

**THE EFFECT OF USING DOUBLE-ENTRY JOURNALS TECHNIQUE  
TOWARD READING COMPREHENSION OF THE SECOND YEAR  
STUDENTS AT SENIOR HIGH SCHOOL 3 KUALA MERBAU  
OF MERANTI ISLAND REGENCY**



**BY:  
FIRDAUS  
NIM. 10814001488**

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

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(S. Pd)



**By:**

**FIRDAUS  
NIM. 10814001488**

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

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The Writer

FIRDAUS  
NIM. 10814001488

## ABSTRACT

**FIRDAUS (2012). The Effect of Using Double-Entry Journals technique toward Reading Comprehension of the Second Year Students at Senior High School 3 Merbau of Meranti Island Regency.**

The objectives of this research were to find out the ability of the second year students in comprehension narrative text without Double-Entry Journals technique, and to find the ability of the second year students in comprehending narrative reading text by using Double-Entry Journals technique. And it is also to obtain the effect of using Double-Entry Journals technique toward students' reading comprehension of the second year students at senior high school 3 Merbau of Meranti Island Regency.

The researcher stated the formulation of the problems which was answered by using quantitative research. That was quasi-experimental research by using non-equivalent control group design. The design was based on the pretest and posttest, the use of control group was employed in this research.

The subject of this research was the second year students at senior high school 3 Merbau of Meranti Island Regency. The object of this research was the effect of Double-Entry Journals technique. The population of this research was all the second year students in the academic year 2012/2013. The sample was chosen by using cluster sampling. One was nominated as the experimental group and the other was the control group.

To analyze the data, the researcher used independent t-test formula. The result of analyzing the data was 3.723. It was compared to t-table at significant level 5% (2.01) and at significant 1% (2.68).  $t_o$  was higher than  $t_{table}$ . Therefore, null hypothesis ( $H_o$ ) was rejected, and alternative hypothesis was accepted which showed  $2.01 < 3.723 > 2.68$ .

It means that, there was a significant effect of using Double-Entry Journals technique toward the reading comprehension of the second year students at Senior High School 3 Merbau of Meranti Island Regency.

## ABSTRAK

### **FIRDAUS (2012). Pengaruh Menggunakan teknik Jurnal ganda terhadap Pemahaman Membaca Siswa Tahun Kedua di SMA Negeri 3 Merbau Kabupaten Pulau Meranti.**

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa tahun kedua dalam pemahaman teks narasi tanpa teknik Jurnal ganda, dan untuk menemukan kemampuan siswa tahun kedua dalam memahami narasi teks bacaan dengan menggunakan teknik Jurnal ganda. Dan juga untuk mendapatkan efek menggunakan teknik Jurnal ganda terhadap pemahaman membaca siswa dari siswa tahun kedua di SMA 3 Merbau Kabupaten Pulau Meranti.

Peneliti membuat perumusan masalah yang dijawab dengan menggunakan penelitian kuantitatif. Yaitu kuasi-eksperimental dengan menggunakan desain kelompok kontrol non-setara. Desain tersebut berdasarkan pada test awal dan test akhir. Penggunaan kelompok control dilibatkan dalam penelitian ini.

Subjek penelitian ini adalah siswa tahun kedua di SMA N 3 Merbau di Kabupaten Kepulauan Meranti. Tujuan dari penelitian ini adalah pengaruh penggunaan teknik Memasukkan Dua Jurnal. Populasi dalam penelitian ini adalah semua siswa tahun kedua pada tahun akademik 2012-2013. Sampel dipilih dengan menggunakan cluster sampling. Satu didominasi sebagai kelompok eksperimen dan lainnya adalah kelompok kontrol.

Untuk menganalisis data, peneliti menggunakan rumus independent t-test. Hasil dari analisis data adalah 3,723 dibanding dengan t-tabel pada signifikan 5% tingkat (2,01) dan pada signifikan 1 % (2,68).  $t_o$  lebih tinggi dari  $t_{table}$ . Oleh karena itu, hipotesis nol ( $h_0$ ) ditolak, dan hipotesis alternatif diterima yang menunjukkan  $2,01 < 3,723 > 2,68$ .

Ini berarti bahwa ada pengaruh yang signifikan dari penggunaan teknik Memasukkan Dua Jurnal terhadap pemahaman membaca siswa tahun kedua di Sekolah Menengah Atas Negeri 3 Merbau di Kabupaten Kepulauan Meranti.

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## CHAPTER I INTRODUCTION

### A. The Background of the Problem

Reading is one of the most important activities. Through reading, students are able to broaden their knowledge. They can understand the content of their books from many subjects because in fact most textbooks for Sciences and technologies are written in foreign languages, especially in English. So, whenever the students have lack of English knowledge, they will often encounter difficulties when they have to read the compulsory books written in English.

Reading cannot be produced without mastering grammar and vocabulary, especially, for English reader and student researchers. Based on the ideas above, Neil Anderson point out that Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>1</sup>

In learning process, a teacher uses a reading strategy in teaching reading. As defined by David Pearson and his colleagues, reading comprehension strategies are “conscious and flexible plans that readers apply and adopt to variety of texts and tasks”<sup>2</sup>. Therefore, reading needs a seriously concentration. It is also needed a critical thinking to comprehend the meaning of reading texts.

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<sup>1</sup> David Nunan. *Practical English Language Teaching*. Sydney: McGraw Hill. 2003. p.68

<sup>2</sup> Michael F. Graves. *Teaching Reading in the 21 St Century*. New York: A Pearson Education Company. 2001. p. 310

Because reading is important to be learnt and taught by the students, School-Based Curriculum provides reading as one of the skills that must be taught and learnt in senior high school. Based on the standardization of English course competences, the purpose of reading is to comprehend various meaning (interpersonal, idea, textual) in various written text that have purpose of communicative, structure text, and specific linguistic<sup>3</sup>.

In order to accomplish students' needs toward reading, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learnt in senior high school. SMAN 3 Merbau is one of the schools using School Based Curriculum as their guidance in teaching and learning process. In SMAN 3 Merbau, reading has been taught since the first year of English teaching period. Based on syllabus 2012-2013 at the second year of SMAN 3 Merbau, the based competence of reading English refers to capability of student in comprehending the meaning and steps in developing the rhetoric of the written text especially in form of text such as *descriptive, narrative, anecdote, exposition, analytical exposition, and hortatory exposition*<sup>4</sup>. In this research, the writer focuses on narrative text.

