THE EFFECT OF USING SEQUENTIAL ORGANIZER STRATEGY TOWARD READING COMPREHENSION ON NARRATIVE TEXT OF THE FIRST YEAR STUDENTS AT SMA WIDYA GRAHA PEKANBARU

UIN SUSKA RIAU

BY

ZULMAINITA
NIM. 10914006045

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

THE EFFECT OF USING SEQUENTIAL ORGANIZER STRATEGY TOWARD READING COMPREHENSION ON NARRATIVE TEXT OF THE FIRST YEAR STUDENTS AT SMA WIDYA GRAHA PEKANBARU

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

UIN SUSKA RIAU

By

ZULMAINITA
NIM. 10914006045

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

SUPERVISOR APPROVAL

The thesis entitled *"The Effect of Using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru"* is written by Zulmainita, NIM. 10914006045. It has been accepted and approved by the Final Examination Committee of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, <u>Jumadil Akhir 14th 1434 H</u>
April,   23th 2013 M

Approved by

The Chairperson of English
Education Department   Supervisor

Dr. Hj. Zulhidah, M.Pd.   Dr. Hj. Zulhidah, M.Pd.

EXAMINER APPROVAL

This thesis entitled "*The Effect of Using Sequential Organizer Strategy Toward Reading Comprehension on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru*" written by Zulmainita NIM. 10914006045. It has been accepted and approved by the Final Examination Committe of Undergraduate Degree of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. It is submitted as partial requirements for bachelor degree award (S.Pd.) in English Education Department.

Pekanbaru, Sya'ban 20th 1434 H
June,   27th 2013M

Examination Committee

Chairman   Secretary

Drs. Azwir Salam, M.Ag.   Dr. Hj. Zulhidah, M.Pd.
Examiner I   Examiner II

Rizki Fiprinita, M.Pd.   Harum Natasha, M.Pd.
Caretaker Dean
Faculty of Education and Teacher Training

Drs. H. Promadi, M.A., Ph.D.
NIP. 19640827 199103 1009

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Beneficent and the Most merciful

Praise is to Allah the lord of universe. Regard and pray to our prophet Muhammad peace upon him.

The paper is submitted to fulfill a partial requirement of getting undergraduate degree at English Education Department of State Islamic University Sultan Syarif Kasim of Riau.

The title of this thesis is The Effect of Using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru.

In writing this paper, the writer gets many valuable helps, suggests, supports and advices from many people. Therefore the writer wishes to express thanks for all that had helped him in finishing this paper. They are:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim (UIN SUSKA) Riau, for an opportunity that had given to study in this University.

2. Drs. H. Promadi, M.A. Ph.D; the Dean of Tarbiyah Faculty and staff, for their help and valuable service for English students in writing a thesis.

3. Dr. Hj. Zulhidah, M.Pd, the Chairperson of English Education Department, and my beloved supervisor who has given the writer correction, advise, motivation, and guidance in finishing the thesis.

4. Miss Rizki Amelia, M.Pd, my beloved lecturer who has given correction and guidance in completing this thesis.

5. All lecturers who have given the writer their knowledge and information through the meeting in the class or personally.

6. The Headmaster of SMA Widya Graha Pekanbaru, Dra. Diana Raffles, M.Pd. , the English teacher Rahma Lina, S.Pdi, and all staffs that really help the writer finishing this research.

7. My beloved parents; Daswirmi and Mainidar who given great love, advice, support and pray. My beloved sisters; Yesi Amelia, Jamila Sari and Annisa Selvia and my beloved brother; M. Hidayat Tanjung, thanks for your love and support.

8. For all my Families, thanks for all

9. My beloved Friends: Suri Handayana, Elvi Yusri, Siti Maysarah, Rifaldi, Rizka Oktoberianto and, who have given the writer support to accomplish this thesis.

10. My classmates PBI E then all of my classmates PBI in academic year 2009. I love you all very much.

11. For all people who have given the writer the great support in conducting and finishing this thesis, which cannot be written one by one.

Finally, the writer realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almight, the lord of universe bless you all. Amien….

Pekanbaru, June 27th 2013

The writer

ZULMAINITA

10914006045

ABSTRAK

Zulmainita (2013):   **"Pengaruh Strategi Sequential Organizer terhadap Pemahaman Membaca Teks Narratif pada Siswa Kelas Satu di SMA Widya Graha Pekanbaru."**

Permasalahan yang dialami oleh siswa SMA Widya Graha Pekanbaru dalam memahami bacaaan sangat membutuhkan jalan keluar yang tepat. Dalam hal ini, guru sangat diharapkan untuk menemukan sebuah strategi yang bagus untuk meningkatkan kemampuan siswa tersebut dalam membaca yaitu dengan mengaplikasikan strategi Sequential Organizer sebagai pengganti strategi yang digunakan sebelumnya.

Tujuan dari penulisan ini adalah untuk mengetahui kemampuan siswa dalam memahami teks narratif sebelum diajarkan dengan menggunakan strategi Sequential Organizer, untuk mengetahui kemampuan siswa dalam memahami teks narratif setelah diajarkan dengan menggunakan strategi Sequential organizer, untuk mengetahui apakah ada dampak yang signifikan dari penggunaan strategi Sequential Organizer terhadap kemampuan memahami teks narratif pada siswa kelas 1 SMA Widya Graha Pekanbaru.

Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian pre-eksperimen. Penulis mengambil *one group pretest-posttest design*. Penulis menggunakan satu kelas sebagai sampel yang terdiri dari 32 siswa. Sebelum memberikan perlakuan, siswa diberikan pre-test dan post-test diberikan setelah perlakuan. Teknik pengumpulan data adalah test. Test digunakan dalam rangka untuk mengetahui kemampuan siswa dalam memahami teks narratif pada siswa kelas 1 SMA Widya Graha Pekanbaru. Teknik analisa data menggunakan rumus t_{hitung} dalam rangka untuk perbedaan rata-rata antara pre-test dan post-test secara manual.

Berdasarkan analisa data, penulis menyimpulkan bahwa ada dampak yang signifikan dari penggunaan strategi Sequential Organizer terhadap kemampuan memahami teks narratif pada siswa kelas 1 SMA Widya Graha Pekanbaru dengan mempertimbangkan t-test = 5,96 lebih besar dari pada t-table pada taraf signifikan 5%= 2,04 dan pada taraf 1%= 2,75. Yang mana 2,04   5,96   2,75. Hal ini berarti bahwa H_a diterima dan H_o ditolak.

ABSTRACT

Zulmainita (2013): **"The Effect of Using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text of the First Year Students at SMA Widya GrahaPekanbaru."**

Problems experienced by students at SMA Widya Graha Pekanbaruin reading comprehension really needed the correct solution. In this case, the teacher was expected to find a good strategy to improve the students' reading comprehension by applyingSequential Organizer strategy as a replacement of previous strategy.

This research was conducted with the objectives is to find out students' reading comprehension on narrative text before being taught by using Sequential Organizer strategy, to find out students' reading comprehension on narrative text after being taught by using Sequential Organizer strategy and to find out whether there is significant effect of using Sequential Organizer strategy toward reading comprehension on narrative text of the first year students at SMA Widya Graha Pekanbaru.

In this research, the type of research used was pre experimental research. The writer took one group pretest-posttest design. The writer used one class as sample that consists of 32 students. Before giving the treatment, the students were given pre-test and post-test were given after the treatment. The technique of collecting data was the test. The test was used in order to find out the students' reading comprehension on narrative text of the first year studentsat SMA Widya Graha Pekanbaru. The technique of data analysis used t-testformula in order to find out the amount relationship between pre-test and post-test manually.

Based on the data analysis, the writer has concluded that there is significant effect of using Sequential Organizer strategy toward reading comprehension on narrative text of the first year students at SMA Widya Graha Pekanbaru by considering t-test= 5,96 is higher than in the t-table that $t_{0,05}$ or level of significance 5% = 2,04 and $t_{0,01}$ or level of significance 1% = 2,75. that was 2,04 5,96 2,75. It means that $H_a$is accepted and H_o is rejected.

زولماي نيتا ( ) : تأثير إستراتيجياتمنظم متسلسل إلى الفهم القرائي النص السردي فى طلاب الصف الأول بالمدرسة عالية ويدياغراها بيكانبارو

المشكلات التي تصادفها طلاب لمدرسة عالية ويدياغراها بيكانباروو في الفهم القرائي بحاجة ماسة الحل الصحيح. في هذه الحالة، ومن المتوقع المعلم لإيجاد استراتيجية جيدة لتحسين قدرات الطلاب في القراءة، وهما من خلال تطبيق إستراتيجياتمنظم متسلسل كان استبدال الاستراتيجيات المستخدمة سابقا.

والغرض من هذه الورقة هو تحديد قدرة الطلاب على فهم النص السردي قبل استخدام تدرس استراتيجيات منظم متسلسل، لمعرفة قدرة الطلاب على فهم النص السردي بعد استخدام تدرس استراتيجيات منظم ومتسلسل، لتحديد ما إذا كانت هناك تأثير كبير من استخدام استراتيجيات لمنظم متسلسل القدرة على فهم النصوص السردية فى طلاب الصف الأول بالمدرسة عالية ويدياغراها بيكانبارو.

في هذه الدراسة، نوع من الدراسة هو دراسة ما قبل التجريبية. الكتاب يأخذ مجموعة واحدة ـتصميم. يستخدم المؤلف الفئة ك عينة من 32 .
قبل الاختبار ويعطى بعد الاختبار بعد العلاج. تقنية جمع البيانات هو اختبار.
تحديد قدرة الطلاب على فهم النصوص السردية فى طلاب الصف الأول بالمدرسة عالية ويدياغراها بيكانبارو. تحليل البيانات باستخدام صيغة تي من أجل أن متوسط الفارقبينماقبلالاختبار وبعد الاختبار يدويا.

وبناء على تحليل البيانات، وخلص الباحثون أن هناك تأثير كبير من استخدام إستراتيجياتمنظم متسلسل إلى الفهم القرائي النص السردي فى طلاب الصف الأول بالمدرسة عالية ويدياغراها بيكانبارو = , = , = , . , , , . وهذا يعني أن يتم قبول ها ويتم رفض هو .

THE LIST OF CONTENT

THE LIST OF TABLE

THE LIST OF DIAGRAMS

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of receptive skill. It is one of the language skill that must be mastered by the students. Reading becomes a problem for some students because it is not an easy work. Reading takes time for study and practise as to develop this skill.

