English as determiner of the succes of teaching and learning process.
- 3) These research findings are also expected to justify the existing theories on teaching and learning English as the second or foreign language for who are concerned with current issue on teaching and learning language.
- 4) To fulfill one of the requirements to finish the researcher' study in English education department of state Islamic university SUSKA Riau.

## CHAPTER II

### REVIEWING OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading is one of the English skills which should be mastered by the students. According to Brown, there are four language skills in English that should be mastered. They are listening, speaking, reading, and writing<sup>9</sup>. Reading is an important activity in life with which one can update his/ her knowledge. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language<sup>10</sup>. Lince clarifies that reading is a set of skills that involves making sense and deriving meaning from the printed word<sup>11</sup>. In addition, Nunan states that reading is also a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>12</sup>. Reading is an active process which consists of recognition and comprehension skill<sup>13</sup>. Based on explanation above can be concluded, reading is a general rule about learning that relates to the unknown to the known thing. Reading is not only a pleasurable activity

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<sup>9</sup>Brown H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Prentice Hall Regents: New Jersey, 1994). p.217.

<sup>10</sup>M.F Patel and Praveen M. Jain. *Language Teaching: Methods, Tools and Techniques*. (Vaishali Nagar, Jaipur: Sunrise Publishers and Distributors, 2008). p.114.

<sup>11</sup>Caroline T. Lince, and David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc, 2005). p.69.

<sup>12</sup>David Nunan. *Practical English Language Teaching* (McGraw-Hill Companies: Boston, 2003). p.68.

<sup>13</sup>M.F Patel and Praveen M. Jain. *Language Teaching: Methods, Tools and Techniques*. (Vaishali Nagar, Jaipur: Sunrise Publishers and Distributors, 2008). p.113.

but also, an understanding about topic for something new that we are reading.

The process of reading may be broadly classified into three stages:

- a. The recognition stage. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- b. The structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure<sup>14</sup>.

The goal of reading is comprehension. Comprehension is drawing meaning from words; it is the “essence of reading”. According to Vaughn, Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and

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<sup>14</sup> Ibid.,114.

concepts, making inferences, and linking key ideas<sup>15</sup>. Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills and prior knowledge<sup>16</sup>. So that, reading deals with comprehension as sense of the reader. In addition, comprehension is an activity where the reader must be able to interpret and alter what she reads in accordance with his or her prior knowledge about the text<sup>17</sup>. It means that the primary activity of reading is to comprehend what the text is about. Many readers are not able to catch the idea or what the writer talks about because they do not know the exact meaning of the words that the writer used

According to Karen, reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”<sup>18</sup>. Rubin in Pater’s book, reading comprehension has been described as a complex intellectual process involving a number of abilities<sup>19</sup>. Based on the explanations above Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able

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<sup>15</sup>Sharon Vaughn. *Research-Based Methods of Reading Instruction*. (Virginia: Association for Supervision and Curriculum Development, 2004). p.98.

<sup>16</sup>Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986). p.7.

<sup>17</sup>Agvemi Zulhadi Alga. *The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cerenti*. Unpublished. 2009. p.8.

<sup>18</sup>Tankersley Karen. *Literacy strategies for Grade 4-12: Reinforcing the Threads of Reading*. (Virginia: Association for Supervision and Curriculum Development, 2005). p.108

<sup>19</sup>Peter Westwood. *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. (Camberwell: Australian Council for Educational Research Ltd, 2001). p.10.

to identify words rapidly, and know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding text is resulted from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.

Students who are goodcomprehenders use a variety of cognitive processes as they read. They may:

- a. Pose mental questions to themselves and seek answers in the text.
- b. Generate visual images when reading certain types of material, particularly descriptive.
- c. Mentally summarize the main points in a key paragraph.
- d. Reflect upon and consider the importance or relevance of what they have read<sup>20</sup>.

Smith in Peter's book states that Reading comprehension is considered to occur at four levels of complexity<sup>21</sup>. These levels are often referred to as literal, inferential, critical and creative levels:

- a. Literal level. At the literal level, the basic facts are understood. The reader is contained explicitly within the text.
- b. Inferential level. At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.

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<sup>20</sup> *Ibid.*

<sup>21</sup> Peter Westwood.,*Opcit.* p.21.

- c. Critical level. At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.
- d. Creative level. At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking<sup>22</sup>.

That is way, reading comprehension section always gives along with vocabulary section.

Reading and vocabulary sections are approaches which focus our attention on important technique. But in this research, the writer only discusses five components which are appropriate with the junior high school curriculum as follows:

- a. Finding Factual Information. It requires readers to scan specific details. The factual information questions are generally prepared for junior high school students and those which appear with WH-Question word.
- b. Identifying Main Idea. Reading is concerned with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer.
- c. Locating the Meaning of Vocabulary in Context. It means that the reader could develop her guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

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<sup>22</sup>*Ibid*,22.

- d. Identifying References. Recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passages.
- e. Making Inference from Reading Text. Inference is a skill where the reader has to be able to read between the lines. It is divided in two main attentions, draw logical inferences and make accurate prediction<sup>23</sup>.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

According to Harris and Smith, there are five factors of reading comprehension<sup>24</sup>. They are:

- a. Background Experience. In reading activity, by having background experience the pupil will be easy to comprehend the reading text.
- b. Language Ability. In the process of reading comprehension, language abilities are important. One must have basic knowledge of English such as syntax, semantic, morphology, etc. In order to read a reading text.
- c. Thinking Abilities. Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events and engage in any number of similar

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<sup>23</sup>*Ibid*.p.8.

<sup>24</sup>Harris A Larry and Smith B Carl. *Reading Istruction*.(New York:1986).p.48.

mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

- d. Affection. Affective factors are important to comprehension educators are increasingly recognizing that the students' interest, motivations, attitudes, beliefs, and feeling are important factors that cannot be taken for granted or ignored in educational process.
- e. Reading Purpose. The purpose of reading is important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

Based on standard of teaching English the students comprehension in reading are<sup>25</sup>:

1. Students are able to find out main idea of the text
2. Students are able to indentify information of the text
3. The students are able to make reference of the text
4. The students are able to make inference of the text
5. The students are able to find out the meaning of vocabulary in the text

In conclusion, reading comprehension means basic of component person to activity involving skill, knowledge, and understanding of words,

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<sup>25</sup>Standar Kelulusan Bahasa Inggris.



seeing the relationship among words and concept, and organizing the ideas.