Based on the writer's preliminary research at SMAN 3 Merbau, the students have some problems in learning English especially in reading. This fact can be seen in reading a text, some of the students cannot understand about the text they read; the students are not able to answer the questions well; the students cannot interpret the author's aim; the students are not able

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<sup>3</sup> Tim Penulis. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Departemen Pendidikan Nasional. 2003. p.16

<sup>4</sup> Syllabus of SMAN3 Kuala Merbau 2012/2013. Unpublished

to obtain specific information; and they do not understand what the text is talking about. At SMAN 3 Merbau, the students have been taught by using conventional techniques and the teacher teaches through the types of genres available in students' textbooks. Through the types of genres in their textbooks, the students will recognize and comprehend about the kind of text, the purpose of the text, answer questions of the text, identify the text and so forth. Besides, the teacher introduces one genre and then asks the students to identify the meaning in the text; such as *descriptive*, *narrative*, *anecdote*, *exposition*, *analytical exposition*, and *hortatory exposition*. At the end of the class, the students will get feedback toward reading from the teacher. Based on the description above, ideally students in SMAN 3 Merbau should be able to identify and comprehend the text. But, in fact, the writer found that some of the students still find it difficult to comprehend reading. It can be itemized into the following symptoms:

1. Some of the students find difficulty to identify the main idea from the reading text.
2. Some of the students are not able to analyze the meaning of the text.
3. Some of the students are not able to respond about the content of the reading text.
4. Some of the students are not able to give a conclusion of the text.
5. Some of the students are not able to answer the questions of the reading text.

To accomplish students' need in reading, there is a technique that can help students to improve their reading comprehension which is called Double-Entry journals. The Double-Entry journals technique can be used in teaching reading. Brassell states that Double-Entry journals are powerful way for students to relate interesting things that they read to their own real-world experiences.<sup>5</sup> Besides that, Angelo stated Double-Entry journals provide detailed feedback on how students read, analyze, and respond to assigned texts.<sup>6</sup> Double-Entry journals can improve reading skills.<sup>7</sup> This technique is appropriate for teaching reading in middle and high school classroom.<sup>8</sup>

Based on the phenomena above, the writer is interested in carrying out the research entitled: **The Effect of Using Double-Entry Journals technique toward Reading Comprehension of the second year students at Senior High School 3 Merbau of Meranti Island Regency.**

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<sup>5</sup> Danny Brassell. *Comprehension That Works: Taking Students beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach: Shell Education.2008. p. 28-29

<sup>6</sup> Thomas A. Angelo, K. Patricia Cross. *Classroom Assessment Technique: A Hand Book for College Teacher*. San Francisco: Jossey-Bass Publisher.1993. p. 263

<sup>7</sup> *Ibid.* p. 263

<sup>8</sup> Wood, Karen D, Harmon Janis M. *Strategies for Integrating Reading and Writing in Middle and High School Classrooms*. Westerville: Library of Congress-in- Publication Data. 2001. p. 120

## **B. The Definition of the Term**

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following terms:

1. **Double-Entry Journals** is a reader-respond journal that provides a structure for students to monitor and document their understanding of a text.<sup>9</sup> It means that, after the students read the texts, and then the students make a double-entry journal for making easy to comprehend and reflect on what they have read at the second year students of Senior High School 3 Merbau.
2. **Reading Comprehension** is an interactive process that goes between the reader and the text, resulting in comprehension.<sup>10</sup> However, a reader has to produce comprehension after reading the text because reading is complex activity by doing observation, understanding, and thinking. In this study, reading comprehension deals with answering questions based on the text at the second year students of Senior High School 3 Merbau.

## **C. The Problem**

### **1. Identification of the problem**

Based on the background and the phenomena above, the writer identifies the problems of this research as follows:

- 1) Why do some of the students find difficulty to identify the main idea from the reading text?

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<sup>9</sup> Kartherine Richardson Bruna and Kimberley Gomez. *The Work of Language in Multicultural Classroom*. New York: Taylor and Francis e-Library. 2009. p. 100

<sup>10</sup> *Ibid.* p. 114-115

- 2) Why are some of the students not able to analyze the meaning of the reading text?
- 3) Why are some of the students not able to respond about the content of the text?
- 4) Why are some of the students not able to give conclusion of the text?
- 5) Why are some of the students not able to answer the questions of the reading text?
- 6) How is students' reading comprehension taught by using discussion technique?
- 7) How is students' reading comprehension taught by using Double-Entry Journals technique?
- 8) Is there any significance effect by using Double-Entry Journals technique toward students' reading comprehension of the second year students at SMAN 3 Merbau?

## **2. Limitation of the Research**

In this research the writer wants to limit the problems into three categories.

They are:

- 1) How is students' reading comprehension taught by using discussion strategy?
- 2) How is students' reading comprehension taught by using Double-Entry Journals technique?
- 3) Is there any significance effect by using Double-Entry Journals technique toward students' reading comprehension of the second year students at SMAN 3 Merbau?

## **3. Formulation of the Problem**

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

- 1) How is the students' reading comprehension taught by using discussion technique?
- 2) How is the students' reading comprehension taught by using double-Entry Journals technique?
- 3) Is there any significance effect of reading comprehension between the students who are taught by using Double-Entry Journals (DEJ) technique, and those who are not?

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

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

Based on the formulation of the problems previously, there some objectives that will be researched in this study such as follows:

- 1) To find out the students' reading comprehension by using Double-Entry Journals technique.
- 2) To find out the students' reading comprehension by using conventional technique.
- 3) To find out whether there is any significant effect of Double-Entry Journals technique toward reading comprehension or not.

### **2. Significant of the Research**

After conducting this research, the writer hopes that this research will be able to give valuable contribution:

- 1) To contribute some information to Senior High School 3 Merbau about the use of Double-Entry Journals Technique toward students' reading comprehension.
- 2) To add references for other next researchers who having the same problem.
- 3) To complete a requirement intended to finish the writer's study program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Reading**

There are four language skills: listening, speaking, reading, and writing. Reading is the one of important skills in learning English. There are a lot of definitions about reading: some people think that the term of reading just to read the sentences in the text and passage. The other define that reading is to get information from what they read.

Reading can be seen as an interactive process between a reader and a text which leads automatically (or reading fluency). In this process, the reader interacts dynamically with the text. According to Nunan, bottom-up processing typically consists of lower level of reading processes. Students start with fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up the identification of grammatical structures, sentences, and longer texts. While, Top down processing begins with the idea that comprehension resides in the reader. The reader uses background knowledge to make predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top down approach to reading, the teacher should focus

on meaning generating activities rather than on mastering of word recognition<sup>1</sup>.

According to Hornby<sup>2</sup>, reading is an action of a person who needs texts. Moreover, According to Judi Moreillon<sup>3</sup>, reading is making meaning from print and from visual information. In Addition Caroline T. Linse<sup>4</sup>, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Besides, Ralph<sup>5</sup>, good readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know.