Reading is a visual process vision, is symbolic process of seeing an item/symbol and translating it into an idea/image[1]. In addition, reading is the ability to receive some information, to get pleasure, to get main idea, and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, etc. So, everybody can improve their knowledge and get pleasure[2].

Furthermore, According to Kalayo Hasibuan[3], reading is an activity with a purpose. The purpose of the reading will be achieved not only when the reader comprehend the reading text as well but also when the reader know which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose. Based on the quotation above, it is very clear that the students of Junior High School level are

---

[1]Joseph Bennete. 1997. *A Course in Light Speed Reading, "A Return to Natural Intuitive Reading"*, First Published. Fifth ed. Oregon: AM University. [E-Book] p. 23.
[2]Celce Murcia. 2001. *Teaching English as a Second or Foreign Language*, Boston: Heinle & Heinle. p.187.
[3]Kalayo Hasibuan and Muhammad Fauzan A. 2007. *Teaching English as Foreign Language (TEFL).* Pekanbaru: Alaf Riau Graha UNRI Press.p.114.

strongly expected to know the approach of reading skill to comprehend the reading text as well.

SMA Widya Graha Pekanbaru is one of school in Pekanbaru, this school is located at Sakuntala street. In order to support students' need toward reading, School Based Curriculum (KTSP) provides reading as one of the English standard competences that must be taught and learned in Senior High School. SMA Widya Graha Pekanbaru is one of the schools that uses School Based Curriculum (KTSP) as its guidance in teaching and learning process.

According to syllabus 2011/2012 at SMA Widya Graha Pekanbaru, there are two basic competences that should be achieved by students at the first year of senior high school. First, students are able to respond the meaning of short functional text accurately and fluently in daily life context. Second, students are able to respond the meaning and the rhetorical steps of the monologue/essay in the form of narrative, descriptive, and news item text accurately and fluently in daily life context. So, one of genres that should be learned by students is the narrative text. Then, the standard of competence is the students are able to understand the meaning of short functional text in the form of narrative, descriptive, and news item in daily life context and to access knowledges.[4] In SMA Widya Graha, English has been taught since the first year of English teaching period. English is taught twice a week with duration 45 Minutes for one lesson.

---

[4] Tim Kurikulum SMA WIDYA GRAHA Pekanbaru. 2011. *Syllabus of SMA WIDYA GRAHA Pekanbaru 2011/2012*. Pekanbaru: SMA WIDYA GRAHA. Unpublished. p. 19-20.

Based on the writer's observation at SMA Widya Graha Pekanbaru, the teacher used Contextual Teaching Learning (CTL) and Cooperative Learning Strategy. The teacher gave stimulus to the students, such as gave material about how to read loudly with kinds of texts, how to identify topic from the text, etc. Then, the teacher discussed the material with the students. After that the teacher gave chance to the students, communicate orally or do presentation about how to read loudly with pronunciation and intonation correctly, indetify the topic form the text. Furthermore, the teacher asks the students to do assignment in students handbook. At the end of the class, the students get feedback toward their reading from the teacher and submit their reading. Based on the narrative above, ideally the students of SMA Widya Graha Pekanbaru are able to read. But, in fact, the teacher found many students who still did not understand and get difficulties in reading.

Based on the writer's preliminary research at the first year students at SMA Widya Graha Pekanbaru, thought this school has done a lot of efforts to increase students' english competences, the students seem not to perform their english proficiency based on the indicators. Actually the passing score or KKM of English Subject that is settled by this school is 7,2. But some of students still did not reach the passing score or KKM. The The problem faced by the students will be outlined in the following phenomena:

1. Some of students are not able to identify Pronominal References in Narrative Text

2. Some of students are not able to identify the Main Ideas of the Narrative Text

3. Some of students are not able to identify the Language Features of Narrative Text

   example : time conjunction, action verb, tenses, etc.

4. Some of students are not able to identify the Generic Structures of the Narrative Text

   example : orientation, complication, and resolution.

5. Some of students are not able to make Inferences in Narrative text

According to phenomena above, the researcher assume that most of students of the first year at SMA Widya Graha Pekanbaru, still have difficulties to comprehend the Narrative text. To improve students' reading comprehension the narrative text needs an appropriate strategy which is used to give solution of their problem. There is a powerful strategy that can help them to comprehend the narrative text called Sequential Organizer Strategy. This is a powerful strategy that can help them to comprehend the narrative text. Sequential Organizer Strategy is a strategy that helps students organize information in text, as well as other printed material assigned in the classroom.

The writer considers that Sequential Organizer Strategy can help students to comprehend the narrative text.

There are some benefits from Sequential Organizer Strategy. First, Sequential Organizers are more effective, it can improve students' reading

comprehension. Second, as with any lesson, provide appropriate scaffolding to support the varying needs of all students; students need instruction and practice in using Sequential Organizer. Third, help the students to organize information. Fourth, make the information easy to understand and learn. Finally, once students are ready, students can use them independently and teachers can use them as assessment tools.

Based on the explanation and the problems above, the writer is interesed in conducting a research entitled "**The Effect of Using Sequential Organizer Strategy Toward Reading Comprehension on Narrative Text of The First Year Students at SMA Widya Graha Pekanbaru".**

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to define a number of terms used in this study.

1. Sequential Organizer

Sequential Organizer is one kinds of graphic organizer which provides scaffold instructional sequence. This helps students organize information in text, as well as other printed material assigned in the classroom.

Sequence means "the following of one thing after another", such as the chronological order of events in history, or the steps to carry out a

procedure. Students find it easier to understand sequencing than any other text structure[5].

2. Strategy

Strategy is a series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students efforts and to remind the student what to do at each stage of the process[6].

3. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[7]

4. Narrative Text

A narrative text is an imaginative story to entertain people or a spoken or written account of connected events; a story. Narratives construct a pattern of events with a problematic and/or unexpected outcome thatentertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them.

---

[5]Jitendra, A. *an Exploratory Study of Schema Based Word Problem Solving Instruction for Middle School Student.* [E-Book]. p. 41.

[6]Robert Reid and Torri Ortiz Lienemann. 2006. *Strategy Instruction for Students with Learning Disabilities.* New York: The Guilford Press. [E-Book]. p. 18.

[7] Jannette K. Klingner, Sharon Vaughn, and Allison Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press. [E-Book]. p. 2.

Narratives incorporate patterns of behaviour that are generally highly valued.[8]

The researcher uses Narrative as one of genres in reading comprehension.

C. The Problem

1. The Identification of the Problem

Based on the background and the phenomena above, the researcher finds out that the problems that will be identified as follows :

a. Why are some of students unable to identify the main ideas of the narrative text ?

b. Why are some of students unable to identify the language feature of narrative text ?

c. Why are some of students unable to identify the generic structure of the narrative text ?

d. Why are some of students difficult to find the key word on Narrative text ?

e. How is Students' reading comprehension after being taught by using Sequential Organizer strategy ?

f. How is Students' reading comprehension after being taught by using Sequential Organizer strategy ?

---

[8] *English k6 Module.* 2001. Sydney: Board of Studies NSW. p. 113

g. Is there any significant effect of using Sequential Organizer Strategy Toward Reading Comprehension of the First Year Students at SMA Widya Graha Pekanbaru?

2. The Limitation of the Problem

Based on the identifications of the problems above, there are a lot of problems involving in this research. However, the researcher consider the limitation of this research based on the knowledge, time, and financial. Thus, it is necessary to limit the research on the Using of Sequential Organizer Strategy and Reading Comprehension on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru.

3. The Formulation of the Problem

Based on the identification above, finally the problem will be formulated as follows :

a. How is the students' reading comprehension on Narrative text before being taught by using Sequential Organizer Strategy of the First Year Students at SMA Widya Graha Pekanbaru?

b. How is the students' reading comprehension on Narrative text after being taught by using Sequential Organizer Strategy of the First Year Students at SMA Widya Graha Pekanbaru ?

c. Is there any significant effect of using Sequential Organizer Strategy of the First Year at SMA Widya Graha Pekanbaru?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

a. To find out students' reading comprehension on Narrative text before being taught by using Sequential Organizer Strategy of the first year students at SMA Widya Graha Pekanbaru.

b. To find out student's reading comprehension on Narrative Text after being taught by using Sequential Organizer Strategy of the first year students at SMA Widya Graha Pekanbaru.

c. To find out whether there is any significant effect of using Sequential Organizer Strategy of the First Year at SMA Widya Graha Pekanbaru.

2. The Significance of the Research

The research activity is significantly carried out the following needs, they are :

a. To give a contribution to English teachers concerning with reading comprehension.

b. To provide useful information for the readers in conducting such a research.

c. To fulfill one requirements to finish writer's study in State Islamic University Sultan Syarif Kasim Riau.

d. To be beneficial findings in education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading

Reading is a complex process involving network of cognitive actions that work together to construct meaning[9]. Reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. The visual process of taking in information visually and translating that into dimensions of thought is very rapid. It moves at the speed of thought[10].

Reading is a complex activity and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for consideration and evaluating effects. At the lower levels emphasis is placed on accurate and fluent reading and on reading with understanding. Response to texts is included at all levels but becomes more prominent later, as do strategies for information retrieval. It is the sense of a text as an artefact and critical evaluation of it which

---

[9]Linda J. Dorn & Carla Soffos. 2005. *Teaching for Deep Comprehension.* Portland: Stenhouse Publisher. [E-Book]. p. 6.

[10]Joseph Bennete. 1997. *A Course in Light Speed Reading, "A Return to Natural Intuitive Reading".* First Published. Fifth ed. Oregon: AM University. [E-Book]. p. 23.

distinguishes pupils' responses at the upper levels. Throughout the levels, there is reference to all the following aspects, with different emphases:

   a. reading accurately and fluently, using different strategies;

   b. establishing meaning and showing understanding;

   c. using inference and deduction;

   d. locating key aspects, ideas, information and using them as appropriate;

   e. identifying and commenting on character, language, theme, structure;

   f. responding to what has been read, expressing preferences and making critical evaluations;

   g. referring to texts as appropriate to explain and support views.[11]

So, reading is a complex activity that involves many aspects with difference emphases.

b. **The Nature of Comprehension**

Comprehension is a constructive process regulated by emotional, perceptual, and social experiences.[12]

According to the International Reading Association's *Dictionary of Reading,* the meaning of *comprehension* is the process of getting meaning

---

[11] Colin Harrison and Terry Salinger. 1998. *Assesing Reading 1 : Theory and Practice.* London: Routledge. [E-Book]. p. 89

[12] Linda J. Dorn & Carla Soffos. 2005. *Teaching for Deep Comprehension.* Portland: Stenhouse Publisher. [E-Book]. p. 14.

of a communication, as in a personal letter, speech, sign language; the knowledge or understanding that is the result of such a process.[13]

Comprehension is:[14]

1. Proactive, because a reader must be actively thinking and constantly monitoring the meaning.

2. Tentative, because predictions made in one moment may change in the next moment.

3. Personal, in that meaning resides in the reader's interpretation, which in turn is controlled by his or her prior knowledge.