## 2. The Say Something Strategy

### a. The Definition

This strategy is effective for difficult materials. Rather than letting students struggle with the meaning alone, have them work with a partner so they can grapple with meaning together.<sup>26</sup> In addition say something in Beers is a very simple strategy that interrupts a student's reading of a text, giving her a chance to think about what she is reading. It encourages her to talk about what she has read while reading. This is important because it is more critical, especially for dependent readers, to talk about texts during the reading experience than after it.<sup>27</sup>

Say something strategy is especially effective for students who are auditory learners since they both say (read) the text aloud and listen to a partner's thoughts and ideas regarding the text.<sup>28</sup> According to Jill Griebe, in Dawn Welch: a high school science teacher, uses literacy strategies to assist the students in comprehending the text. There are two parts to this strategy. First, the students read the text and pose a

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<sup>26</sup><http://help.lcsc.us/userfiles/file/Reading%20Strategies/Read%20and%20Say%20Something.pdf>. Retrieved on January 16, 2012.

<sup>27</sup>K, Beers, *When Kids Can't Read*. Heineman. 2003. p.29.

<sup>28</sup>Elkins, Hope. *Ideas and Strategies for Teaching in the Content Areas*. Bloomington, IN: Indiana University, Department of Language Education. 21 June 2005 <[http://www.indiana.edu/~1525/x425\\_1525/ideastrat.html](http://www.indiana.edu/~1525/x425_1525/ideastrat.html)>. p.20.

question on paper using a thinking stem. Next, they trade papers and respond to another student's question silently by writing a comment or answer to the question. The process continues through the text, which enables the students to learn from each other.<sup>29</sup>

Then say something strategy is a strategy that readers use read during the reading process and Students pause at preset points in the reading and must “say something” about the topic to their partner. The partner must respond to the statement with a related statement.<sup>30</sup> In addition saysomething strategy is reading strategy for students all ages.<sup>31</sup>In conclusion, it can use to SMP to SMA. It enables to help the student that has good behave in teaching Reading.

The purpose of Say Something is to help students comprehend what they are reading as they predict, question, clarify, connect, or comment. Say Something is a very simple strategy that interrupts a student’s reading of a text, giving her a chance to think about what she is reading. Students get into groups of two or three and take turns reading a portion of a text aloud. As they read, they occasionally pause to “say something” about what was read. The reading partners offer a

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<sup>29</sup><http://expertsinliteracy.pbworks.com/w/page/37784334/Science%20Say%20Something%20Strategy>. Retrived on January 12, 2012.

<sup>30</sup><file:///C:/Users/User/Downloads/reason%20say%20some.htm>. Retrived on January 16, 2012.

<sup>31</sup><file:///C:/Users/User/Downloads/Reading%20Strategies%20for%20all%20ages.htm>. Retrived on January 14, 2012.

response to what was said, then a different student continues the reading until the next time they pause to say something.<sup>32</sup>

Dealing above say something strategy can be applied for all students in increasing their behavior. In this study say something is used for the second year students to teach their reading comprehension.

#### **b. The Procedure of Say Something Strategy**

According to Watson this strategy can help students in verbalizing to some one else assist individuals in making connection with an author's purpose for sharing information and feelings.<sup>33</sup>

- a. Each student receives a copy of the text for reading and responding.
- b. The partners or group members decide cooperatively how far to read before stopping to talk about the author's ideas or descriptions, and they decide who will speak first.
- c. After reading the identified portion of the text, they stop and the designated speaker will say something related to the text.
- d. Each person listens and responds with comments, reactions, or questions. The partners or members of the group may decide to reread the text to clarify ideas or to answer questions before reading the next portion for further discussion. They decide how far to read

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<sup>32</sup><http://www.lkdsb.net/program/elementary/intermediate/di/files/27Strategies%28Say%20Something%29.pdf> . Retrived on January 13, 2012.

<sup>33</sup>Watson, D. *Learning Strategies Resource*. Tampa, Florida: Educational Testing Service. 1977.p.56.

for the next section and the readers take turns and continue the cycle until the text has been completed.

- e. Each person may keep notes of the main ideas discussed so that a group or partner report may be shared.

### c. **The Nature of Narrative text**

Narrative text is the text that concerned with talking about the events. Moreover, narrative is the text that tells the events happened in the past time that consists of problem-solving such as folktale, legend, and fable.<sup>34</sup> This statement emphasize that narrative text is the kind text to retell the story that past tense. Narrative always deals with some problems which lead to the climax and then turn into a solution. The main characteristics of narrative text are follows:

The generic structure of narrative text:

1. Introduction: it set the scene and introduces the characters, time, and place.
2. Complication: the problems that arise in the story. The complication is divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man against his society and internal or

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<sup>34</sup>Pardiyono. *Pasti Bisa Teaching Genre Based Speaking*. (Yogyakarta: CV.ANDI OFFSET,2009 ). p. 121.

psychological conflict is a conflict which happens inside the participant.

3. Resolution: the character find out the solution of the problem happened.

Example of narrative text:<sup>35</sup>

### **Angel the Baby Deer**

There once was a little girl named Emily. She lived in the country with her mom and dad. They had a family of deer that would come up to the back door of the house. There was a fawn, a doe and a buck. The buck she named Timber. He was very shy so he kept his distance. But, the doe and the fawn were there every morning.

But one day, only the doe came to the door. Emily wonder what had happened to the fawn. The doe looked very sad. Emily thought. Also, she wouldn't eat and just stood there staring at Emily.

Suddenly the doe, named Sandy because of her color, started heading for the woods but kept looking back at Emily. Then she'd walk a little farther and look back again. Emily got the idea that the doe wanted her to follow her into the woods.

So Emily went and got her father to go with her because she had always been told not to go into the woods alone. So they found the doe standing over the fawn Emily had named Angel. Her father discovered that the fawn's leg was broken.

Now, normally you would never touch a baby deer because the doe may ignore the baby if it had the scent of her father on it. But, he thought, that under the circumstances it would be alright. They took the fawn back to the house where they fixed the fawn's leg. They gave the fawn and doe something to eat. They fixed a place on the back porch for Angel to stay while she was getting well. Her mother stayed close by, as did the buck (at a distance).

Then one day, the fawn stood up and began to walk around the yard. Emily stayed on the porch and watched. The doe came up to Angel and nuzzled her with her nose. Then, they started off into the woods together. They came back to Emily's house everyday. They stood by the porch looking at Emily. Emily

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<sup>35</sup>Bima Bachtiar. Bahasa Inggris: Untuk SMA/MA. Klaten. PT Intan Pariwara. 2011.p.50.

thought it looked to her like they were smiling at her as if to say thank you for helping us.