According to Marianne, reading is to learn unique thinking skill in which ESL/EFL learners must have ability to comprehend the material from a text by using their own activities which help them to analyze texts, determine main idea and build them into an effect example following an argument in the text, choose relevant topic under discussion.<sup>6</sup>

Reading is unlike speaking, it is not something that every individual learn to do.<sup>7</sup> It means, when students start to learn reading, they need more

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<sup>1</sup> David Nunan. *Practical English Language Teaching*. Sydney: McGraw Hill. 2003. p. 70-72

<sup>2</sup> Hornby, A.S. *Oxford Advanced learner's Dictionary of Current English*. England: Oxford University. 1974. p. 1043

<sup>3</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association. 2007. p. 10

<sup>4</sup> Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies. Inc. 2005.p. 69

<sup>5</sup> Ralph E. Reynold. 2002. *Understanding the Nature Reading Comprehension*. Retrieved on Februari 26, 2011, [http://www.sagepub.com/upm-data/7086\\_wolfech1.pdf](http://www.sagepub.com/upm-data/7086_wolfech1.pdf)

<sup>6</sup> Marianne Celce-Murcia, Lois Mc Intosh. *Teaching English as a Second or Foreign Language*. Los Angeles: Newbury House Publishers. Inc.1908. p. 20

<sup>7</sup> *Ibid.* p. 249

time, much money and effort in studying reading. The teachers also have facts that it is probably true that more time is spent in teaching reading than any other skill. Reading is difficult subject to learn for first time but in order side after the students can read fluently, they can feel the function of reading skill in their life.

All the theories above are useful to indicate the students' comprehension ability in reading. Whether the students have mastered reading skill, it can be reflected in the reading achievement that can be figured out after the students do a kind of reading test that can be done at the end of the semester or any time the teachers want to.

In conclusion, the purpose of reading is to get comprehending. The students will be able to catch the ideas of the print or the text by reading carefully. Readers do the reading activity for the message stated in the reading. Readers should have an active role in reading since readers also make contribution in reading, the students are thinking about the purpose and content of the text while reading it in order to get the meaning of the text. Beside that reading involves our thinking and perception after finishing reading the text to reach understanding.

## B. Reading Comprehension

The goal of reading is comprehension. Comprehension draws 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 concepts, making inferences, and linking key ideas<sup>8</sup>. Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skill and prior knowledge<sup>9</sup>. Comprehension cannot be learned through rote instruction, but requires a series of strategies or techniques that influence understanding of text.

Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding.<sup>10</sup> Beside that Janette et.al argue that Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what

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<sup>8</sup> Sharon Vaughn, *Research-Based Methods of Reading Instruction*. Virginia: Library of Congress Cataloging-in-Publication Data. 2004. p. 98

<sup>9</sup> Judith Westaphal Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Prentice-Hall, Inc. 1986. p. 7

<sup>10</sup> Danny Brassel and Timothy Rasinski. *Op.cit.* 2008. p. 18

they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>11</sup>

According to Debra L. Cook Hirai<sup>12</sup>, comprehension refers to how struggling readers “make sense” of the written page in any content. In addition, Mark Sadoski<sup>13</sup>, comprehension is understanding something, getting its meaning. Furthermore, Durkin (1993) in Dorothy<sup>14</sup>, reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well.

Thomas has suggested the following three types of action with his three-level taxonomy of reading comprehension.<sup>15</sup>

a. Literal Comprehension:

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are example of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

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<sup>11</sup> Janette K. Klingner et.al. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: the Guilford Press. 2007. p. 23

<sup>12</sup>Debra L. Cook Hirai, Irene Borego et al. *Op. Cit.* p. 76

<sup>13</sup>Mark Sadoski. *Conceptual Foundations of Teaching Reading*. New York: The Guildford Press. 2004. p. 67

<sup>14</sup>Dorothy S. Strickland, Kathy Ganske, et al. *Supporting Struggling Readers and Writers*. Monroe Portland: Stenhouse Publisher. 2006. p. 114

<sup>15</sup>Danny Brassell. *Op.cit.* p.17-18

b. Inferential Comprehension:

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers—their background knowledge.

c. Critical Comprehension:

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? The answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

According to Catherine Snow<sup>16</sup>, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, as follows:

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

### C. Double-Entry Journals (DEJ) Technique

Double-Entry Journals is one of the useful techniques to help students in identifying and comprehending the contents of the reading text that they read. By using double-entry journals make the students easily to note from which have been read by them. This technique provides detailed feedback on how students read, analyze, and respond to assigned texts.<sup>17</sup> It means that by using this technique will make students able to read, analyze, and respond the texts that have been read by them and it is very helpful for the students to comprehend and find out the contents of the text.

Angela stated that one of the best ways of promoting thinking about your own thinking and thinking about your teaching is to read professional materials and respond in a double-entry journal.<sup>18</sup> It means that by using

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<sup>16</sup>Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. California: RAND Reading Study Class. 2002. p. 11

<sup>17</sup>Thomas A. Angelo, K. Patricia Cross. *Op.cit.* p. 263

<sup>18</sup>Angela B. Peery. *Deep Change: Professional Development from the Inside Out*. Lanham: Scarecrow Education. 2004. p. 64

double entry journals, the readers or students will be easy to respond the reading text as they read. It is also supported by David and Ellen. They argue that Double- Entry journals are useful in satisfying both an objective report of something as well as a reflective stance.<sup>19</sup> Therefore, by using this technique can make students able to gain comprehension of the text.

In the other hand, Roessing argues that the most effective way to train this skill is the double entry journal. A double entry journal allows students to record their thoughts on text or text features as they read.<sup>20</sup> Using this technique is one of the best ways for students to read and respond to the text. The similar thing, Double Entry journals are great way for students to select significant text information and think critically about the information.<sup>21</sup> Then, McIntyre states that the double entry journals gave them a place to record and categorize information which led to a deeper understanding of the text.<sup>22</sup>

Based on the various definitions above the writer can conclude that double-entry journals is one of the best techniques for the learners to get information from the texts and comprehend the texts until the specific things.

According to Thomas, the procedures of teaching Double-Entry Journals technique in reading comprehension are:

1. Teacher asks the students to prepare a piece of paper.

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<sup>19</sup> David Sadker and Ellen S. Silber. *Gender in the Classroom: Foundations, Skills, Methods, and Strategies Across the Curriculum*. Lawrence Erlbaum. Associates. Inc. 2007. p. 192

<sup>20</sup> Lesley Roessing. *The Write to Read: Response Journals that Increasing Comprehension*. California: Library of Congress Cataloging-in-Publication Data. 2009. p. 34

<sup>21</sup> Conni Medina. *Successful Strategies for Reading in the Content Areas*. Huntington Beach: Shell Education. 2000. p. 44

<sup>22</sup> Ellen, McIntyre. *Reading Instruction for Diverse Classrooms: Research-Based, Culturally Responsive Practice*. New York: The Guilford Press. 2001. p. 128

2. Then, the teacher asks the students to divide the paper into two columns.
3. On the left side of the column, the teacher asks the students to write “**Notes, Facts**” that they get from what they read.
4. Then, on the right side of the column, the students are asked by the teacher to write “**Quotes, Questions, and Remarks**” as their response from what have been read by them.