4. Transactive, because the reader's background interacts with the author's intention.

5. Thoughtful, because you must always analyze the clues the author provides.

6. Imagistic, because (in narrative text particularly) you use the author's descriptive language to create a picture in your mind of what is happening.

7. Inferential, because the reader can only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another.

---

[13] Colin Harrison. 2004. *Understanding Reading Development.* California: Sage Publication. p. 51.
[14] Gerald G. Duffy. 2009. *Explaining Reading: a Resource for Teaching Concepts, Skills, and Strategies.* New York: Guildford Press. Second Edition. p. 18-19

Reflective, in that good readers evaluate what they have read and determine its significance and/or how it can be used after finishing reading.

c. Reading Comprehension

Comprehension entails three elements:[15]

1.) The Reader (*who is doing the comprehending*)

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged. Fluency can be conceptualized as both an antecedent to and a consequence of comprehension.

As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading.

---

[15] Catherine Snow .et.al. 2002. .*Reading for Understanding: Toward a Research and Development Program in Reading Comprehension* (Report). Airlington: RAND EDUCATION. p. 11-15.

Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways—the comprehension of the text under current consideration and comprehension capacities more generally.

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

2.) The Text *(that is to be comprehended)*

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from

text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge.

When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal

comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass high stakes exams and to make themselves employable.

3.) The Activity (*in which comprehension is a part***)**

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment). The purpose

is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text.

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has.

2. The Component of Reading Comprehension

According to Philips in Brown, there are eight component of reading comprehension features. They are main idea, expression/idiom/phrases in context, inference, grammatical feature, detail including facts not written, supporting idea, and vocabulary in context.[16]

Then, According to Barrett, Reading Comprehension divided into 5 categories, there are :[17]

a. Literal Comprehension

Literal comprehension focused on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher question designed to elicit response at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incident in a reading selection.

1.) *Recognition*

Recognition requires the students to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection. Recognition tasks are :

---

[16] H. Douglas Brown. 2003. *Language Assessment: Principle and Classroom Practice.* California: Longman Pearson. [E-Book]. p. 206.
[17] Barrett. 1968. *Reading in a Foreign Language.* USA: Longman. [E-Book]. p. 5-25.

a.) Recognition of detail

The student is required to locate or identify or to call-up from memory such facts as the names of characters, the time a story took place, the setting of a story, or an incident described in the story, when such facts are explicitly stated in the selection.

b.) Recognition or Recall of Main Ideas

The student is asked to locate or identify or to produce from memory an explicit statement in or from a selection which is the main idea of a paragraph or a larger portion from the selection.

c.) Recognition or Recall of Sequence

The student is required to locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.

d.) Recognition or Recall of Comparisons

The student is requested to locate or identify or to produce from memory likenesses and differences among characters times in history, or places that are explicitly compared by an author.

e.) Recognition or Recall of Cause and Effect Relationships

The student in this instance may be required to locate or identify or to re-produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.

f.) Recognition or Recall of Character Traits

The student is requested to identify or locate or to call up from memory statements about a character which help to point up the type of person he was, when such statements were made by the author of the selection.

2.) Recall

Recall require the students to produce form memory ideas and information explicitly stated in reading selection. Recall tasks are :

a) Recall of details

The student is asked to produce from memory facts such as the names of characters, the time of story, or the place of the story.

b) Recall of Main Ideas

The student is required to state the main ideas of a paragraph or a largr portion of the selection from memory, when the main idea is explicitly stated in the selection.

c) Recall of Sequence

The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection.

d) Recall of Comparison

The student is required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection.

e) Recall of Cause and Effect Relationships

The student is requested to produce from memory explicitly stated rasons for certain happenings or action in the selection.

f) Recall of Character Traits

The student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are.

b. **Reorganization**

Reorganization requires students to analyze, synthesize and or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements. Reorganization tasks are :

1) Classifying

In this instance the student is required to place people, things, places, and /or event into categories.

2) Outlining

The student is requested to organize the selction in outline form using direct statements or paraphrased statements form the selection.

3) Summarizing

The student is asked to condense the selection using direct or paraphrased staetmnts from the selection.

4) Synthesizing

The student is requested to consolidate explicit ideas or information from more tha one source.

c. Inferential Comprehension

Inferential comprehension is demonstrated by the student when he uses a synthesis of the literal content of a selection, his personal knowledge, his intuition and his imagination as a basis for conjectures or hypotheses.

1) Inferring Supporting Details

In this instance, the student is asked to conjecture about additional facts the author might have included in the selection

which would have made it more informative, interesting or appealing.

2) Inferring the Main Idea

The student is required to provide main ideas, general significance, theme, or moral which is not explicitly stated in the selection.

3) Inferring Sequence

The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents; he may be asked to hypothesize about what would happen next; or he may be asked to hypothesize about the beginning of a story if the author had not started where he d id.

4) Inferring Comparisons

The student is required to infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as "here and there", "he and she", and "she and she".

5) Inferring Cause and Effect Relationships

The student is required to hypothesize about the motives of characters and their interactions with others and with time and place. He may also be required to conjecture as to what caused the

author to include certain ideas, words, characterizations and action in this writing.

6) Inferring Character Traits

In this case, the student may be asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

7) Predicting Outcomes

The student is requested to read an initial portion of the selection, and on the basis of this reading he conjectures about the outcome of the selection.

8) Inferring About Figurative Language

The student, in this instance, is asked to infer literal meanings from author's figurative use of language.

d. Evaluation

Evaluation is demonstrated by a student when he makes judgments about the content of a reading selection by comparing it with external criteria, e.g., information provided by the teacher on the subject, authorities on the subject, or by accredited written sources on the subject, or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject under consideration.

1) Judgments of Reality or Fantasy

The student is required to determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience.

2) Judgments of Fact or Opinion

In this case the student is asked to decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.

3) Judgments of Adequacy or Validity

Tasks of this type call for the reader to judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject.

4) Judgments of Appropriateness

Evaluation tasks of this type require the student to determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem.

5) Judgments of worth, Desirability or Acceptability

In this instance, the student may be requested to pass judgments on the suitability of a character's actions in a particular incident or episode.

e. Appreciation

Appreciation for involves all the previously cited cognitive dimension of reading, for it deals with the psychological, and aesthetic impact of the selection on the reader. Appreciation calls for the student ot be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements.

1) Emotional Response to the Content

The student is requested to demonstrate his reaction to a selection in terms of the visceral effect it had upon him.

2) Identification with Characters and Incidents

Tasks of this nature will elicit response from the reader that demonstrates his sensitivity to sympathy for, or empathy with characters and events portrayed by the author.

3) Reactions to the Author's Use of Language

In this instance, the student is required to recognize and respond to the author's craftsmanship in his use of words.

4) Imagery

In this instance, the reader is called upon to recognize and respond to the author's artistic ability to "pain word pictures" that cause him to visualize smell, taste, hear or feel the things the author is describing.

3. Teaching Reading

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to flight. The selection of reading material should be authentic. The purpose of teaching reading are 'we want our students to learn how language is used for conveying content, and we want students to develop the skill needed to extract the content from the language that expresses it.

Teacher should know what their students' in teaching reading. According to Jeremy Harmer, there are six principles in teaching reading : [18]

a. Reading is not a Passive Skill

Reading is not an incredibly active occupation. To do it successfully, we have to understand what the words mean, understand the arguments, and workout if we agree with them.

b. Students Need to be Engaged with What They are Reading

Students who are not engaged with the reading text, not actively intereste in what they are doing- are less likely to benefit from it. When they are really fired by the topic or the task they get much more from what is in front of them.

c. Students should be Encouraged to Respond the Content of a Reading Text, not just to the Language

it is especially important that they should be allow to express their feelings about the topic.

---

[18]Jeremy Harmer. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Longman. [E-book]. p. 70-71.

d. Prediction is a Major Factor in Reading

When we read texts in own language, we frequently have a good idea of the content before we actually read. It will make them better and more engaged readers.

e. **Match the Task to the Topic**

once decision has been taken about what reading text the students ar going to read, use need to choose good reading tasks.

f. Good Teachers Exploits Reading Texts to the Full

Good teachers integrate the reading text into interesting class sequences using the topic for discussion and for the tasks, using the language for study and later activation.

4. Models of Reading Process

Psychologists have generally distinguished three kinds of processing:[19]

a) Bottom-up Model

Bottom-up model of reading process holds the view that reading is a process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes toward reading. In this model, readers begin with the lowest level, from which the symbols are identified. Strings of symbols are then analyzed into morphological clusters, from which words are recognized and then strings of words are analyzed into phrases and sentences. The meaning of

---

[19] Li Xiao-hui, Wu Jun, Wang Wei-hua. (Volume : 5, No. 11, November, 2007). *Analysis of Schema Theory and its Influence on Reading.* Wu han: School of Foreign Languages, University of Technology , Wuhan 430070, China. p. 19.

the text is expected to come naturally as the code is broken based on the reader's prior knowledge of linguistic units like vocabulary, grammar, syntax. Therefore, from the point of view of bottom-up model, accuracy in understanding linguistic units is very significant and the lower-level processing skills in reading are important. This model weakens the significance of reading comprehension because the focus is on the understanding of linguistic knowledge but little attention is paid to schema, i.e. related cultural background, the whole text, etc.

b) Top-down Model

Top-down model emphasizes the use of readers' real world knowledge in memory. Readers do not read every word, but see through the text in order to be able to guess the meaning of the words or phrases. During this model reading process, readers take in larger units of meaning of the text at a time, match what they already know with the meaning they derive from the text. Top-down processing occurs as the system makes general predictions based on higher level and general schemata. It searches the input for information to fit into these partially satisfied, higher order schemata.

c) Interactive model

From the discussion above, it can be concluded that both bottom-up and top-down models have limitations. The recognition of this results in a more comprehensive reading process, namely, interactive model which is an interaction of bottom-up and top-down models claiming that

prior knowledge and prediction facilitate the processing of input from the text. The interaction in this perspective takes place at three levels:

1) the interaction between lower-level and higher-level skills;

2) between bottom-up processing and top-down processing;

3) between the background knowledge presupposed in the text and the background of the reader.