## B. The Relevant Research

According to Syafi'i<sup>36</sup>, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point that was focused on, inform the design, finding and concluding of the previous research<sup>37</sup>. One of the researches was conducted by Muslih. In her research, she focused on the effectiveness of collaborative learning activity in increasing the students' English Achievement at the second year students of SMAN 1 Lubuk Dalam Siak". Based on the data analysis, she concluded that there was significant increasing of the students' English achievement by implementating collaborative learning. It was gotten the result of t-test examination is 4.518 with df 25 and significant 0.000.<sup>38</sup> based on the score t-test by compare  $t_0$  4.518 with df 25 are 2.060 at level 5% and 2.787 at level 1,  $t_0$  is higher than  $t_t$  whether at level 5% or 1% ( $2.060 < 4.518 > 2.787$ ). The improvement of the students' English achievement was 42.69%, pointed by improvement of the mean score before treatment was 43.55 become 62.15 after treatment.

The similar research was also conducted by Agvemi Zuhadi Alga in 2009. His research focused on "The Effect of Directed Reading Thinking Activity

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<sup>36</sup>M.Syafi'iS. *From Paragraph to a Research: A Writing of English Academic Purposes*. (Pekanbaru:LSBI,2011).p.122.

<sup>37</sup>Ibid. 122.

<sup>38</sup>Muslih.The Effectiveness of Collaborative Learning Activity in Increasing the Students' English Achievment of the Second Year Students of SMAN 1 Lubuk Dalam Siak.Unpublished. 2009.

(DRTA) Strategy toward Reading Comprehension of the First Year Students of SMU 1 Cerenti. It was concluded that based on the analysis data, In T-table at the 5% grade of significant that referred to 2.01. While in the level of significance 1% is 2.68. I can be read that  $(2.01 < 8.26 > 2.68)$ . It means that there is significant effect of Directed reading Thinking Activity (DRTA) toward students' reading comprehension on first year students of SMU 1 Cerenti.

### **C. The Operational Concept**

The operational concept is the concept used to give explanation about theoretical framework in order to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The research consists of two variables (variable X and variable Y) in which variable X is the effect of using Say Something strategies as independent variable that gives the effect on students. And variable Y is reading comprehension as dependent variable that receives the effect of variable X<sup>39</sup>.

To operate the investigation on the variable, the research will work based on the following indicators:

#### **Say Something strategies Independent Variable (Variable X)**

- a. The teacher gives each student receives a copy of the text for reading and responding.

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<sup>39</sup>Sugiono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, and R&D*. Bandung: ALFABETA, 2008). p.61.

- b. The teacher decides, the partners or group members decide cooperatively how far to read before stopping to talk about the author's ideas or descriptions, and they decide who will speak first.
- c. The teacher gives instruction to the students to identify portion of the text, they stop and the designated speaker will say something related to the text.
- d. The teacher asks students to listen and respond with comments, reactions, or questions. The partners or members of the group may decide to reread the text to clarify ideas or to answer questions before reading the next portion for further discussion. They decide how far to read for the next section and the readers take turns and continue the cycle until the text has been completed.
- e. The teacher leads students to keep notes of the main ideas discussed, so that a group or partner's report may be shared.

### **Reading Comprehension as Dependent Variable (Variable Y)**

1. Students are able to find factual information from the text
2. Students are able to identify meaning of vocabulary in the text
3. Students are able to find out the main idea of a text
4. Students are able to identify reference in the text
5. Students are able to make inference from the text



## **D. The Assumption and Hypothesis**

### **1. The Assumption**

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

### **2. Hypothesis**

Based on the assumption above, hypothesis of this study can be forwarded as follows:

#### **a. The Null Hypothesis ( $H_0$ )**

There is no significant effect of using Say Something strategy toward reading comprehension of the second year students at SMAN 1 Siak Hulu Kampar Regency.

#### **b. The Alternative Hypothesis ( $H_a$ )**

There is significant effect of using Say Something strategy toward reading comprehension of the second year students at SMAN 1 Siak Hulu Kampar Regency.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. The Research Design

The type of this research was Experimental research. In this research, the researcher used quasi-experimental design with nonequivalent control group. John Creswell stated that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly.<sup>40</sup> The researcher used intact groups, the first class was as the experimental groups and the second class was as the control group. Furthermore, Gay and Peter Airasian stated that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.<sup>41</sup>

It was intended to find out whether the effect of Say Something strategy toward the reading comprehension of the second year students at SMAN 1 Siak Hulu Kampar Regency. In this research, there were two variables; namely Say Something strategy applied by students as independent variable (symbolized by X) and the students' reading comprehension as dependent variable (symbolized by Y).

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<sup>40</sup>John W. Creswell. *Educational Research (Third Edition)*.(New Jersey: Pearson Education, 2008). p. 313.

<sup>41</sup>L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*.( New Jersey: Pearson Prentice-Hall, 2000). p. 394.

**Table III. 1**  
**The Variable of the Research**

Variable	
X	Y
Say Something strategy	Students' Reading Comprehension

In conducting this research, the researcher took two classes as sample; one class was an experimental group by Say Something strategy and one other was as a control class taught by conventional strategy. In the experimental class, the researcher gave students pre-test at the beginning of the teaching learning in order to find out students' reading comprehension. Then, there was a treatment at the middle. At the end of the teaching learning English processes there was a post-test in order to find out the difference of using Say Something strategy toward students' reading comprehension. So, the design of this research can be illustrated as follows:

**Table III.2**  
**The Research Design**

1.	<b>Control Class</b>	Sample	Pre-test	No treatment	Post-test
2.	<b>Experimental Class</b>	Sample	Pre-test	Experimental treatment	Post-test

### **B. The Time and the Location of the Research**

The Research conducted at the second year students of SMAN 1 Siak Hulu, Kampar Regency that is located at Depnaker No.10Street, in 2012/2013 of academic year. There search did on July-August 2012.

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

The subject of this research was the second year students of SMAN 1 Siak Hulu Kampar Regency in academic year of 2012-2013. The object of this research was the effect of using Say Something strategy toward students' reading comprehension

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

The population of this research was the second year students of state Senior High School 1 Siak Hulu, Kampar Regency. They consist of 12 classes. 4 classes of X , 4 classes of Science Program and 4 classes of Social Program. The total number of the second year students at SMAN 1 Siak Hulu, Kampar Regency was 380. They are assumed to have the same level of proficiency and the same background.