<b>Notes, Facts</b>	<b>Quotes, Questions, Remarks (students' response of the text)</b>

5. Teacher asks the students to select an important text or part of a text from the course readings. The text or passage should be challenging and provocative, but also relatively short and self-contained.
6. On the left half of the divided notepaper, students should copy a few lines or short passages from the text (three to five excerpts) that they find particularly meaningful.
7. On the right half of the page, students should explain why they chose each specific excerpt and then should write their reactions to those excerpts - their agreements, disagreements, questions, and the like.

Suggest that they think of their Double-Entry Journals as a dialogue - a conversation with the text.<sup>23</sup>

Barbara stated that there are three steps of using Double-Entry journals technique, they are as follows:

1. Students divide a sheet of paper in a half.
2. After the reader identifies a particular passage or quotation of significance in the text, he/she copies it on the left half of the paper.
3. On the right side, the reader responds, questions, elaborates, make personal connection, evaluates, reflects, analyzes, or interprets.<sup>24</sup>

According to Karen, there are three steps of using Double-Entry journals technique, they are as follows:

1. Introduces the concepts by modeling and thinking aloud the procedures involved.
2. Tell the students to divide their paper in about third of the space devoted to the left margin and two thirds for the remaining right side. On the left side they will write down the information from the textbook or other material.
3. In the right column, instruct the students to write their reaction.

These responses can include questions they have, experiences,

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<sup>23</sup> Thomas A. Angelo, K. Patricia Cross. *Op.cit.* p. 264-265

<sup>24</sup> Barbara A. Schmidt, Chair. *What Good Teachers Do to Help Literacy Happen: From A to Z.* California: The California Reading Association. Inc.1997. p.11

surprise reaction, disagreements, creative thoughts, consequences, or applications to other contexts.<sup>25</sup>

Because of there are several kinds of procedures are offered in teaching DEJ, the writer only focus on or interested in using Thomas' procedures because it is easier to be applied in teaching reading. To make sure that the technique is very useful, there are some benefits of Double-entry Journals. They are as bellows:

- a. Double-Entry Journals are tools that help students read “text and event” and then reflect on and make meaning of them.
- b. Double-Entry Journals are one of the most simple and direct ways to teach students to read texts carefully.
- c. This technique also help students respond emotionally, asks questions, make predictions, and connect the text to their own live.
- d. The technique support English-learners in numerous ways. As they read and select their quotations, they are improving reading comprehension Skills. As they copy the quotations from the text, they are learning English sentence structure and vocabulary. When they write and then share their responses, they are engaging in conversational as well as academic discourse about the texts.<sup>26</sup>

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<sup>25</sup> Karen D, Wood, and Janis M. Harmon. *Ob.cit.*p.121

<sup>26</sup>*Teaching Strategy*. <http://www.learner.org/workshops/tml/workshops8/teaching.html>.  
Retrieved on April 14, 2012

#### **D. Using Double-Entry Journals Technique toward Students' Reading Comprehension**

In the process of reading, many aspects are involved in getting reading comprehension. They are like motivations, teacher's competencies, students' skill and interest, methods, approaches, strategies, and techniques. In this case, the researcher focuses on using technique in gaining students' reading comprehension. It is Double-Entry Journals technique.

Double-Entry Journals are tools that invite students to record significant pieces of text from their reading, discussion, listening, or viewing and then to connect, respond to, and reflect on those excerpts. This journal helps students focus attention on significant aspect of content you want them to consider or learn because when students use Double-Entry Journals, they tend to pay close attention on their reading. In addition, the journal is an excellent assessment tool, providing you with information about whether students have misperception, confusion, or questions and showing how well the understood the content.

According to Angelo that Double-Entry Journals can improve reading skills/comprehension.<sup>27</sup> In short, the double-entry journals technique plays an important role in helping students' reading comprehension.

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<sup>27</sup> Thomas A. Angelo. *Op.cit.* p. 263

## E. The Relevant Research

In conducting this research, the writer has found there are some of the previous researches regarding the same title but different purpose and different titles but the same purpose. One of which was conducted by Amanda French and Jenny Worsley, 2009.<sup>28</sup> Their research entitled “Double-Entry Journals: Developing an Embedded Programme in Writing Development for first year early Childhood Studies degree students”. In their research, the use of DEJ (Double-Entry Journals) was designed to consolidate students’ understanding of the processes that they had engaged in to produce their writing for assignments.

Kasnila, 2009. Her research was entitled “The effect of the Teacher Modeling and Guided Repeated Reading (TMgRR) on Reading Comprehension of the Second Year at SMAN 01 Kubu Rokan Hilir”. In her research, the writer found that learning using teacher modeling and guided repeated reading could function to motivate and be able to comprehend the reading material.

The problem which is not yet discussed in the previous research is discussed in this research. This research is focused on the effect of Double-Entry Journals toward Reading comprehension of the second year students at Senior High School 3 Merbau.

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<sup>28</sup> Amanda French and Jenny Worsley. 2009. *Double Entry Journals: Developing an Embedded Programme of Writing Development for First Year Early Childhood Studies Degree Students*. West Midlands: University of Wolverhampton Walsall.

## **F. The Operational Concept**

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. There are two variable used in this research. Variable 'X' refers to the effect of using double-entry journals technique and variable 'Y' refers to the students' reading comprehension. Therefore, variable X is as independent variable and variable Y is as dependent variable.

### **1. The indicators of Using the Double-Entry Journals technique are as follow:**

- 1) Teacher asks the students to prepare a piece of paper.
- 2) Then, the teacher asks the students to divide the paper into two columns.
- 3) On the left side of the column, the teacher asks the students to write "Notes, Facts" that they get from what they read.
- 4) Then, on the right side of the column, the students are asked by the teacher to write "Quotes, Questions, and Remarks" as their respond from what have been red by them.