In interactive reading processing, both bottom-up and top-down processing should be occurring at all levels simultaneously. Readers may employ bottom-up process as a base for comprehending a text and then turn to top-down process to execute high-level interpretation of the content of the text. Prediction of the content will be confirmed, revised or rejected through further data analysis. Interactive model of reading process is the combination of bottom-up and top-down models, and thus absorbs their merits and avoids the limitations to a great extent. Till now, this is the most effective reading processing.

5. Narrative Text

The basic purpose of narrative text is to entertain, to gain and hold a reader's interest. However, narratives can also be written to teach or inform, to change attitudes or social opinions. Narratives sequence people/ characters in time and place and set up one or more problems which must eventually be resolved.

a. **Generic Structure of Narrative**

A narrative text consists of the following structure:

1.) Orientation: Introducing the participants and informing the time and the place

2.) Complication: Describing the rising crises which the participants have to do with

3.) Resolution: Showing the way of participant to solve the crises, better or worse.

b. **Language Features of Narrative**

1) Focus on specific participant

2) Using processes verbs

3) Using temporal conjunction

4) Using Simple Past Tense[20]

so, the Narrative text is a kind of text tell about a story, is intended to entertaint the reader. Then, this text has generic structures and language features or Lexicogrammatical.

6. **The Using of Sequential Organizer Strategy toward Reading Comprehension**

Sequential organizer is visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. This strategy developed by Barton and Winston

---

[20]Nofri Anten. 2010. *Discussion Materials of Genre for Senior High School Students.* Solok.. p.14

(1998) and further described by Beer (2000). Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

Sequential Organizer is a strategy which provides scaffold instructional sequence. This helps students organize information in text, as well as other printed material assigned in the classroom.

According to Braselton and Decker, one of the best known strategy for improving students' reading comprehension is called Sequential Organizer Strategy. This strategy is intended to improve students reading comprehension and to organize information in a manner that makes the information easier to understand and learn".

The sequential organizer assists in concept development, but is strongest in presenting the order of events or actions. It is especially useful in strengthening higher levels of thinking through applying logical thinking. Sequence means "the following of one thing after another", such as the chronological order of events in history, or the steps to carry out a procedure. Students find it easier to understand sequencing than any other text structure. This strategy used for narrative and procedure text.[21]

However, the precise point of implementation does appear to influence the degree of Sequential organizer' effectiveness. In their comprehensive review, Moore and Readence report that the point of implementation is a crucial factor in determining the magnitude of improvement in learning

---

[21]Sequential Organizer. Retrieved on April 10th 2011. From http: //educationalpdgraphicorganizers,blogspot.com

outcome. When Sequential organizer were used as a pre-reading activity, average effect sizes were small. In contrast, Sequential organizer used as a follow-up to reading yielded somewhat large improvements in learning outcomes.Thus, efforts to improve learning outcomes may be more successful when Sequential organizer are introduced after the learning material.[22]

Figure of Sequential Organizer :

SEQUENTIAL ORGANIZER

TOPIC

↓

SEQUENCE

↓

MAIN IDEA STATEMENT

---
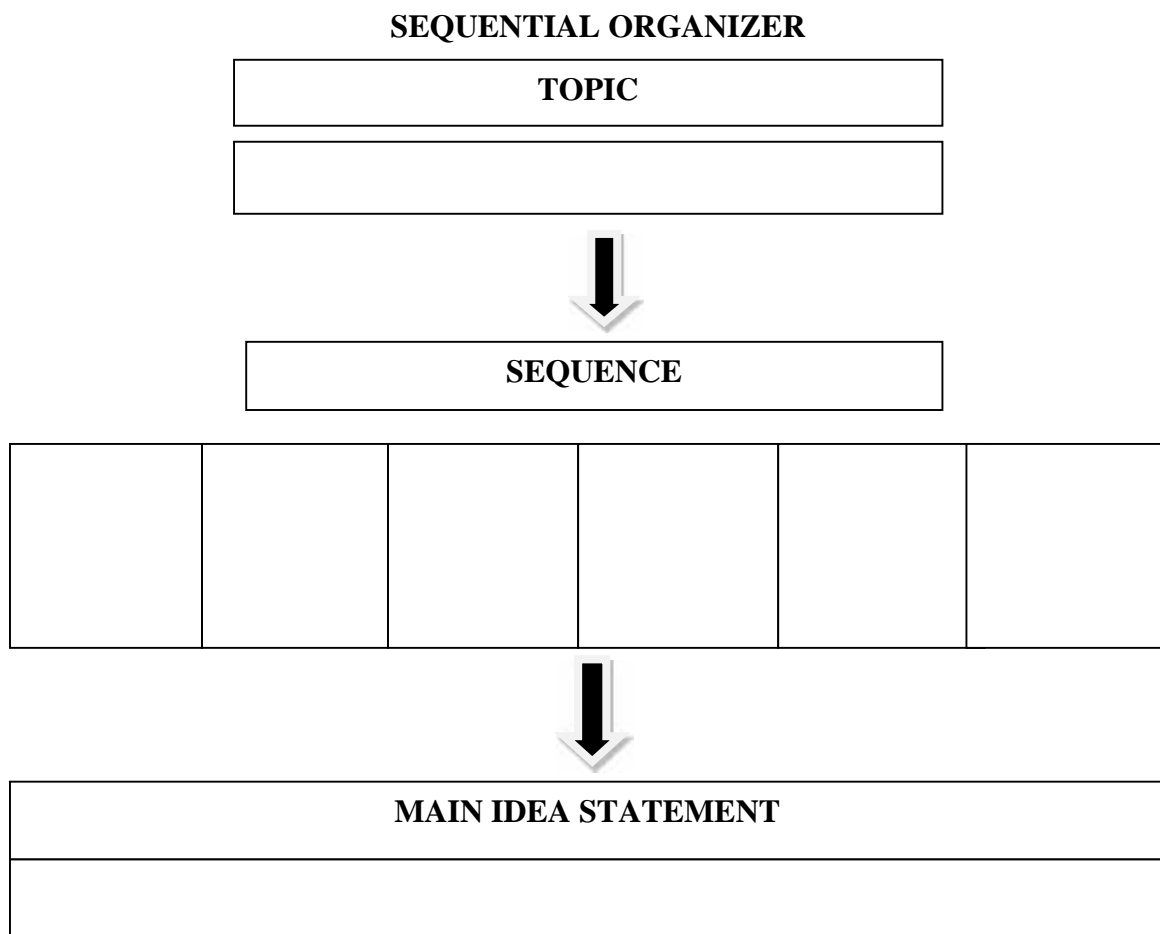
[22] Jhon Aitken. 2005. *Content Area Reading Curriculum Guide.* Northaven: Shelby County School. p. 97.

The Steps of this strategy are :

1. Asks the students to read the text

2. Asks the students to analyze the text

3. Asks the students to put their ideas from the text into the graphic provide by the teacher

4. At the top identify the topic.

5. In each box lists the order of events sequentially.

6. Writes a main idea statement in the box at the bottom of the organizer

7. Collects the students graphics

8. The teacher evaluates the students graphics[23]

B. Relevant Research

According to Syafi'i, relevant research is requiring to observe some previous researcher conducted by other researchers in which they are relevant to our research itself.[24] Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research, that of :

This Research has relevance with other research, a research from Chiu-ling Chiang, her research has shown that the graphic organizer is effective in facilitating reading comprehension and learning attitudes when students

---

[23] Billmeyer, Rachel and Mary Lee Barton. 1998. *Teaching Reading in the Content Areas: If Not Me, ThenWho? McREL/ASCD.*2nd Edition. New Jersey: McRel Middle Continental Regional Educational Laboratory.

[24] M. Syafi'i. 2007. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. Pekanbaru: LBS. p.122.

construct their own graphic organizers cooperatively in group work in the post reading session.[25]

Then, in Tracey Sharrock thesis, he focused on the effect of Sequential Organizer Strategy on Students' Writing. Sequential Organizer is credited to be tool that can guide students through the four stages of the writing process: prewriting, drafting, revising, and publishing and sharing. This study investigated whether there would be any significant difference in scores between students' writing with the use of sequential organizer and students' writing without the use of sequential organizer.She found that the results indicated that the students using the sequential organizer showed an improvement in their creative writing.[26]

C. Operational Concept

Operational concept is the concept used to give an explanation about theoretical framework and elaborated in order to avoid misunderstanding in this research. It should be interpreted into particular words in order to be easy to measured. It gives clear description of the variables. Syafi'i explains that all related theoretical frameworks can be operated in the operational concept[27].

---

[25]Chiu-ling Chiang. 2005. *The Effect of Grapic Organizers on Taiwaness Tertiary Students' EFL Reading Comprehension Attitudes towards Reading in English (Thesis).* Australian Catholic University: Faculty of Education.

[26]Tracey Sharrock. 2008. *The Effect of Sequential Organizer Strategy on Students' Writing .* Kenneshaw State University.

[27]M.Syafi'I. 2007. *From Paragraph to a Research Report : A Writing of English for Academic Purposes.* Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI). p.122.

There are X and Y variables in this research. The X variable or independent variable is the use of Sequential Organizer strategy. In other hand, the Y variable or dependent variable is Reading Comprehension.

1. The Procedure of the use of Sequential Organizer strategy :

   a. The teacher asks each of the students to read the text individually.

   b. The teacher asks each of the students to analyze the title, the participants, events, time, and place of the story in the text.

   c. After each of students analyze the text, the teacher asks them to put their ideas into the graphic provide by the teacher.

   d. The teacher asks the students to put the topic or title of the story at the top of graphic.

   e. The teacher asks the students to list the events sequentially in each box of the graphic.

   f. The teacher asks the students write the main idea statement in the box at the bottom of graphic provide by the teacher.

   g. The teacher collects the students graphics

   h. The teacher evaluates the students graphics[28].

2. Indicators of variable Y or Reading Comprehension :

   a. The students are able to identify Pronominal references in narrative text

   b. The students are able to identify Main ideas in narrative text

   c. The students are able to identify the Generic structure of narrative text

[28]Billmeyer, Rachel and Mary Lee Barton. 1998. *Teaching Reading in the Content Areas: If Not Me, Then Who? McREL/ASCD.*2nd Edition. New Jersey: McRel Middle Continental Regional Educational Laboratory. [E-Book]. p. 34.

d. The students are able to identify Language Features of narrative text

e. The students are able to make inferences in narrative text

f. The students are able to identify the purpose of narrative text[29]

D. The Assumption and Hypothesis

1. Assumption

The writer assumes that :

a. Sequential Organizer Strategy can help the students to comprehend the reading text.

b. The Students who treated with Sequential Organizer Strategy achieve better reading comprehension than those who are not treated Sequential Organizer Strategy.