**Table III.3**  
**The Distribution of the Research Population**

<b>NO</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	X.1	14	19	33
2	X.2	12	18	30
3	X.3	13	18	31
4	X.4	13	19	32
<b>5</b>	<b>XI IPA 1</b>	<b>16</b>	<b>14</b>	<b>30</b>
<b>6</b>	<b>XI IPA 2</b>	<b>14</b>	<b>16</b>	<b>30</b>
7	XI IPS 1	21	14	35
8	XI IPS 2	18	12	30
9	XII IPA1	12	20	32
10	XII IPA2	13	19	32
11	XII IPS 1	16	16	32
12	XII IPS 2	17	16	33
	<b>Total</b>	<b>182</b>	<b>198</b>	<b>380</b>

Sample is the part of population or subjects chosen and determined as the sources of data or information that need in research project<sup>42</sup>. Based on the total of population above, the writer took 2 of 12 classes of the second year students at state Senior High School 1 Siak Hulu, Kampar Regency. The class XI IPA1 was Control Class and XI IPA2 was Experimental Class. This was done by using clustering random sampling because the students are already formed into classes. According to Gay, this technique randomly selected groups, not individual and all the members selected groups have similar characteristics<sup>43</sup>

**Table III.4**  
**Sample of the Research**

Class	Population	Sample	
		Class XI IPA 1	lass XI IPA 2
X.1	33	As experimental class	As control class
X.2	30		
X.3	31		
X.4	32		
<b>XI IPA 1</b>	<b>30</b>		
<b>XI IPA 2</b>	<b>30</b>		
XI IPS 1	35		
XI IPS 2	30		
XII IPA1	32		
XII IPA2	32		
XII IPS 1	32		
XII IPS 2	33		
<b>Total</b>	<b>380</b>		

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<sup>42</sup>Op.cit, p.128.

<sup>43</sup>Op.cit,p.129.

**Table III.5**  
**Blue Print of Reading Test**

No	Indicators	Number
1.	To find factual information from the text	1, 6, 11, 16,21
2.	To indentify meaning of vocabulary in the text	2, 7, 12, 17, 22
3	To find out the main idea of a text	3, 8, 13, 18, 23
4.	To identify reference in the text	4, 9, 14, 19, 24
5.	To make inference from the text	5, 10, 15, 20, 25

### **E. The Technique of Collecting Data**

In getting the data needed to support this research, the writer used the test. Test was used to collect the data about the effect of using Say Something Strategy toward students' reading comprehension. In this case, there were two tests; pre-test which was given before the treatment and post-test was given after the treatment. In this test, the writer used multiple choice tests in reading comprehension.

### **F. The Validity and Realibility of the Test**

#### **1. The Validity of the Test**

Before the instrumentation was given, it should be tried out to obtain the degree of validity of the items. The test given to students was considered not too difficult or not too easy, often shows the low reliability. Item difficulty is determined as the proportion of correct responses. This is

held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:

The formula for item difficulty is as follows<sup>44</sup>:

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

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

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

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

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<sup>44</sup>J.B.Heaton.*Writing English Language Tests*.(New York:Longman Group,1998). p.178.

**Table III.6****The Students' Ability in Finding Factual Information**

Variable	Finding Factual Information					N
Item no.	1	6	11	16	21	30
Correct	11	18	16	13	19	
P	<b>0.37</b>	<b>0.60</b>	<b>0.53</b>	<b>0.43</b>	<b>0.63</b>	
Q	0.63	0.40	0.47	0.57	0.37	

Based on the table III.6, the proportion of correct answer for item number **1** shows the proportion of correct **0.37**, item number **6** shows the proportion of correct **0.60**, item number **11** shows the proportion of correct **0.53**, item number **16** shows the proportion of correct **0.43**, item number **21** shows the proportion of correct **0.63**. Based on the standard level of difficulty "p" <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table III.7****The Students' Ability in Locating the Meaning of Vocabulary in Context**

Variable	Locating the Meaning of Vocabulary in Context					N
Item no.	2	7	12	17	22	30
Correct	20	14	18	16	19	
P	<b>0.67</b>	<b>0.46</b>	<b>0.60</b>	<b>0.53</b>	<b>0.63</b>	
Q	0.33	0.54	0.40	0.47	0.37	

Based on the table III.7, the proportion of correct answer for item number **2** shows the proportion of correct **0.67**, item number **7** shows the proportion of correct **0.46**, item number **12** shows the proportion of correct **0.60**, item number **17** shows the proportion of correct **0.53**, item number **22** shows the proportion of correct **0.63**. Based on the standard level of



difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table III.8**  
**The Students’ Ability in Identify Main Idea**

Variable	Identify Main Idea					N
Item no.	3	8	13	18	23	30
Correct	19	19	17	15	16	
P	<b>0.63</b>	<b>0.63</b>	<b>0.57</b>	<b>0.50</b>	<b>0.53</b>	
Q	0.37	0.37	0.43	0.50	0.47	

Based on the table IV.3, the proportion of correct answer for item number **3** shows the proportion of correct **0.63**, item number **8** shows the proportion of correct **0.63**, item number **13** shows the proportion of correct **0.57**, item number **18** shows the proportion of correct **0.50**, item number **23** shows the proportion of correct **0.53**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table III.9**  
**The Students’ Ability in Identifying References**

Variable	Identifying References					N
Item no.	4	9	14	19	24	30
Correct	14	16	21	18	19	
P	<b>0.47</b>	<b>0.53</b>	<b>0.70</b>	<b>0.60</b>	<b>0.63</b>	
Q	0.53	0.47	0.30	0.40	0.37	

Based on the table III.9, the proportion of correct answer for item number **4** shows the proportion of correct **0.47**, item number **9** shows the proportion of correct **0.53**, item number **14** shows the proportion of correct

**0.70**, item number **19** shows the proportion of correct **0.60**, item number **24** shows the proportion of correct **0.63**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**Table III.10**  
**The Students’ Ability in Making Inference from Reading Text**

Variable	Making Inference from Reading Text					N
	5	10	15	20	25	
Item no.	5	10	15	20	25	30
Correct	13	17	10	12	20	
P	<b>0.43</b>	<b>0.57</b>	<b>0.33</b>	<b>0.40</b>	<b>0.67</b>	
Q	0.57	0.43	0.67	0.60	0.33	

Based on the table III.10, the proportion of correct answer for item number **5** shows the proportion of correct **0.43**, item number **10** shows the proportion of correct **0.57**, item number **15** shows the proportion of correct **0.33**, item number **20** shows the proportion of correct **0.40**, item number **25** shows the proportion of correct **0.67**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted

## 2. The Reliability of the Test

Reliable instrumentation showed that there was a trustworthy or reliable test to take the data. In this research, the writer used Kuder-Richardson (KR-20) formula to measure the reliability of test<sup>45</sup>.

$$r_i = \frac{k}{k-1} \frac{St^2 - \sum p_i q_i}{St^2}$$

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<sup>45</sup>Prof. Dr. Sugiono. *Statistika untuk Penelitian*. (Bandung : Alfabeta, 2011). p. 359.

Where:

k : total items

$p_i$  : proportion the correct scores

$q_i$  :  $1 - p_i$

$S_t^2$  : total variances

The good quality of instrument is determined by the instrument reliability. On the other hand, if the instrument is reliable, it has good quality. Knowing the instrument is reliable or not, the writer used KR-20.