<b>Notes, Facts</b>	<b>Quotes, Questions, Remarks (students' response of the text)</b>

- 5) Teacher asks the students to select an important text or part of a text from the course readings. The text or passage should be challenging and provocative, but also relatively short and self-contained.
- 6) On the left half of the divided notepaper, students should copy a few lines or short passages from the text (three to five excerpts) that they find particularly meaningful.
- 7) On the right half of the page, students should explain why they chose each specific excerpt and then should write their reactions to those excerpts - their agreements, disagreements, questions, and the like. Suggest that they think of their Double-Entry Journals as a dialogue - a conversation with the text.<sup>29</sup>

## **2. The Indicator of Reading Comprehension as Dependent Variable (Variable Y)**

- 1) The students are able to identify the main idea in narrative text.
- 2) The students are able to identify the meaning of vocabulary in narrative text.
- 3) The students are able to identify of factual information in narrative text
- 4) The students are able to identify of reference from the reading text
- 5) The students are able to make inference from the reading text.

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<sup>29</sup> Thomas A. Angelo, K. Patricia Cross. *Op.cit.* p. 264-265

## **G. The Assumption and Hypothesis**

### **1. The Assumption**

The researcher assumes that:

- 1) Students' reading comprehension is various.
- 2) The better Using Double-Entry Journals technique, the better Reading Comprehension will be.

### **2. The Hypothesis**

- 1) The alternative hypothesis ( $H_a$ ). There is a significance effect of using Double-Entry Journals technique toward reading comprehension of the second year students at senior high school 3 Merbau.
- 2) The null hypothesis ( $H_0$ ). There is no a significance effect of using Double-Entry Journals technique toward reading comprehension of the second year students at senior high school 3 Merbau.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. The Design of the Research

The type of this research was experimental research. It was the only type of the research that could test hypothesis to establish cause-and-effect relationship.<sup>1</sup> The design of this research was quasi-experimental design, which used non-equivalent control design. According to Creswell that quasi-experimental situations in which the researcher designs, but not randomly participants to groups because the experimenter cannot artificially create group for the experiment.<sup>2</sup> Therefore, the researcher used two classes as sample based on the cluster sampling. The first class was used as a control class which was taught by discussion technique and another was used as an experimental class which was taught by using Double-Entry Journals (DEJ) Technique. Both of the classes were given the same pre-test and post-test, but without giving the same treatment with the control class and the experimental class.

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<sup>1</sup> L.R.Gay and Peter Airaisian, *Educational Research Competencies for analysis and Application*. Six Ed. United Stated of America: Prentice-Hall, Inc. 2000. p. 36

<sup>2</sup> Jhon W. Creswell, *Educational research: Planning, Conducting, and evaluating Quantitative and Qualitative research*. New Jersey: Pearson Education Ltd. 2008. p. 645

**Table III. 1**  
**Research Design**

CLASS	PRE-TEST	TREATMENT	POST-TEST
Experimental	T1	✓	T2
Control	T1	X	T2

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

The location of this research was at senior high school 3 Merbau. The reason why the writer chooses this location was that because this school was one of well-known schools in Merbau. This research was conducted in 2012.

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

The subject of this research was the second year students of Senior High School 3 Merbau. The subject consisted of two classes. The object of this research was the effect of using double-entry journals technique toward students' reading comprehension.

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

The population of this research was the students at the second year students of Senior High School 3 Merbau that consisted of three classes. They were Science XI (27 students), XI Social I (27 students), XI Social 2 (26 students). The writer only conducted two classes in each class consists XI Social I (26 students) as experimental group and XI Social 2 (26 students) as

controlled group. Based on the data above, all of the populations were 79 students.

Based on the population above, the researcher took two classes that had the similarity of characteristics. It was done by using cluster sampling technique. According to Gay, Cluster sampling randomly select the group, not individuals. All the members of selected groups have similar characteristics<sup>3</sup>. Therefore, the researcher took two classes to represent the population having similar characteristics.

The similar characteristics intended for the both class: the students were taught by the same teacher of English, having the same students' level, and they have the same material about learning or reading. The first class XI Social 1 was the experimental class and the Second class XI Social 2 as the control class.

**Table III. 2**  
**Total Population at the Second Year**  
**Students of SMAN 3 Merbau**

NO	CLASSES	POPULATION		TOTAL
		FAMALE	MALE	
1	XI Science	19	8	27
2	XI Social 1	14	12	26
3	XI Social 2	13	13	26
<b>Total Population</b>				<b>79</b>

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<sup>3</sup> *Ibid.* p. 129 8

The specification of the research can be seen on the table below:

**Table III. 3**  
**Total Sample at the Second Year**  
**Students of SMAN 3 Merbau**

NO	CLASSES	POPULATION		TOTAL
		FAMALE	MALE	
1	XI Social 1	14	12	26
2	XI Social 2	13	13	26
<b>Total Sample</b>				<b>52</b>

The reasons why the researcher chose both classes as the sample of this research as follows:

1. Each of classes has the same number of students
2. Both of classes have the same of teacher in teaching English
3. Both of classes have the same learning materials.

#### **E. The Technique of the Data Collection**

In order to get some data needed in this research, the writer used a test. The test was distributed to measure the student's reading comprehension. The test was divided into two tests. They were pre-test that was given before the treatment, and post-test was given after doing the treatment. The type of the test was multiple choice tests which consisted of 25 items.

**Table III. 4**  
**Blue Print of the Test**

NO	QUESTION INDICATORS	QUESTION NUMBERS
1	Identifying main idea	1,6,11,19,21
2	Identifying meaning vocabulary	4,9,13,17,23
3	Identifying of factual information	2,7,12,16,22
4	Identifying reference	3,8,14,18,24
5	Making inference	5,10,15,20,25

Then the score of the test and reading comprehension of narrative test are classified as in following table<sup>4</sup>.

**Table III. 5**  
**The classification of the Students' Score**

THE SCORE LEVEL	CATEGORY
80-100	Good
60-79	Enough
30-59	Less
0-29	Fail

### 1. Validity

To obtain the data about the contribution of Double-Entry Journal technique toward students reading comprehension, the writer acquired to see each score. It was used pertaining to the most characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficult or easy often show the low reliability. Item of 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

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<sup>4</sup> Anas Sudijono, *Pengantar Statistik Penelitian*. Jakarta: PT. Raja Grafindo Persada. 2009. p. 6

percentage of the students who answer the questions correctly. The formula for item of difficulty is as follows:

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

FV: index of difficulty or facility value

R: the number of correct answer

N: the number of examiners or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded and changed into new items appropriately. heaton says that, prepared in practice to accept items with facility between 0.30 and 0.70.

The standard level of difficulty is  $<0.30$  and  $>0.70$ . Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”, it can be seen in the following tables.