2. Hypothesis

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

H_a : There is a significant difference of mean pre-test and post-test scores of the First Year Students at SMA Widya Graha Pekanbaru.

H_o : There is no significant difference of mean pre-test and post-test scores of the First Year Students at SMA Widya Graha Pekanbaru.

---

[29] *English k6 Module.* 2001. Sydney: Board of Studies NSW. p. 113

CHAPTER III

THE RESEARCH METHOD

A. The Design of Research

The type of the research is experimental research. According Jhon, W. Cresswell[30], "experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable". The design of this research is pre-experimental design, which used the one group pretest-posttest design. According to Gay and Airasian[31], the one group pretest-posttest design is a design that involves a single group in which it is pretested, exposed to a treatment and posttest. In conducting the research, one class of the First year students of SMA Widya Graha Pekanbaru was involved. The students were administered by giving pre-test at the beginning in order to know their ability in comprehending the narrative text. After that they were given the treatment at the middle. During treatment, the researcher collaborated with the observer. At the end, they were given post-test. In the research, the pre-test and post-test were compared in order to determine the Effect of Using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text. The design of this research can be illustrated as follow :

---

[30] John. W. Cresswell. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitave and Qualitative Research* . New Jersey: Pearson Education. p.299

[31] L.R. Gay and Peter Airasian. 2000. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall. p.389

TABLE III.1

Research Design

O_1	X	O_2

Where :

O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. The Location and Time of the Research

The Research was conducted at SMA Widya Graha Pekanbaru. The Research was done one month, started on the March until April.

C. The Subject and Object of the Research

The Subject of this research was the First Year Students at SMA Widya Graha Pekanbaru and the Object of this research was the effect of using Sequential Organizer Strategy toward reading comprehension on narrative text of the First Year Students at SMA Widya Graha Pekanbaru.

D. The Population and Sample of the Research

1. Population

The population of this research was the First Year Students at SMA Widya Graha Pekanbaru, which consist of one class is X IPS (32 students). Based on the data above, the population counted 32 Students. Because of

that in this research the writer used Pre-Experimental Research, that was One

Group Pre-test Post-test Design.

TABLE III.2
The Total Population of the First Year Students at SMA Widya Graha
Pekanbaru 2011-2012

No	Class	Male	Female	Total
1.	X IPS	14	18	32
Total				32

2. **Sample**

The sample of this research was Total sampling. According to

Suharsimi, If the Population 32 Students, so 32 Students to be taken as

Sample.[32]

E. **The Technique of Collecting Data**

To get some data that are needed to support this research, the writer

applied the techniques as follows :

1. **Test**

Testing is the way in which the information about people language

ability can be gathered. The test was distributed to measure the student's

reading comprehension in narrative texts. The test was divided into two

test; pre-test which is given before the treatment and post-test is given

after doing the treatment. The test was a multiple choices. Hughes stated

that is the items requires the students to select the correct answer, which

offer overworked teacher the tempting possibility of an easy and consistent

_____

[32]Suharsimi Arikunto. 2009. *Prosedur Penelitian*. Jakarta: Bumi Aksara

process of scoring and grading[33]. Multiple choice can assess the student's ability in comprehension.

Then, the writer was took the total score from the result of the reading comprehension test. The classification of the students' score is shown below:[34]

Table III.3
The Classification of Students' Score

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

2. Try Out

Try out was used to know the Item Difficulties, validity and reliability. The researcher conducted try out in another SMA in Pekanbaru. There were twenty questions in multiple choice form. They were 1 IPS 1 that follow this try out.

---

[33]Douglass Brown &Abeywickrama Priyanvada, 2010. *Language Assessment "Principles and Classroom Practices"*. Second Edition. White Plains: Pearson Longman. p. 67.

[34] Suharsimi Arikunto. 2009. *Dasar-dasar Evaluasi Pendidikan.* Jakarta: Bumi Aksara. p.245

F. The Item Difficulties, Validity, and Reliability

1. The item difficulties

Before getting the data, the researcher used all of items in try out. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was   0.30 and   0.70[35].

The items that could not fulfil the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

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

Where:

P = Difficulty level

B = The number of correct answer

JS = The number of students

For example, if the number 1 was correct by 8 students of 20 students, the difficulty could be calculated as follows:

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

$$P = \frac{8}{20}$$

$$P =\ 0.4$$

---

[35] *Ibid,*.p.208

If the value was changed into percentage, it could be calculated 0.4 x 100% = 40. The value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by "p" , whereas the proportion incorrect was represented by "q".

The data obtained by using posttest and was evaluated in 6 component:

1. Students are able to identify Pronominal references in narrative text

2. The students are able to identify Main ideas in narrative text

3. The students are able to identify the Generic structure of narrative text

4. The students are able to identify Language Features of narrative text

5. The students are able to make inferences in narrative text

6. The students are able to identify the purpose of narrative text

Table III.4
The Students Identify Pronominal References in Narrative Text

Variable	Identifying Pronominal References of the text					N
Item no	1	7	13	19	25	
Correct	14	14	12	13	13	
P	0,70	0,70	0,60	0,65	0,65	
Q	0,30	0,30	0,40	0,35	0,35	20

$$P = \frac{B}{JS} \qquad\qquad Q = 1,00 - P$$

The table III.4 above shows the portion of correct answer. For item number 1 shows the proportion of correct 0.70, item number 7 shows the proportion of correct 0.70, item number 13 shows the proportion of correct 0.60, item number 19 shows the proportion of correct 0.65, item number 25 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 identify the pronominal references of the text are accepted.

Table III.5
The Students Identify Main Idea in Narrative Text

Variable	Identify main idea of the text					N
Item no	2	8	14	20	26	
Correct	13	12	13	12	13	
P	0,65	0,60	0,65	0,60	0,65	
Q	0,35	0,40	0,35	0,40	0,35	20

$$P = \frac{\overline{B}}{JS} \qquad\qquad Q = 1,00 - P$$

The table III.5 above shows the portion of correct answer. For item number 2 shows the proportion of correct 0.65, item number 8 shows the proportion of correct 0.60, item number 14 shows the proportion of correct 0.65, item number 20 shows the proportion of correct 0.60, item number 26 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 for identifying the main idea are accepted.

Table III.6
The Students Identify Generic Structures of Narrative Text

Variable	Identifying generic structures of the text					N
Item no	3	9	15	21	27	
Correct	14	13	9	12	10	
P	0,70	0,65	0,45	0,60	0,50	
Q	0,30	0,35	0,55	0,40	0,50	20

$$P = \frac{B}{JS} \qquad\qquad Q = 1,00 - P$$

The table III.6 above shows the portion of correct answer. For item number 3 shows the proportion of correct 0.70, item number 9 shows the proportion of correct 0.65, item number 15 shows the proportion of correct 0.45, item number 21 shows the proportion of correct 0.60, item number 27 shows the proportion of correct 0.50. 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 for identifying the generic structures of narrative text are accepted.

Table III.7
The Students Identify the Language Features of Narrative Text

Variable	Identify the Language Features					N
Item no	4	10	16	22	28	
Correct	13	12	11	13	12	
P	0,65	0,60	0,55	0,65	0,60	
Q	0,35	0,40	0,45	0,35	0,40	20

$$P = \frac{B}{JS} \qquad\qquad Q = 1,00 - P$$

The table III.7 above shows the portion of correct answer. For item number 4 shows the proportion of correct 0.65, item number 10 shows the proportion of correct 0.60, item number 16 shows the proportion of correct 0.55, item number 22 shows the proportion of correct 0.65, item number

28 shows the proportion of correct 0.60. 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 for identifying the language features of narrative text are accepted.

Table III.8
The Students Make Inferences in Narrative Text

Variable	Making inferences					N
Item no	5	11	17	23	29	
Correct	13	14	12	12	14	
P	0,65	0,70	0,60	0,60	0,70	
Q	0,35	0,30	0,40	0,40	0,30	20

$$P = \frac{B}{JS} \qquad\qquad Q = 1,00 - P$$

The table III.8 above shows the portion of correct answer. For item number 5 shows the proportion of correct 0.65, item number 11 shows the proportion of correct 0.70, item number 17 shows the proportion of correct 0.60, item number 23 shows the proportion of correct 0.60, item number 29 shows the proportion of correct 0.70. 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 for make inferences are accepted.

Table III.9
The Students Identify the Purpose of Narrative Text

Variable	Identify the Purpose of the text					N
Item no	6	12	18	24	30	
Correct	14	13	11	12	13	
P	0,70	0,65	0,55	0,60	0,65	
Q	0,30	0,35	0,45	0,40	0,35	20

$$P = \frac{B}{JS} \qquad\qquad Q = 1,00 - P$$

The table III.9 above shows the portion of correct answer. For item number 6 shows the proportion of correct 0.70, item number 12 shows the

proportion of correct 0.65, item number 18 shows the proportion of correct 0.55, item number 24 shows the proportion of correct 0.60, item number 30 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 for identify the purpose of narrative text are accepted.

2. The Validity of the Test

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

According to Arikunto, there are two kinds of validity, namely Logical Validity and Empirical Validity. Logical Validity is the validity stated based on the result of experience.[36] It means that the instrument of the research stated valid if the instrument of the research stated valid if the instrument has been examined from the experience such as try out.

The researcher did try out once the researcher did the try out on February at other school but have same level. The purpose of try out was to obtain validity and reliability to the test. It was determined by finding the difficulty level of each item

---

[36] *Ibid*,.p.75.

Before getting the data, the researcher used all of items in try out. Try out was intended to know the value of the test. The purpose of try out was to obtain validity and reliability to the test. To find validity the test writer use correlation product moment follows the formula:

$$r_{xy} = \frac{N \sum xy - \sum X \cdot \sum Y}{N. \sum X - \sum X^2 \cdot N. \sum x^2 - \sum Y^2}$$

Where :

r_{xy} = Correlated Coefficent between X and Y

N = Total number of Items

X = Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29)

Y = Even items (2,4,6,8,10,12,14,16,18,20,22,24,26,28,30)

$$r_{xy} = \frac{N \sum xy - \sum X \cdot \sum Y}{N. \sum X - \sum X^2 \cdot N. \sum x^2 - \sum Y^2}$$

$$r_{xy} = \frac{30 \times 1755 - 197 \times 188}{30. \times 1842 - 197^2 \cdot 30 \times 1816 - 188^2}$$

$$= \frac{52650 - 37036}{\sqrt{.\ 55260 - 38809 \times 54480 - 35344}}$$

$$= \frac{15614}{\sqrt{16451 \times 19136}}$$

$$= \frac{15614}{\sqrt{314806336}}$$

$$= \frac{15614}{17742,783}$$

$$= 0,880$$

If the validity test in 0.880, it means that the validity is Excellent.