The data of students' score can be seen at Appendix 3 based on the data that showed at appendix 4. the writer got:

$$\begin{aligned}
 X_t^2 &= \sum X_t^2 - \frac{(\sum X_t)^2}{n} \\
 &= 1664 - \frac{416^2}{30} \\
 &= 1664 - 13.8^2 \\
 &= 1664 - 190.44 = 1473.56 \\
 S_t^2 &= \frac{X_t^2}{n} \\
 &= \frac{1473.56}{30} = 49.118 \\
 r_i &= \frac{k}{k-1} \frac{S_t^2 - \sum p_i q_i}{S_t^2} \\
 &= \frac{25}{25-1} \frac{49.118 - 5.95}{49.118} \\
 &= \frac{25}{24} \frac{43.168}{49.118} = 1.04 \cdot 0.88 = 0.91
 \end{aligned}$$

Knowing the reliability of the test,  $r_i$  must be compared with  $r_t$  product moment,  $r_i$  must be higher than  $r_t$ , on other hand  $r_i > r_t$ . For the degree of significant 5% is 0.349 and the degree of significant 1% is 0.449. While, on statistical above, the score of validity of the test is 1.008.

From data above, we can find  $0.349 < 0.91 > 0.449$ . So, it can be analyzed that  $t_i$  is higher than  $r_t$ , on other hand, the instrument test is reliable. It means that the test was high reliability. Based on Suharsimi Arikunto there is the interpretation of reliability as follows:<sup>46</sup>

- a. Between 0.800 – 1.00:very high
- b. Between 0.600 – 0.800:high
- c. Between 0.400 – 0.600 : enough
- d. Between 0.200 – 0.400:low
- e. Between 0.00 – 0.200:very low

### G. The Technique of Data Analysis

In presenting the data that had been collected by the reading test is presented in chapter IV. In analyzing the data, the researcher used scores of post test of experimental and control class. This score was analyzed statistically. The different mean was analyzed by using T-test formula as follows:<sup>47</sup>

#### T-test formula

$$t_o = \frac{M_x - M_y}{\frac{SD_x^2}{\sqrt{N-1}} + \frac{SD_y^2}{\sqrt{N-1}}}$$

t- obs: t-test

$M_x$  : The means of post test/ post-observation Experimental group

$M_y$  : The means of post test/ post-observation Control group

$SD_x$  : Standard deviation of Experimental group

$SD_y$  : Standard deviation of Control group

$N$  : Number of student

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<sup>46</sup>Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: Bumi Aksara, 2008. p.75.

<sup>47</sup>Hartono. *Statistik untuk Penelitian*. Yogyakarta:Pustaka Pelajar, 2008. p. 208.

The t-table was employed to see whether there was a significant difference between the mean score of both experiment and control group. The t-obtain value was consulted with the value of t-table at degree of freedom (df) = ( N1+N2 )-2 statically hypothesis

Ho = Variance population identic

Ha = Variance population not identic

Ha=  $t_o > t\text{-table}$

Ho=  $t_o < t\text{-table}$

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Description of Research Procedure**

The purpose of the research was to obtain the students' reading comprehension which is taught by using Say Something strategy and without using Say Something strategy, and to find out whether there is significant effect between the students' reading comprehension which is taught by using Say Something strategy and those who are not. The data were obtained from students' reading comprehension of experimental and control class.

Before taking the data from the sample, the researcher gave try out to the other class in order to prove whether the test was reliable or not. The researcher asked the students to answer some questions based on the text given; the text was a narrative text. Based on the technique of taking the sample was clustering random sampling, it was found that class XI. 1 was as an experimental class and XI.2 was as a control class. Then, the researcher gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of narrative to test students' reading comprehension for the post-test of experimental class. While for control class, which is taught without using treatments, the researcher used the same format of questions of narrative for their post-test too. The result of reading test was evaluated by concerning five components, namely:

1. Students are able to find factual information from the text.
2. Students are able to identify meaning of vocabulary in the text.
3. Students are able to find out the main idea of a text.
4. Students are able to find identify reference in the the text.
5. Students are able to make inference from the text.

The data of this research were gotten from the scores of students' experimental class and control class. All of the data were collected through the following procedures:

1. In both classes (experimental and control class), students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices.
3. The researcher together with the observer gave a score of the students' reading comprehension that was collected from their score of post-test.

The test was composed of 25 items, and each item was given score 4. The final score was analyzed by using the following formula<sup>48</sup>:

$$\text{Final score} = \frac{\text{TotalCorrectAnswer}}{\text{TotalQuestioner}} \times 100$$

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<sup>48</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Rajafindo Persada). 2008. p. 32.

## **B. The Data Presentation**

To obtain the data about the effect of using Say Something strategy to improve students' reading comprehension, the researcher acquired to show list of the implementation of Say Something strategy.

### **1. The Implementation of Say Something Strategy**

- a. Each student receives a copy of the text for reading and responding.
- b. The partners or group members decide cooperatively how far to read before stopping to talk about the author's ideas or descriptions, and they decide who will speak first.
- c. After reading the identified portion of the text, they stop and the designated speaker will say something related to the text.
- d. Each person listens and responds with comments, reactions, or questions.  
  
The partners or members of the group may decide to reread the text to clarify ideas or to answer questions before reading the next portion for further discussion. They decide how far to read for the next section and the readers take turns and continue the cycle until the text has been completed.
- e. Each person may keep notes of the main ideas discussed so that a group or partner report may be shared.



## **2. The Data Presentation of Using Say Something strategy (Variable X)**

In this research, the writer used a test to collect the data. The test was administered by the writer, where the writer taught the experimental class by herself. The test was multiple choices with 25 items. To get a good data; test should be valid and reliable.