**Table III. 6**  
**The Students are able to Identify**  
**Main Idea in Narrative Text**

VARIABLE	IDENTIFYING OF MAIN IDEA IN NARRATIVE TEXT					N
Item no	1	6	11	19	21	26
Correct	20	14	16	20	14	
P	0.76	0.53	0.61	0.76	0.53	
Q	0.24	0.47	0.39	0.24	0.47	

Based on the table III. 6, the proportion of correct answer for item number 1 shows the proportion of correct 0.76, item number 6 shows the proportion of correct 0.53, item number 11 shows the proportion of correct

0.61, item number 19 shows the proportion of correct 0.76, item number 21 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 easy of each items number for understanding to identify main idea are accepted.

**Table III. 7**  
**The Students are able to Identify Meaning Vocabulary in Narrative Text.**

VARIABLE	IDENTIFYING MEANING VOCABULARY					N
Item no	4	9	13	17	23	26
Correct	17	18	18	17	14	
P	0.65	0.69	0.69	0.65	0.53	
Q	0.35	0.31	0.31	0.35	0.47	

Based on the table III.7, the proportion of correct answer for item number 4 shows the proportion of correct 0.65, item number 9 shows the proportion of correct 0.69, item number 13 shows the proportion of correct 0.69, item number 17 shows the proportion of correct 0.65. 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 identifying meaning of vocabulary are accepted.

**Table III.8**  
**The Students are able to Identify of Factual Information in Narrative Text**

VARIABLE	IDENTIFY OF FACTUAL INFORMATION					N
Item no	2	7	12	16	22	26
Correct	18	15	15	15	16	
P	0.69	0.57	0.57	0.57	0.61	
Q	0.31	0.43	0.43	0.43	0.39	

Based on the table III, 8, the proportion of correct answer for item number 2 shows the proportion of correct 0.69, item number 7 shows the proportion of correct 0.57, item number 12 shows the proportion of correct 0.57, item number 16 shows the proportion of correct 0.57, item number 22 shows the proportion of correct 0.61. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties, in easy of each items number for identifying factual information are accepted.

**Table III. 9**  
**The Students are able to Identify**  
**Reference from the Reading Text**

VARIABLE	IDENTIFYING REFERENCE					N
Item no	3	8	14	18	24	26
Correct	17	18	17	13	17	
P	0.65	0.69	0.65	0.50	0.65	
Q	0.35	0.31	0.35	0.50	0.35	

Based on the table III. 9, the proportion of correct answer for item number 3 shows the proportion of correct 0.65, item number 8 shows the proportion of correct 0.69, item number 14 shows the proportion of correct 0.65, item number 18 shows the proportion of correct 0.50, item number 24 shows the proportion of correct 0.65. 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 identifying reference are accepted.

**Table III. 10**  
**The students are able to make inference from the reading text**

VARIABLE	MAKING INFERENCE					N
	5	10	15	20	25	
Item no	5	10	15	20	25	26
Correct	16	14	16	14	16	
P	0.61	0.53	0.61	0.53	0.61	
Q	0.39	0.47	0.39	0.47	0.39	

Based on the table III. 10, the proportion of correct answer for item number 5 shows the proportion of correct 0.61, item number 10 shows the proportion of correct 0.53, item number 15 shows the proportion of correct 0.61, item number 20 shows the proportion of correct 0.53, item number 25 shows the proportion of correct 0.61. Based on the standard level of difficulty “p”  $<0.3$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for making inference are accepted.

## 2. Reliability

The technique of collecting data in this research used a test. The type of the test was multiple choices test which consisted of 25 items. The data were analyzed by SPSS 17.0.

The reliability coefficients for good classroom comprehension test were expected to exceed 0.0 and closed 1.00. Heaton states that, the reliability of the test is consisted as follows:

0.00-0.20	Reliability is low
0.21-0.00	Reliability is Sufficient
0.0-0.0	Reliability is high

>.0 Reliability is very high.<sup>5</sup>

Comprehension test was used to evaluate subject results given from teachers to students, and so forth. To apply this research, the writer divides the test into multiple choices.

## F. The Data Analysis Techniques

In analyzing the data, the writer us scores of the pretest and posttest of the experimental and control groups. These scores were analyze by using statistical analyzed. The different mean was analyzed by using Independent Sample T-Test.

The following formula was t-table. T-table was employed to see a significant difference between the mean score of both experimental class and control classes. The T-obtained value was consulted with the value of t-Table as degree of freedom.

$$df = N - 1$$

Statistical Hypothesis:

$$H_0 = t_o < t_{table}$$

$$H_a = t_o > t_{table}$$

Criteria of hypothesis:

1.  $H_0$  is accepted if  $t_o < t_{table}$ . It can be said that there is no significant effect in reading comprehension between the students taught by using

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<sup>5</sup> Heaton. *Writing English Language Test*. New York. Logman. Inc.1995. p. 16

Double-Entry Journals technique and without using Double-Entry Journals technique.

2.  $H_a$  is accepted if  $t_o > t_{table}$ . it can be said that there is significant effect in reading comprehension between the students taught by using Double-Entry Journals technique and without using Double-Entry Journals technique.

## CHAPTER IV

### THE DATA PRESENTATION AND ANALYSIS

#### A. The Data Presentation

This research only used test. The data of the students' reading comprehension were gotten based on the result of the test. To get good data, the test should be valid and reliable. The data about students' reading comprehension was obtained from the test that the writer administrated comprehension test. The score for each item was 4 (four). So, the students who answered all correct answer would get 100. The scores were presented in appendix. Based on the research finding, the writer concluded that the second hypothesis was accepted because  $t_{table}$  at the 5% level of significance refers to 2.01. While in the level of significance 1% is 2.68. Therefore, it can be analyzed that  $t_o$  is higher than  $t_{table}$  in either at 5% or 1% level significance. It can be read  $2.01 < 3.723 > 2.68$ .

From the data above, teaching by using double-entry journals technique has good effect toward students' reading comprehension at the second year SMAN 3 Merbau.