According to Suharsimi Arikunto state that the range of validity are[37].

Tabel III.10
The Validity Classification

NO	Classification	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very Poor	0,00-0,200

3.) **The Reliability of the Test**

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of a good test. To know the reliability of the test, the writer used Spearman Brown formula as follows[38]:

$$r_{total\,test} = \frac{2\ r_{split\,half}}{1 + r_{split\,half}}$$

Where :

$r_{total\,test}$ = reliability

$r_{split\,half}$ = Correlation between half-split Score of the test

$$r_{total\,test} = \frac{2\ r_{split\,half}}{1 + r_{split\,half}}$$

$$r_{total\,test} = \frac{2\ x\ 0,880}{1 + r\ 0,880}$$

$$= \frac{1,76}{1,880}$$

[37] *Ibid,*. p.75.
[38] L.R. Gay and Peter Airasian. 2000. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall. p. 174

= 0,936

If the reliability test is 0.936, it means that the reliability is Excellent.

G. The Technique of Data Analysis

In order to analyze students' reading comprehension, the researcher used graduated standard of English lesson in SMA Widya Graha Pekanbaru (KKM) that was 72 for students' reading comprehension on narrative text, it means for those who got score   72, they did not pass graduated standard (KKM), while for those who got score $\geq$ 72, they passed graduated standard (KKM).

In order to find out whether there is a significant difference between students' reading comprehension on narrative text before being taught by using Sequential Organizer Strategy and students' reading comprehension on narrative text after being taught by using Sequential Organizer Strategy , the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test. The different mean is analyzed by using t-test. The formula is :[39]

$$t = \frac{\overline{D}}{\dfrac{\sum D^2 + \dfrac{\sum D^2}{N}}{N\ N-1}}$$

where :

D   = Mean of Pre-test and Post-test Difference Scores

D   = The Sum of Difference or Gain

---

[39] Ibid,. p. 488.

D^2 = The Square of the Sum of Difference

N   = Total of Respondents or Sample

The t-test is obtained by considering variable of *df* as follows:[40]

df = N - 1

N = Number of cases or respondents

Statistically the hypotheses are:

H_a: t-test   t-table

H_o: t-test   t table

H_a is accepted if t-test $\geq$ t-table or there is a significant effect of using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru.

H_o is accepted if t-test   t-table or there is no significant effect of using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru.

To identify the level of the effect of using sequential organizer strategy toward reading comprehension on narrative text of the first year students at SMA Widya Graha Pekanbaru, it was done by calculating coefficient (r^2) by using the following formula:[41]

---

[40] Hartono. 2008. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar. p. 191

[41] Riduan. 2008. *Rumus dan Data dalam Analisis Statika*. Bandung: Alfabeta. p.125

$$r^2 = \frac{t^2}{t^2 + n - 1}$$

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

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

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. The Description of the Data

The aim of this study is to obtain the Effect of Using Sequential Organizer Strategy toward Reading Comprehension of the First Year Students at SMA Widya Graha Pekanbaru. The data of the research was the score of the students' pre-test and post-test. Before treatment, the researcher gave pre-test and post-test after that. The Reading test was about reading comprehension on narrative text in this research, the total score of pre-test and post-test was significantly different. The total score of pre-test was 2068 while the highest score was 83 and the lowest score was 40. The total score of post-test was 2479 while the highest score was 96 and the lowest score was 56.

2. The Data Presentation (Test)

a. Data from Classroom observation

To present the data about the strategy used by the students in teaching reading comprehension, It was described in the table regarding the frequency distribution of each observation. The researcher did eight observation about the Effect of Using

Sequential Organizer Strategy toward Reading Comprehension on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru.

b. Data of Students Reading Comprehension Taught by Using Sequential Organizer Strategy

The data of the research was the score of the students' pre-test and post-test. The data was collected through the following procedure:

a) At pre-test and post-test, by asking them to answer the questions after they read the reading material given.

b) The Students was given treatment by Using Sequential Organizer Strategy

c) The students' answer sheets was collected in order to get the data about their comprehension of narrative text.

1) Description of Students' Pre-test Scores

The following table is the description of students' pre-test scores.

Table IV. 1
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' PRE-TEST SCORES

Score	Frequency	Percentage (%)
40	2	6,250%
50	3	9,375%
53	1	3,125%
56	4	12,5%
60	2	6,250%
63	1	3,125%
66	5	15,625%
73	8	25 %
76	4	12,5%
80	1	3,125%
83	1	3,125%
Total	32	100 %

Based on the table above, it can be seen that there are 2 students got score 40 (6,250%), 3 students got score 50 (9,375%), 1 student got score 53 (3,125%), 4 students got score 56 (12,5%), 2 students got score 60 (6,250%), 1 student got score 63 (3,125%), 5 students got score 66 (15,625%), 8 students got score 73 (25%), 4 students got score 76 (12,5%), 1 student got score 80 (3,125%), and 1 student got score 83 (3,125%). The highest frequency was 8 at the score of 73. The total frequency was 32.

Diagram IV.1
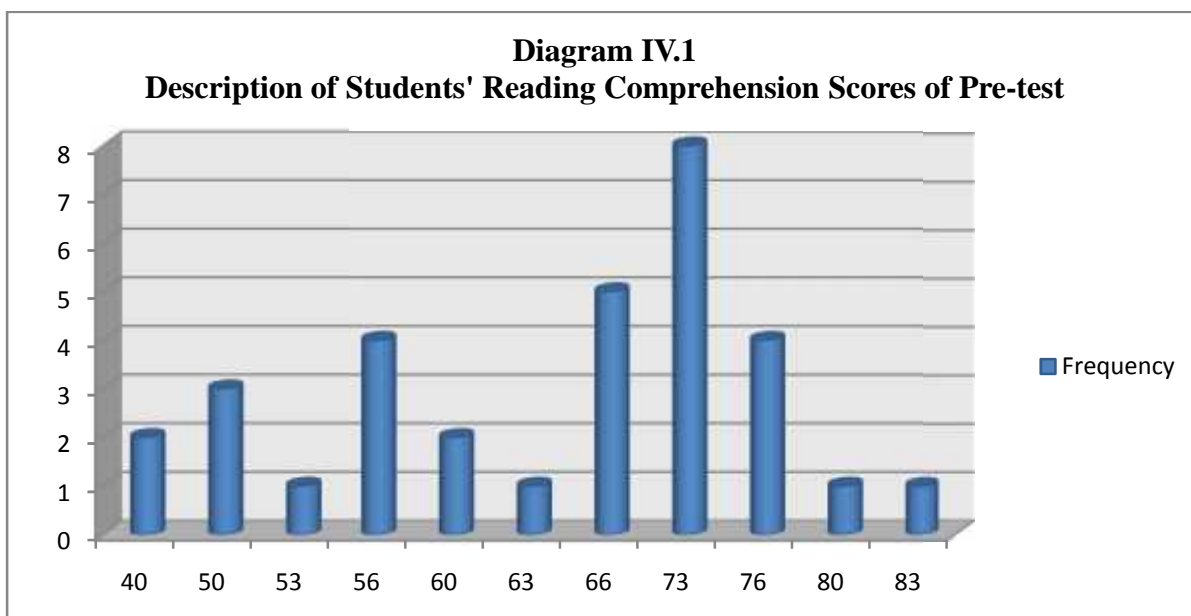**Description of Students' Reading Comprehension Scores of Pre-test**

2) **Description of students' Post-test Scores**

The following table is the description of students' post-test scores.

Table IV. 2
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST SCORES

Score	Frequency	Percentage (%)
56	1	3,125%
60	2	6,250%
66	3	9,375%
70	1	3,125%
73	5	15,625%
76	3	9,375%
80	5	15,625%
83	4	12,5%
86	4	12,5%
90	3	9,375%
96	1	3,125%
Total	32	100 %

Based on the table above, it can be seen that there are 1 student got score 56 (3,125%), 2 students got score 60 (6,250%), 3 students got score 66 (9,375%), 1 student got score 70 (3,125%), 5 students got score 73 (15,625%), 3 students got score 76 (9,375%), 5 students got score 80 (15,625%), 4 students got score 83 (12,5%), 4 students got score 86 (12,5%), 3 students got score 90 (9,375%), and 1 student got score 96 (3,125%). The highest frequency was 5 at the score of 73 and 80 The total frequency was 32.
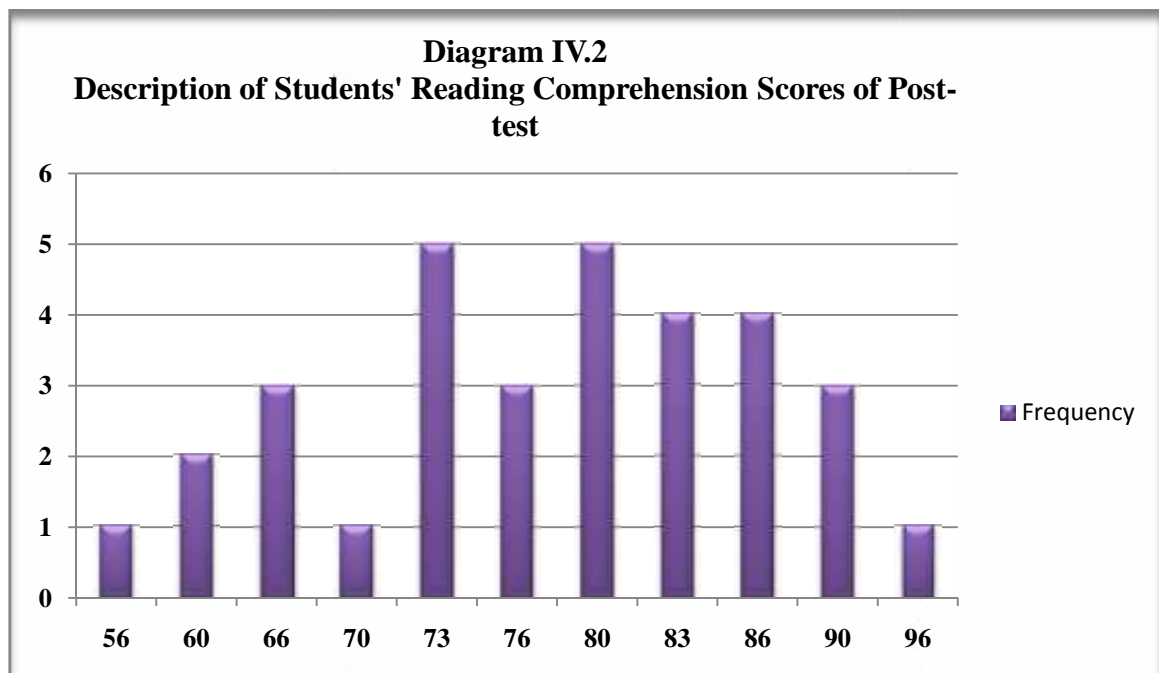
Diagram IV.2
Description of Students' Reading Comprehension Scores of Post-test

3. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the Effect of Using Sequential Organizer Strategy toward on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru. The data were

divided into two groups, they were pre-test and post-test. To analyze the Mean score (M) and the standard deviation (SD) were analyzed by using t-test formula.

a.) Data Analysis of Students' Pre-Test Scores

The data of students' pre-test scores were obtained from the result of their reading comprehension on narrative text. The data can be described as follows:

Table IV. 3
STUDENTS' PRE-TEST SCORES

Score (X)	Frequency (f)	fX	Graduated Standard
40	2	80	No Pass
50	3	150	No Pass
53	1	53	No Pass
56	4	224	No Pass
60	2	120	No Pass
63	1	63	No Pass
66	5	330	No Pass
73	8	584	Pass
76	4	304	Pass
80	1	80	Pass
83	1	83	Pass
Total	32	fX = 2071	

Based on the data obtained, there were 18 students did not pass the graduated standard (KKM), or the score obtained < 72 while there were 14 students passed the graduated standard (KKM), or the score obtained ≥ 72. The percentage of students who did not pass the graduated standard as follows:

$$= \frac{18}{32} x \ 100\%$$

$$= 56,25\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{14}{32} x \ 100 \ \%$$

$$= 43,75\%$$

Besides, it can also be seen that the total frequency was 32 and the total scores was 2071.

Diagram IV.3
Description of Percentages Pre-test Score

44%

56%

■ did not pass KKM score

■ pass KKM score
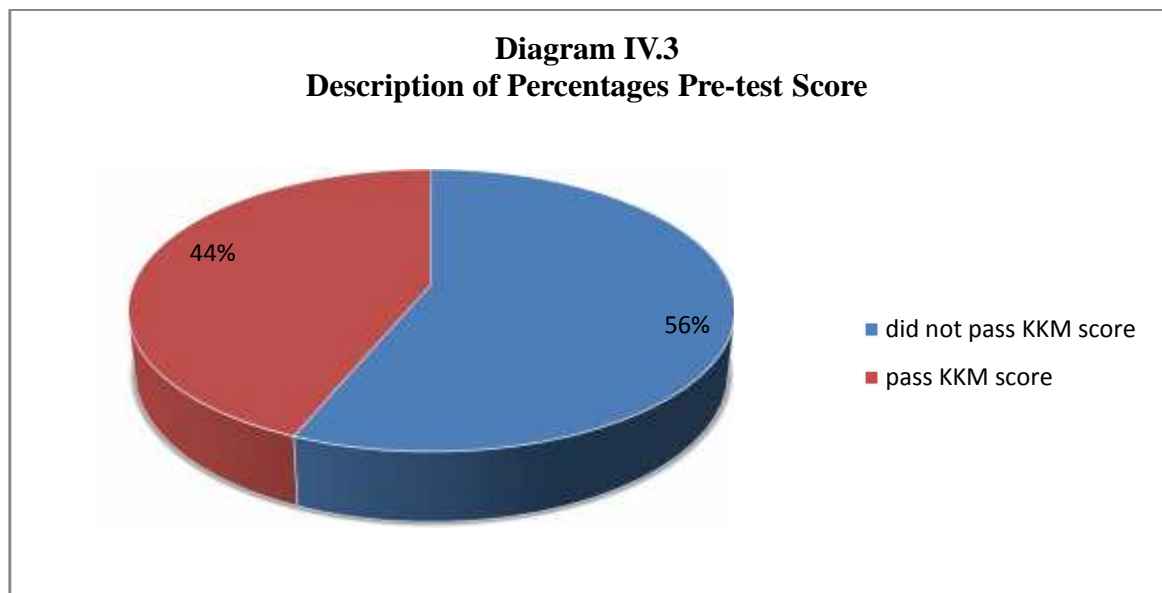
Table IV. 4
MEAN AND STANDARD DEVIATION OF PRE-TEST SCORES

X	F	fX	X	x^2	fx^2
40	2	80	-24,71	610,584	1221,168
50	3	150	-14,71	216,384	649,152
53	1	53	-11,71	137,124	137,124
56	4	224	-8,71	75,864	303,456
60	2	120	-4,71	22,184	44,368
63	1	63	-1,71	2,924	2,924
66	5	330	1,29	1,664	8,32
73	8	584	8,29	68,724	549,792
76	4	304	11,29	127,464	509,856
80	1	80	15,29	233,784	233,784
83	1	83	18,29	334,524	334,524
	N=32	fX = **2071**	-	-	fx^2 = **3994,468**

Based on the table above, the calculation of pre-test of control class we can know that:

$$N = 32$$

$$fX = 2071$$

The Mean of Pre-test Scores (X)

$$M_X = \frac{\sum fX}{N}$$

$$M_X = \frac{2071}{32}$$

$$M_X = 64,71$$

Standard deviation (SD_x) :

$$\delta = \frac{\overline{\sum fx^2}}{N}$$

$$= \frac{\sqrt{3994,468}}{32}$$

$$= \overline{124,827125}$$

SD = 11,172

In conclusion, from data above the mean of pre-test score (Mx) is 64,71 and standard deviation (SD or δ) is 11,172.

b.) Data Analysis of Students' Post-Test Scores

The data of students' post-test scores are obtained from the result of their reading comprehension on narrative text. The data can be described as follows:

Table IV. 5
STUDENTS' POST-TEST SCORES

Score (X)	Frequency (f)	fX	Graduated Standard
56	1	56	No Pass
60	2	120	No Pass
66	3	198	No Pass
70	1	70	No Pass
73	5	365	Pass
76	3	228	Pass
80	5	400	Pass
83	4	332	Pass
86	4	344	Pass
90	3	270	Pass
96	1	96	Pass
Total	32	fX = 2477	

Based on the data obtained, there were 7 students did not pass the graduated standard (KKM), or the score obtained < 72 while there were 25 students passed the graduated standard (KKM), or the score obtained ≥ 72. The percentage of students who did not pass the graduated standard as follows:

$$= \frac{7}{32} x \ 100\%$$

$$= 21,875\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{25}{32} x \ 100 \ \%$$

$$= 78,125\%$$

Besides, it can also be seen that the total frequency was 32 and the total scores was 2477.
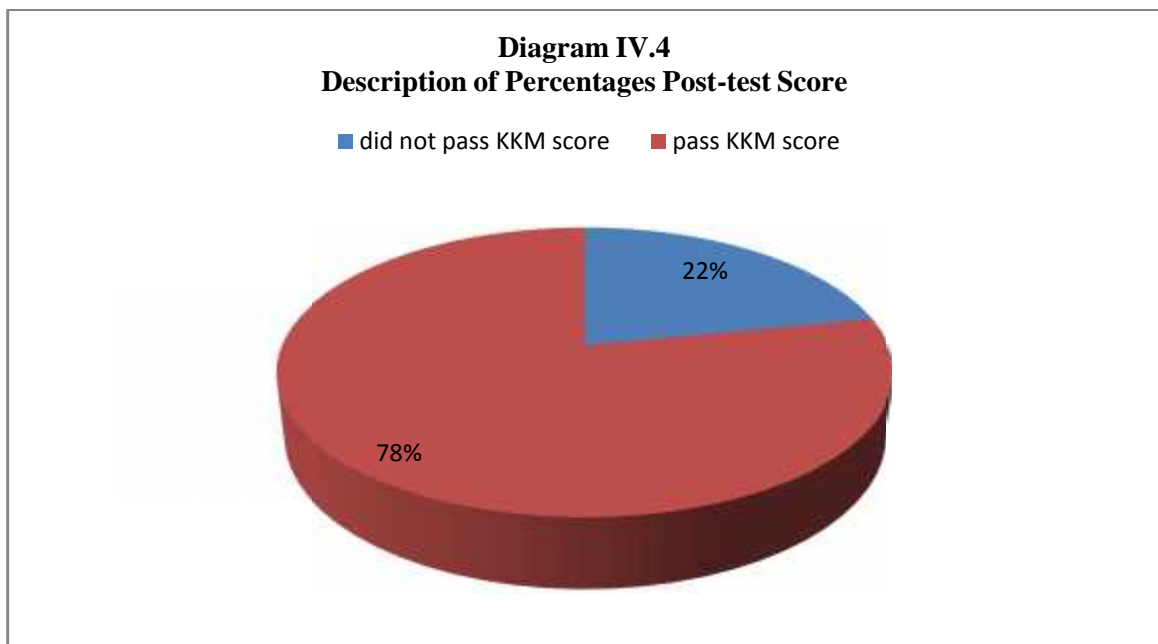

Diagram IV.4
Description of Percentages Post-test Score

Table IV. 6
MEAN AND STANDARD DEVIATION OF POST-TEST SCORES

X	F	fX	X	$\underline{x}^2$	$\underline{fx}^2$
56	1	56	-21,4	457,96	457,96
60	2	120	-1,74	3,0276	6,0552
66	3	198	-1,14	1,2996	3,8988
70	1	70	-7,4	54,76	54,76
73	5	365	-4,4	19,36	96,8
76	3	228	-1,4	1,96	5,88
80	5	400	2,6	6,76	33,8
83	4	332	5,6	31,36	125,44
86	4	344	8,6	73,96	295,84
90	3	270	12,6	158,76	476,28
96	1	96	18,6	345,96	345,96
	N=32	fX = **2479**	-	-	fx^2 = **1902,674**

Based on the table above, the calculation of pre-test of control class we can know that:

N = 32

fX = 2479

The Mean of Post-test Scores (Y)

$$M_Y = \frac{\sum fX}{N}$$

$$M_Y = \frac{2479}{32}$$

$$M_Y = 77,468$$

Standard deviation (SD) :

$$\delta = \frac{\overline{\sum \text{fx}^2}}{N}$$

$$= \frac{\sqrt{1902,674}}{32}$$

$$= \overline{59,4585625}$$

SD $= 7,710$

In conclusion, from data above the mean of post-test score (My) is 77,40 and standard deviation (SD or δ) is 7,710.

c.) The Difference of Students' Reading Comprehension on Narrative Text before being taught by using Sequential Organizer Strategy and After being taught by using Sequential Organizer Strategy

1. **Hyphotesis Testing**

   To test the hyphotesis means to see whether the mean score of pre-test and post-test are significantly different or not. To do that, the researcher used t-test of significance as suggested by Gay and Peter Airasian.[42] But firstly the researcher needed to create a calculation table as below :

---

[42] Gay. L. R. Peter Airasan. 2000. Educational Research: *Competencies for Analysis and Application.* New jersey: Prentice Hall. p. 488-489.