### **a. Reading comprehension Taught by Using Say Something Strategy**

The data of students' reading comprehension taught by using Say Something strategy were gotten from pre-test and post-test of XI.1 as an experimental class, taken from the sample of this class (30 students). The writer taught the class by himself in the experimental class. The data can be seen from the table below:

**Table IV. 1**  
**The score of the students' reading comprehension taught by using**  
**Say Something strategy**

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	60	76	16
2	Student 2	64	72	8
3	Student 3	68	84	16
4	Student 4	56	80	24
5	Student 5	60	80	20
6	Student 6	64	76	12
7	Student 7	68	88	20
8	Student 8	60	84	24
9	Student 9	56	72	16
10	Student 10	64	88	24
11	Student 11	60	80	20
12	Student 12	60	84	24
13	Student 13	56	68	12
14	Student 14	64	80	16
15	Student 15	56	84	28
16	Student 16	68	88	24
17	Student 17	64	80	16
18	Student 18	60	80	20
19	Student 19	60	80	20
20	Student 20	68	72	4
21	Student 21	64	76	12
22	Student 22	64	80	16
23	Student 23	60	84	24
24	Student 24	64	76	24
25	Student 25	64	88	24
26	Student 26	60	88	28
27	Student 27	68	84	16
28	Student 28	68	84	16
29	Student 29	60	80	20
30	Student 30	76	88	12
<b>Total</b>		<b>1884</b>	<b>2424</b>	<b>556</b>

From the table IV. 1, the writer found that the total score of pre-test in experimental group was 1884 while the highest was 76 and the lowest was 56, and the total score of average from post-test in experimental group was 2424, while the highest was 88 and the lowest was 72. It means that the students showed significant increase of their reading comprehension, it was proved by the total score and the score

of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

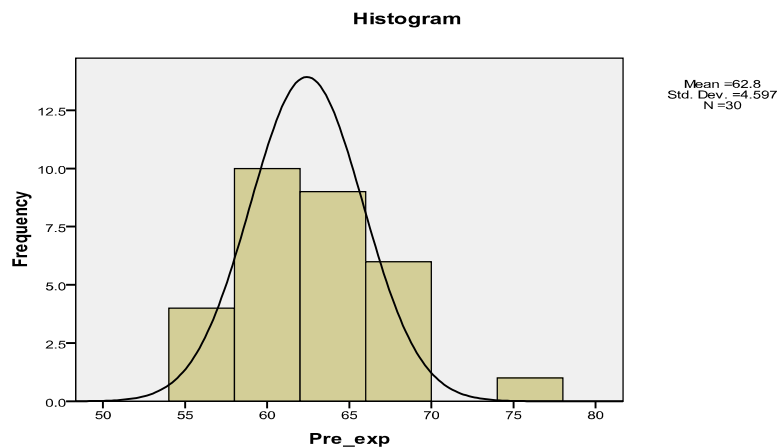
**Table IV.2**  
**The Frequency Score of Pre-test of Experimental Class**

		Pre_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	4	13.3	13.3	13.3
	60	10	33.3	33.3	46.7
	64	9	30.0	30.0	76.7
	68	6	20.0	20.0	96.7
	76	1	3.3	3.3	100.0
Total		30	100.0	100.0	

Referring to the table above, it could be seen that there were 4 students obtained 56 (13.3%), 10 students obtained 60 (33.3%), 9 students obtained 64 (30.0%), 6 students obtained 68 (20.0%), 1 student obtained 76 (3.3%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 76 and the lowest score was 56. The highest frequency was 10 at the score of 60.

**Histogram IV.1**  
**Pre-Test Score of Experimental Class**



From the histogram above, it can be analyzed that the data of students' pre-test on experimental class was normal.

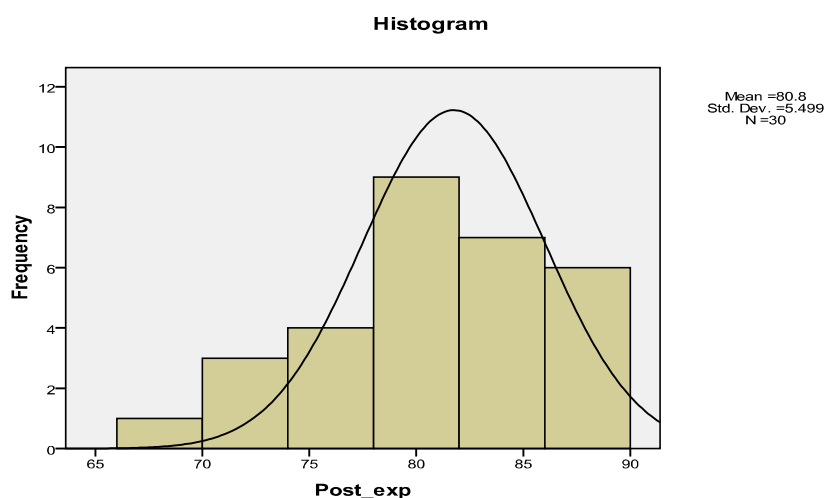
**Table IV.3**  
**The Frequency Score of Post-test of Experimental Class**

		Post_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	3.3	3.3	3.3
	72	3	10.0	10.0	13.3
	76	4	13.3	13.3	26.7
	80	9	30.0	30.0	56.7
	84	7	23.3	23.3	80.0
	88	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Based on the table above, it could be seen that there was 1 student who obtained 68 (3.3%), 3 students obtained 72 (10.0%), 4 students obtained 76 (13.3%), 9 students obtained 80 (30.0%), 7 students obtained 84 (23.3%), and 6 students obtained 88 (20.0%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 88 and the lowest score was 68. The highest frequency was 9 at the score of 80.

**Histogram IV.2**  
**Post-Test Score of Experimental Class**



From the histogram above, it can be analyzed that the data of students' post-test on experimental class was normal.

**Table IV.4**  
**The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest Posttest	1	30	62.80	4.597	839
	2	30	80.80	5.498	1.004

Based on the table above, it could be seen that the total students from each class, pre-test of experimental class consisted of 30

students and so did post-test class. The mean score of pre-test was 62.80, and the mean score of post-test was 80.80. The standard deviation from pre-test was 4.597, while standard deviation of post-test was 5.498. Standard error mean from pre-test was 839, and post-test was 1.004.

**b. Reading Ability Taught without Using Say Something Strategy**

The data of students' reading comprehension taught without using Say Something strategy were also taken from pre-test and post-test of class XI.2 IPA as control class. The data can be seen from the table below:

**Table IV.5**  
**The score of the students' reading comprehension taught without using**  
**Say Something strategy**

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	64	64	0
2	Student 2	60	72	12
3	Student 3	68	84	16
4	Student 4	64	72	8
5	Student 5	72	68	-4
6	Student 6	68	68	0
7	Student 7	60	60	0
8	Student 8	72	64	-8
9	Student 9	72	68	-4
10	Student 10	56	72	16
11	Student 11	68	80	12
12	Student 12	56	76	20
13	Student 13	60	76	16
14	Student 14	64	80	16
15	Student 15	68	68	0
16	Student 16	72	76	4
17	Student 17	56	72	16
18	Student 18	56	76	20
19	Student 19	68	72	4
20	Student 20	56	76	20
21	Student 21	60	76	16
22	Student 22	56	80	24
23	Student 23	72	72	0
24	Student 24	60	76	16
25	Student 25	64	76	12
26	Student 26	60	60	0
27	Student 27	72	60	-12
28	Student 28	60	72	12
29	Student 29	56	68	12
30	Student 30	64	80	16
<b>Total</b>		<b>1904</b>	<b>2164</b>	<b>260</b>