## B. The Data Analysis

**Table IV. 1**  
**The Result of Pre Test and Post Test for Experimental Class**

<b>Students</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
<b>1</b>	60	68	3600	4624	4080
<b>2</b>	32	48	1024	2304	1536
<b>3</b>	68	76	4624	5776	5168
<b>4</b>	44	68	1936	4624	2992
<b>5</b>	32	52	1024	2704	1664
<b>6</b>	44	52	1936	2704	2288
<b>7</b>	32	44	1024	1936	1408
<b>8</b>	48	60	2304	3600	2880
<b>9</b>	36	64	1296	4096	2304
<b>10</b>	48	52	2304	3136	2688
<b>11</b>	44	72	1936	5184	3168
<b>12</b>	48	80	2304	6400	3840
<b>13</b>	56	56	3136	3136	3136
<b>14</b>	52	76	2704	5776	3952
<b>15</b>	28	48	784	2304	1344
<b>16</b>	52	60	2704	3600	3120
<b>17</b>	44	52	1936	2704	2288
<b>18</b>	48	76	2304	5776	3648
<b>19</b>	40	52	1600	2704	2080
<b>20</b>	44	76	2704	5776	3344
<b>21</b>	56	64	3136	4096	3584
<b>22</b>	32	56	1034	3136	1792
<b>23</b>	36	40	1296	1600	1440
<b>24</b>	32	48	1024	2304	1536
<b>25</b>	44	72	1936	5184	3168
<b>26</b>	40	68	1600	4624	3440
<b>Total</b>	<b>1140</b>	<b>1548</b>	<b>53200</b>	<b>99808</b>	<b>71888</b>

**Table IV. 2**  
**The Result of Pre Test and Post Test for Control Group**

<b>Students</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
<b>1</b>	20	44	400	1936	880
<b>2</b>	48	52	2304	2704	2496
<b>3</b>	40	76	800	3136	2240
<b>4</b>	68	76	4624	5776	5168
<b>5</b>	28	28	748	784	1232
<b>6</b>	52	52	2704	2704	2704
<b>7</b>	48	48	2304	2304	2304
<b>8</b>	32	40	1024	1600	1280
<b>9</b>	32	52	1024	2704	2304
<b>10</b>	36	48	1296	2304	1728
<b>11</b>	52	48	2704	2304	2496
<b>12</b>	28	40	784	1600	1120
<b>13</b>	48	64	2304	4096	3072
<b>14</b>	44	56	1936	3136	6464
<b>15</b>	48	60	2304	3600	2880
<b>16</b>	48	52	2304	2704	2496
<b>17</b>	52	52	2704	2704	2704
<b>18</b>	36	60	1296	3600	2160
<b>19</b>	44	52	1936	2704	2288
<b>20</b>	36	40	1296	1600	1440
<b>21</b>	32	44	2024	1936	1408
<b>22</b>	36	48	1296	2304	1728
<b>23</b>	36	40	1296	1600	1440
<b>24</b>	28	48	784	2304	1744
<b>25</b>	52	56	2704	3136	2912
<b>26</b>	40	40	1600	1600	1600
<b>Total</b>	<b>1064</b>	<b>1312</b>	<b>45536</b>	<b>68032</b>	<b>54368</b>

There were 25 items of reading comprehension test given to the 26 respondents in this research. From the test, it was obtained that the lower score was 40 and the higher was 80. The mean is 60.92.

The result of the test from the experimental and control group can be seen in the following table:

**Table IV. 3**  
**The Result of the Test from the Experimental and Control**  
**Statistics**

		PREEXP	POSTEXP	PRECTRL	POSTCTRL
N	Valid	26	26	26	26
	Missing	0	0	0	0
Mean		43.85	60.92	40.92	50.46
Std. Error of Mean		1.940	2.255	2.073	1.676
Median		44.00	60.00	40.00	50.00
Mode		44	52 <sup>a</sup>	36 <sup>a</sup>	52
Std. Deviation		9.894	11.499	10.571	8.547
Range		40	40	48	36
Minimum		28	40	20	40
Maximum		68	80	68	76
Sum		1140	1584	1064	1312
Percentiles	25	35.00	52.00	32.00	44.00
	50	44.00	60.00	40.00	50.00
	75	49.00	72.00	48.00	56.00

Based on the table IV.3 above, we can see that mean score of experimental group after having treatment was (60.92), and standard deviation was (11.499).if we compare before having treatment, the mean score was (43.58), and standard deviation was (9.894). It means that the experimental group is better than before.

In the control group, after the treatment the mean score was (50.46), and standard deviation was (8.547). When we compare with control before, mean score was (40.92), and standard deviation was (10.571). It means that the control group after is better than before.

**Table IV. 4**  
**The Frequency Distribution of Reading Comprehension**  
**Test in Experimental Group**

**PreExp**

		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	28	1	3.8	3.8	3.8
	32	5	19.2	19.2	23.1
	36	2	7.7	7.7	30.8
	40	2	7.7	7.7	38.5
	44	6	23.1	23.1	61.5
	48	4	15.4	15.4	76.9
	52	2	7.7	7.7	84.6
	56	2	7.7	7.7	92.3
	60	1	3.8	3.8	96.2
	68	1	3.8	3.8	100.0
Total		26	100.0	100.0	

From the table IV.4, about the frequency distribution of the experimental group before shows the output from 26 respondents, the valid percent at interval 28 was 3.8%, at interval 32 was 19.2%, at interval 36 was 7.7%, at interval 40 was 7.7%, at interval 44 was 23.1%, at interval 48 was 15.4%, at interval 52 was 7.7%, at interval 56 was 7.7%, at interval 60 was 3.8%, at interval 68 was 3.8%.

**Table IV. 5**  
**The frequency Distribution of Reading Comprehension**  
**Test in Experimental Group**

		PostExp			
		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	40	1	3.8	3.8	3.8
	44	1	3.8	3.8	7.6
	48	1	3.8	3.8	11.4
	52	2	7.7	7.7	19.1
	56	1	3.8	3.8	22.9
	60	2	7.7	7.7	30.6
	64	2	7.7	7.7	38.3
	68	5	19.2	19.2	57.5
	72	6	23	23	80.5
	76	4	15.4	15.4	95.9
	80	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

From the table IV.5, about the frequency distribution of the experimental group before shows the output from 26 respondents, the valid percent at interval 40 was 3.8%, at interval 44 was 3.8%, at interval 48 was 11.15%, at interval 52 was 15.4%, at interval 56 was 11.5%, at interval 60 was 7.7%, at interval 64 was 7.7%, at interval 68 was 11.5%, at interval 72 was 7.7%, at interval 76 was 15.4%, at interval 80 was 3.8%.

**Table IV.6**  
**The Classification of Students' Post Test Score of Reading Comprehension at Experimental Class**

NO	THE SCORE LEVEL	FREQUENCY	CATEGORY
1	80-100	1	Good
2	60-79	19	Enough
3	30-59	6	Less
4	0-29	-	Fail

Based on the table above, it can be concluded that the classifications of the students' score: the category number 1 showed that 1 frequency, the category number 2 showed that 19 frequencies. Thus, the majority of the students' reading comprehension could be classified "**Enough Category**".