Table 4.7
The Calculation Table

Respondents	Pre-test (X_1)	Post-test (X_2)	D (Gain)	D^2
Student 1	76	90	14	196
Student 2	66	73	7	49
Student 3	73	86	13	169
Student 4	76	83	7	49
Student 5	56	66	10	100
Student 6	66	76	10	100
Student 7	66	76	10	100
Student 8	60	80	20	400
Student 9	40	56	16	256
Student 10	56	73	17	289
Student 11	73	80	7	49
Student 12	73	80	7	49
Student 13	50	73	23	529
Student 14	63	83	20	400
Student 15	73	86	13	169
Student 16	80	70	10	100
Student 17	56	90	34	1156
Student 18	73	80	7	49
Student 19	50	76	26	676
Student 20	73	83	10	100
Student 21	56	66	10	100
Student 22	60	73	13	169
Student 23	76	90	14	196
Student 24	83	96	13	169
Student 25	53	66	13	169
Student 26	40	60	20	400
Student 27	66	86	20	400
Student 28	73	80	7	49
Student 29	50	60	10	100
Student 30	73	73	0	0
Student 31	66	83	17	289
Student 32	76	86	10	100
Sum ( )	$X_1 = 2068$	$X_2 = 2479$	D= 428	D^2 = 7077
Mean	64,625	77,468	21,4	353,85

As it can be seen in table 4.6, the sum of difference (D) was 428. Then, the square of the sum of difference (D^2) was 7077. Moreover, the mean of difference (D) was 21,4. Next, the researcher calculated the t-test by substituting the correct number for each symbol in the formula below :

$$t = \frac{\bar{D}}{\dfrac{D^2 + \dfrac{D}{N}^2}{N \quad N-1}}$$

where :

D   = Mean of Pre-test and Post-test Difference Scores

D   = The Sum of Difference or Gain

D^2 = The Square of the Sum of Difference

N   = Total of Respondents or Sample

$$t = \frac{\bar{D}}{\dfrac{D^2 + \dfrac{D}{N}^2}{N \quad N-1}}$$

$$t = \frac{21,4}{\dfrac{7077 + \dfrac{428}{32}^2}{32 \quad 32-1}} = \frac{21,4}{\dfrac{7077 + \dfrac{183184}{32}}{32 \times 31}} = \frac{21,4}{\dfrac{7077 + 5724,5}{992}} = \frac{21,4}{\dfrac{1280,5}{992}} = \frac{21,4}{12,90474}$$

$$= \frac{21,4}{3,5924}$$

t = 5,958 = 5,96

The result showed that there was a degree of difference between the mean score of pre-test and post-test as much as 5,96. This result culd be interpreted to find out whether Sequential Organizer Strategy had significant effect on improving students' reading comprehension on narrative text.

2. Interpretation to the Hyphotesis

To give the interpretation to the hyphotesis by using the result of t-test, firstly the researcher looked for the degree of freedom (df). Gay and Airasian's suggested formula to count it was df = N – 1. The number of participant in the research was 32, so df = 32 – 1 = 31. Then the researcher looked for the critical value of df = 31 in t-table , and it was found in the t-table that $t_{0,05}$ or taraf of significance 5% = 2,04 and $t_{0,01}$ or taraf of significance 1% = 2,75. Next the researcher compared them with the result of t-test. The last result, t-test result was higher than t-table, that was 2,04

5,96   2,75.

In conclusion, It can be concluded that H_o is rejected and H_a is accepted. In other word, there is a significant effect of using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text of the First Year Students at SMA Widya Graha Pekanbaru.

d.) The Significant Effect of Using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text

To identify the level of the effect of using Sequential Organizer Strategy toward Reading Comprehension on Narrative Text of the Second Year Students at SMA Widya Graha Pekanbaru, it was done by calculating coefficient (r^2) by using the following formula:[43]

$$r^2 = \frac{t^2}{t^2+n-1}$$

$$r^2 = \frac{5,96^2}{5,96^2+32-1}$$

$$r^2 = \frac{35,5216}{35,5216+31}$$

$$r^2 = 0,5339$$

$$= 0,5340$$

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

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

$$K_p = 0,5340 \times 100\%$$

$$K_p = 53,40\%$$

---

[43] Riduan. 2008. *Rumus dan Data dalam Analisis Statika.* Bandung: Alfabeta. p.125

From the result of the percentage of coefficient effect above, it can be seen that Sequential Organizer strategy contributed 53,40% for students' reading comprehension on narrative text and 46,6% influenced by internal factors. These factors came from the students themselves, such as intelligence and motivation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data explained at the chapter IV, finally, the research about the effect of using Sequential Organizer strategy toward reading comprehension on narrative text of the first year at SMA Widya Graha Pekanbaru, the researcher can conclude that before being taught by using Sequential Organizer strategy, the students' reading comprehension on narrative text is in **Good** category**.** Then**,** after being taught by using Sequential Organizer strategy, the students' reading comprehesion on narrative text is in **Very Good** category. Furthermore, the using of Sequential Organizer strategy on reading narrative text has significant effect for students reading comprehension, because Sequential Organizer strategy contributed 53,40% for students' reading comprehension on narrative text and 46,6% influenced by internal factors. These factors came from the students themselves, such as intelligence and motivation.

B. Suggestion

Based on the research findings, the writer known that using Sequential Organizer Strategy on reading can give significant effect for students' reading comprehension on narrative text. This strategy can improve students' reading comprehension. Because of that, Sequential Organizer Strategy can be one of the choices for the english teacher in order to help students' reading comprehension on narrative text.

BIBLIOGRAPHY

Aitken, Jhon. 2005. *Content Area Reading Curriculum Guide.* Northaven: Shelby County School.

Anten, Nofri. 2010. *Discussion Materials of Genre for Senior High School Students Solok.*

Arikunto, Suharsimi. 2007. *Dasar – dasar Evaluasi Pendidikan (edisi revisi).* Jakarta: Bumi Aksara.

Barrett. 1968. *Reading in a Foreign Language.* New York: Longman. [Pdf]

Bennete Joseph. 1997. *A Course in Light Speed Reading. "A Return to Natural Intuitive Reading".* First Published. Fifth ed.Oregon: AM University. [E-Book]

Billmeyer, Rachel and Mary Lee Barton. 1998. *Teaching Reading in the Content Areas: If Not Me, Then Who?.*2nd Edition. New Jersey: McRel Middle Continental Regional Educational Laboratory. [E-Book]

Chiu-ling Chiang. 2005. *The Effect of Grapic Organizers on Taiwaness Tertiary Students' EFL Reading Comprehension Attitudes towards Reading in English (Thesis).* Australian Catholic University: Faculty of Education.

Dorn J. Linda & Soffos Carla. 2005. *Teaching for Deep Comprehension.* Portland: Stenhouse Publisher. [E-Book]

Douglass Brown & Abeywickrama Priyanvada. 2010. *Language Assessment "Principles and   Classroom Practices".* Second Edition. New York: Pearson Longman.

English k6 Module. 2001. Sydney: Board of Studies NSW.

Gay.L.R. Peter Airasan. 2000. Educational Research: *Competencies for Analysis and Application.* New Jersey: Prentice Hall.

Gerald G. Duffy. 2009. *Explaining Reading: a Resource for Teaching Concepts, Skills, and Strategies.* New York: Guildford Press. Second Edition.

H. Douglas Brown. 2003. *Language Assessment: Principle and Classroom Practice.* California: Longman Pearson.

Harmer, Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching.* England: Longman. [E-Book].

Harrison, Collin and Salinger, Terry. 1998. *Assesing Reading 1: Theory and Practice.* London: Routledge. [E-Book].

Harrison, Collin. 2004. *Understanding Reading Development.* California: Sage Publication.

Hartono. 2008. *Statistik untuk Penelitian. Yogjakarta*: Pustaka Pelajar.

Hasibuan, Kalayo and Fauzan A. 2007. *Teaching English as Foreign Language (TEFL).* Pekanbaru: Alaf Riau Graha UNRI Press.

Jitendra, A. *An Exploratory Study of Schema Based Word Problem Solving Instruction for Middle School Student.* [E-Book].

John W. Creswell. 2008. *Educational Research*. Third Edition. New Jersey: Pearson Prentice Hall.

K. Klingner, Jannette, Vaughn., Sharon and Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press. [E-Book].

Li Xiao-hui, Wu Jun, Wang Wei-hua. (Volume : 5, No. 11, November, 2007). *Analysis of Schema Theory and its Influence on Reading.* Wu han: School of Foreign Languages, University of Technology , Wuhan 430070, China.

Mc.Donald. Peter. 2009. *To What Extent Can Defining Graphic/Written Text Relations Support The Teaching of Reading Comprehension in Multi-Modal Texts?*. Birmingham: Centre for English Language Studies Department of English University of Birmingham Edgbaston.

Murcia, Celce. 2001. *Teaching English as a Second or Foreign Language*, Boston: Heinle &Heinle .

Nunan, David. 2003. *Practical English Language Teaching.* Sydney: Mc, GrawHill.

Riduan. 2008. *Rumus dan Data dalam Analisis Statika.* Bandung: Alfabeta.

Robert, Reid and Torri Ortiz Lienemann. 2006. *Strategy Instruction for Students with Learning Disabilities*. New York : The Guiford Press.

Sharrock, Tracey. 2008. *The Effect of Sequential Organizer Strategy on Students' Writing* . Kenneshaw State University.

Snow, Catherine, .et.al. 2010.*Reading for Understanding: Toward a Research and Development Program in Reading Comprehension* (Report). Airlington: Rand Education.

Syafi'I. M. 2007. *From Paragraph to a Research Report: A Writing of English for Academic Purposes.* Pekanbaru : Lembaga Bimbingan Belajar Syaf Intensive (LBSI).

Tim Kurikulum SMA WIDYA GRAHA Pekanbaru. 2011. *Syllabus of SMA WIDYA GRAHA Pekanbaru 2011/2012*. Pekanbaru: Unpublished.