From the table IV. 5, the writer found that the total score of pre-test in control class was 1904 while the highest was 72 and the lowest was 56, and the total score of post-test in control class was 2164, while the highest was 80 and the lowest was 60. It means that the students showed significant increase of their reading comprehension, it was proved by the total score and the score of

frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

**Table IV.6**  
**The Frequency Score of Pre-test of Control Class**

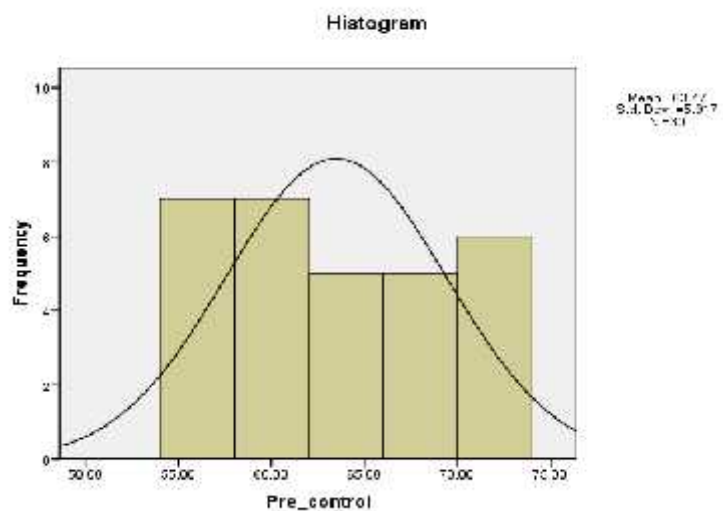
		Pre_Control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	7	21.2	23.3	23.3
	60	7	21.2	23.3	46.7
	64	5	15.2	16.7	63.3
	68	5	15.2	16.7	80.0
	72	6	18.2	20.0	100.0
	Total	30	100.0	100.0	

Based on the table above, it could be seen that there were 7 students who obtained 56 (21.2%), 7 students obtained 60 (21.2%), 5 students obtained 64 (15.2%), 5 students obtained 68 (15.2%), and 6 students obtained 72 (18.2%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 72 and the lowest score was 56. The highest frequency was 7 at the score of 56 and 60.



**Histogram IV.3**  
Pre-Test Score of Control Class



From the histogram above, it can be analyzed that the data of students' pre-test on Control class was normal.

**Table IV.7**  
The Frequency Score of Post-test of Control Class

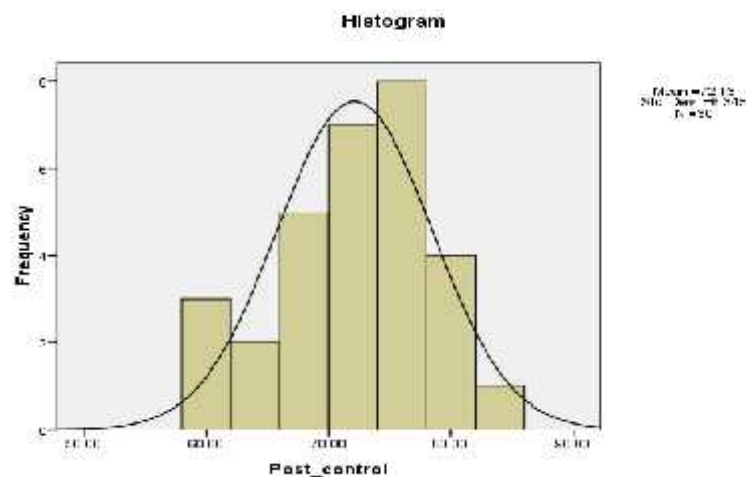
		Post_Control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	9.1	10.0	10.0
	64	2	6.1	6.7	16.7
	68	5	15.2	16.7	33.3
	72	7	21.2	23.3	56.7
	76	8	24.2	26.7	83.3
	80	4	12.1	13.3	96.7
	84	1	3.0	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it could be seen that there were 3 students who obtained 60 (9.1%), 2 students obtained 64 (6.1%),

5 students obtained 68 (15.2%), 7 students obtained 72 (21.2%), 8 students obtained 76 (24.2%), 4 students obtained 80 (12.1%) and 1 student obtained 84 (3.0%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 84 and the lowest score was 60. The highest frequency was 8 at the score of 76.

**Histogram IV.4**  
**Post-Test Score of Control Class**



From the histogram above, it can be analyzed that the data of students' post-test on Control class was normal.

**Table IV.8**  
**The Mean and Standard Deviation of Pre-test and**  
**Post-test of Control Class**  
**Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	30	63.46	5.917	1.080
Posttest	2	30	72.13	6.344	1.158

Based on the table above, it could be seen that the total students from each class, pre-test of control class consisted of 30 students and so did post-test class. The mean score of pre-test was 63.46, and the mean score of post-test was 72.13. The standard deviation from pre-test was 5.917, while standard deviation of post-test was 6.344. Standard error mean from pre-test was 1.080, and post-test was 1.158.

### C. The Data Analysis

#### 1. The Analysis Improvement of Reading comprehension of Experimental Class

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

**Table IV.9**  
**The Students' Reading Scoreat Pre-test to Post-test at Experimental Class**

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	60	76	16
2	Student 2	64	72	8
3	Student 3	68	84	16
4	Student 4	56	80	24
5	Student 5	60	80	20
6	Student 6	64	76	12
7	Student 7	68	88	20
8	Student 8	60	84	24
9	Student 9	56	72	16
10	Student 10	64	88	24
11	Student 11	60	80	20
12	Student 12	60	84	24
13	Student 13	56	68	12
14	Student 14	64	80	16
15	Student 15	56	84	28
16	Student 16	68	88	24
17	Student 17	64	80	16
18	Student 18	60	80	20
19	Student 19	60	80	20
20	Student 20	68	72	4
21	Student 21	64	76	12
22	Student 22	64	80	16
23	Student 23	60	84	24
24	Student24	64	76	24
25	Student 25	64	88	24
26	Student 26	60	88	28
27	Student 27	68	84	16
28	Student 28	68	84	16
29	Student 29	60	80	20
30	Student 30	76	88	12
<b>Mean</b>		<b>62.80</b>	<b>80.80</b>	<b>18.53</b>

From the table IV.9, the writer found that the students' mean score at pre-test in experimental class was 62.80. While the students' mean score at post-test was 80.80. So, the mean gain of the experimental group from pre-test to post-test was 18.53. It means that the students' mean score at pre-test to post-test was significantly improved.