**Table IV. 7**  
**The frequency Distribution of Reading Comprehension Test in Control Group**  
**PreCtrl**

	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid 20	1	3.8	3.8	3.8
28	3	11.5	11.5	15.4
32	3	11.5	11.5	26.9
36	5	19.2	19.2	46.2
40	2	7.7	7.7	53.8
44	2	7.7	7.7	61.5
48	5	19.2	19.2	80.8
52	4	15.4	15.4	96.2
68	1	3.8	3.8	100.0
Total	26	100.0	100.0	

From the table IV.7, about the frequency distribution of the control group before shows the output from 26 respondents, the valid percent at

interval 20 was 3.8%, at interval 28 was 11.5%, at interval 32 was 11.15%, at interval 36 was 19.2%, at interval 40 was 7.7%, at interval 44 was 7.7%, at interval 48 was 19.2%, at interval 52 was 15.4%, at interval 68 was 3.8%.

**Table IV.8**  
**The frequency Distribution of Reading Comprehension**  
**Test in Control Group**  
**PostCtrl**

		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	40	5	19.2	19.2	19.2
	44	3	11.5	11.5	30.8
	48	5	19.2	19.2	50.0
	52	6	23.1	23.1	73.1
	56	3	11.5	11.5	84.6
	60	2	7.7	7.7	92.3
	64	1	3.8	3.8	96.2
	76	1	3.8	3.8	100.0
Total		26	100.0	100.0	

From the table IV.8, about the frequency distribution of the control group before shows the output from 26 respondents, the valid percent at interval 40 was 19.2%, at interval 44 was 11.5%, at interval 48 was 19.2%, at interval 52 was 23.1%, at interval 56 was 11.5%, at interval 60 was 7.7%, at interval 64 was 3.8%, at interval 76 was 3.8%.

**Table IV.9**  
**The Classification of Students' Post Test Score of Reading Comprehension at Control Class**

NO	THE SCORE LEVEL	FREQUENCY	CATEGORY
1	80-100	-	Good
2	60-79	4	Enough
3	30-59	22	Less
4	0-29	-	Fail

Based on the table above, it can be concluded that the classifications of the students' score: the category number 2 showed that 4 frequency, the category number 3 showed that 22 frequencies. Thus, the majority of the students' reading comprehension could be classified "**Less Category**".

### Independent Sample t-Test

**Table IV.10**  
**Group Statistics**

CLASS	N	MEAN	STD. DEVIATION	STD. ERROR MEAN
Test Score				
1	26	60.92	11.499	2.255
2	26	50.46	8.547	1.676

**Table IV.11**  
**Independent Samples Test**

10.46 2.810 2	Levene's Test for Equality of Variances		t-test for Equality of Means						
	4.806		16.117					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Tests Equal Sores variances assumed	5.210	.027	3.723	50	.001	10.462	2.810	4.818	16.106
Equal variances not assumed			3.723	46.164	.001				

After getting the output of analysis, the writer interprets the output as follows:

1. The output of group statistics shows that the mean of the experimental class is 60.92 and the mean of the control class is 50.46, and N (number of the case) for each class is 26. Standard deviation of the experimental class is 11.499 and standard deviation of the control class is 8.547. Standard error mean of the

experimental class is 2.255 and standard error mean of control class is 1.676.

2. The output of independent sample t-test result is 3.723, its df is 50, significant is 0.001, mean difference interval is 4.818, upper difference interval is 16.106.

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

1. By comparing  $t_o$  ( $t_{observation}$ ) to  $t_t$  ( $t_{table}$ ). From  $df = 50$ , it is found that the level of significance of 5% is  $2.01 < 3.723 > 2.68$ . It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.
2. By orienting the number of significance. If probability  $> 0.05$ , null hypothesis ( $H_o$ ) is accepted. If  $< 0.05$ , alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of t-test (3.723), it shows that there is a significant effect toward the students who were taught by using double-entry journals technique. It is proved by the finding (2.723) which is greater than  $t_{table}$  at 5% level of significance (2.01), while in the level of significance 1% (2.68). It can be stated that  $2.01 < 2.723 > 2.68$ . It means that the null hypothesis ( $H_o$ ) is accepted. In conclusion, teaching reading by using double-entry journals technique at the second year students of SMAN 3 Merbau is better than without using double-entry journals technique. Thus, there is significant

effect of using double-entry journals technique toward students reading comprehension at the second year students of SMAN 3 Merbau.

To identify the level of the effect of using double-entry journals technique toward reading comprehension of the second year, it was done by calculating coefficient ( $r^2$ ) by using the following formula:

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

$$r^2 = \frac{3.723^2}{3.723 + n - 2}$$

$$r^2 = \frac{13.860729}{13.860729 + 52 - 2}$$

$$r^2 = \frac{13.660729}{63.860729}$$

$$r^2 = 0.2170426$$

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

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

$$K_p = 0.2170426 \times 100\%$$

$$K_p = 21.70\%$$

Based on the analysis data about the students' ability in comprehending narrative text, it showed that mean of the students' ability in comprehending narrative text by using Double-Entry Journals technique was higher than mean of the students' ability in comprehending narrative text by using discussion strategy. The differences treatment of two classes taught to

the homogeny students were affected the differences students' score in comprehending narrative text.

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

1. The students' ability of the second year students at Senior High School 3 Merbau in comprehending narrative reading text by using discussion strategy had lower score. It was affected by different treatment used in teaching learning process.
2. The students' ability of the second year students at Senior High School 3 Merbau in comprehending narrative reading text by using Double-Entry Journals technique had higher score.
3. There is significant effect of using Double-Entry Journals technique in comprehending narrative text of the second year at Senior High School 3 Merbau.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After doing the research, it seems very important for the writer to make conclusion and give suggestions for the students and teacher.

#### **A. The Conclusion**

Based on the data analysis, the writer concludes that the effect of using Double-Entry Journals technique toward reading comprehension is:

1. The students' ability of the second year students at Senior High School 3 Merbau in comprehending narrative reading text by using discussion strategy had lower score. It was affected by different treatment used in teaching learning process.
2. The students' ability of the second year students at Senior High School 3 Merbau in comprehending narrative reading text by using Double-Entry Journals technique had higher score.
3. There is significant effect of using Double-Entry Journals technique in comprehending narrative text of the second year at Senior High School 3 Merbau.

## **B. The Suggestion**

Considering the result of this study, the writer would like to give some suggestions, they are as follows:

### **1. The Suggestion for Teacher**

- a. The researcher suggests English teacher to choose the suitable methods in teaching reading for their students. Because good methods or techniques influence the students skill in comprehending a reading text.
- b. The teacher should be creative to improve the students' comprehension in reading text by giving any assignments or home works.

### **2. The suggestion for Students**

- a. The students should be active in studying and creative to select kinds of reading in order to comprehend the texts.
- b. The students should be able to find their own technique to comprehend the reading text.
- c. The students should know about the content of the texts while reading some texts.

Finally, the writer considers that this study still needs validation from the next researcher that has the same topic as this study.

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