**Table IV.10**  
**The Classification of Students' Score of Experimental Class**

No.	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	22	74%
2.	Good	70-79	7	23%
3.	Enough	60-69	1	3%
4.	Less	50-59	-	0%
5.	Bad	0-49	-	0%
Total			30	100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed 22 frequencies (74%), the category number 2 showed 7 frequencies (23%), the category number 3 showed 1 frequency (3%), the category number 4 showed no frequency and the category number 5 showed no frequency. The table above also showed that the highest percentage of experimental class was 74% at the mean score 80-100. Thus, the majority of the students in experimental class could be classified **good category**.

## 2. The Analysis Improvement of Reading comprehension of Control Class

**Table IV.11**  
**The Students' Reading Scoreat Pre-test to Post-test at Control Class**

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	64	64	0
2	Student 2	60	72	12
3	Student 3	68	84	16
4	Student 4	64	72	8
5	Student 5	72	68	-4
6	Student 6	68	68	0
7	Student 7	60	60	0
8	Student 8	72	64	-8
9	Student 9	72	68	-4
10	Student 10	56	72	16
11	Student 11	68	80	12
12	Student 12	56	76	20
13	Student 13	60	76	16
14	Student 14	64	80	16
15	Student 15	68	68	0
16	Student 16	72	76	4
17	Student 17	56	72	16
18	Student 18	56	76	20
19	Student 19	68	72	4
20	Student 20	56	76	20
21	Student 21	60	76	16
22	Student 22	56	80	24
23	Student 23	72	72	0
24	Student24	60	76	16
25	Student 25	64	76	12
26	Student 26	60	60	0
27	Student 27	72	60	-12
28	Student 28	60	72	12
29	Student 29	56	68	12
30	Student 30	64	80	16
<b>Mean</b>		<b>63.46</b>	<b>72.13</b>	<b>10.53</b>

From the table IV.11, the writer found that the students' mean score at pre-test in control class was 63.46. While the students' mean score at post-test was 72.13. So, the mean gain of the control class from pre-test to post-test was 10.53. It means that the students' mean score at pre-test to post-test was not significantly improved.

**Table IV.12**  
**The Classification of Students' Score of Control Class**

No.	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	5	17%
2.	Good	70-79	15	50%
3.	Enough	60-69	10	33%
4.	Less	50-59	-	0%
5.	Bad	0-49	-	0%
Total			30	100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed 5 frequencies (17%), the category number 2 showed 15 frequencies (50%), the category number 3 showed 10 frequencies (33%), the category number 4 showed 0 frequency (0%) and the category number 5 showed 0 frequency (0%). The table above also showed that the highest percentage of control class was 50% at the mean score 70-79. Thus, the majority of the students in control class could be classified into **enough category**.

### 3. The Data Analysis of the Improvement of Students' Reading Comprehension by Using Independent Sample T-test

**Table IV.13**  
**The Analysis Statistics of the Improvement of Students' Reading Comprehension by Using Independent Sample T-test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Gain	1	30	18.5333	5.79972	1.05888
	2	30	8.6667	9.51707	1.73757

Based on the table above, it could be seen that the total students' from each class, the experimental class consisted of 30 students and so did control class. The mean of experimental class improvement was 18.53 and the mean of control class improvement was 8.66. Standard deviation from experimental class was 5.799, while standard deviation from control class was 9.517. Standard error mean from experimental class was 1.058, and control class was 1.737.

**Table IV.14**  
**The Data Analysis by Using Independent Sample T-test**

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
gain Equal variances assumed	12.892	.001	4.849	58	.000	9.86667	2.03479	5.79359	13.93975
gain Equal variances not assumed			4.849	47.929	.000	9.86667	2.03479	5.77528	13.95805



Output of Independent Samples Test shows that Levene's Test to know the same variance.<sup>49</sup>

$H_0$  = Variance population identic

$H_a$  = Variance population not identic

If probabilities  $>0.05$ ,  $H_0$  is rejected.

If probabilities  $< 0.05$ ,  $H_a$  is accepted.

Based on the output above, it was answered the hypothesis of the research that  $H_0$  was rejected and  $H_a$  was accepted because  $0.000 < 0.05$ . The next standard for analysis based on Equal variant assumed.

From the output above also, it could be seen that score of t-test was 4.849 with  $df=58$ , because  $df=58$  was not found from the "t" table, so the researcher took  $df=60$ . Mean difference was 9.866 and standard error difference was 2.034. Lower interval of the difference was 5.793 and 5.775.

If  $t_o$  (t Observation), 4.849 compared with  $t_t$  with  $df$  60, the t critic point was:

Significance 5% = 2.00

Significance 1% = 2.65

It could be seen that the  $t_o$  was higher than  $t_t = 4.402$  in significance 5% and 1% ( $2.00 < 4.849 > 2.65$ ). It means  $H_0$  was rejected and  $H_a$  was accepted; or there was a significant effect of using Say

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<sup>49</sup>Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Pekanbaru: Pustaka Pelajar, 2008, p. 159

Somethingstrategy toward reading comprehension of the second year students at state Senior High School 1 Siak Hulu Kampar Regency.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on data analysis and research finding in chapter IV, finally the research about the effect of using Say Something strategy toward reading comprehension of the second year students at State Senior High School 1 Siak Hulu Kampar Regency comes to the conclusion as follows:

1. Students' reading comprehension in reading before being taught by using Say Something strategy is categorized into good level.
2. Students' reading comprehension in reading after being taught by using Say Something strategy is categorized into enough level.
3. There is a significant effect of reading comprehension taught by using Say Something strategy of the second year students at State Junior High School 1 Siak Hulu Kampar Regency.

So, it can be concluded that Say Something strategy has a positive difference of reading comprehension of the second year students at State Senior High School 1 Siak Hulu Kampar Regency.

#### **B. Suggestion**

Considering Say Something strategy toward reading comprehension, the researcher would like to give some suggestion as follows:

1. Suggestions for the teacher:
  - a. It is recommended to teacher to use Say Something strategy in teaching and learning process.

- b. The teacher builds a favorable atmosphere in teaching-learning process, because the conducive condition in teaching would become one asset to carry the success of material to be taught.
  - c. The teacher should be creative to select kinds of reading text in order to make students' comprehension in English better and to diminish boredom in learning English especially in reading subject.
2. Suggestion for the students:
- a. The students should try to understand to Say Something strategy in reading text and practice it in the classroom.
  - b. The students pay more attention to the lesson that has been given by teacher in front of the class.
  - c. The students should avoid cheating in doing their exercises because in Say Something strategy, each student is given time to think about his/her own answer, so students should independently do their exercise.

Finally, the researcher considers that this study still needs correction and suggestion from the next researcher that has the same topic as this study.

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