

**THE EFFECT OF USING DICTOGLOSS TECHNIQUE
TOWARDS LISTENING COMPREHENSION OF
THE SECOND YEAR STUDENTS
AT SMAN 1 RUMBIO JAYA**



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PEKANBARU
1434 H/2013 M**

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ABSTRACT

Julius Sastra (2013): “The Effect of Using Buzz Groups Technique toward Reading Comprehension on Narrative Text of the First Year Students at SMAN 1 Rumbio Jaya.”

This research was conducted because some problems were faced by students in learning English especially in comprehend reading narrative text. The problems were; some of the students are not able to identify the generic structure of narrative text, some of the students are not able to find the language features of narrative text, some of the students difficult to make inferences of the text, some of the students are not able to identify general and specific information from the text.

The purposes of the research were to find out how students' reading comprehension on narrative text taught without using buzz groups technique of the first year students at SMAN 1 Rumbio Jaya, to find out how students' reading comprehension on narrative taught by using buzz groups technique of the first year students at SMAN 1 Rumbio Jaya and to find out the significant effect of using buzz groups technique towards reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya. The sample of this research was X1 and X2 class.

This research was experimental research, precisely a quasi experimental research. The sample of this research was the first year students at SMAN 1 Rumbio Jaya. The instrument of this research was test. The data were analyzed by using T-test and (K_p) formula. Where, T-test was used to find the different of posttest score between students who were taught by using buzz groups technique and who are not, coefficient effect (K_p) was used to find out the effect of using buzz groups technique towards reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

Based on the analysis of data, the result shows that the score of t-test is 8.645, which is greater than t-table at the 5% level of significance (2.00), and at 1% level of significance (2.65). It can be stated that $2.00 < 8.645 > 2.65$. It means teaching reading comprehension by implementing buzz groups technique towards reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya is better than without implementing buzz groups technique. While, the result of K_p is 49.96%. It can be concluded that this technique gives 49.96% effect towards reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya. Therefore, it could be conclude that there is significant effect of using buzz groups technique towards reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

ABSTRAK

Julius Sastra (2013): “Pengaruh Penggunaan Teknik Buzz Grup terhadap Pemahaman Membaca Teks Narrative pada Siswa Kelas Satu di SMA Negeri 1 Rumbio Jaya.”

Penelitian ini dilakukan karena beberapa kendala yang dihadapi oleh siswa dalam belajar bahasa Inggris terutama dalam pemahaman membaca siswa pada teks narrative. Masalahnya adalah beberapa siswa tidak mampu mengidentifikasi struktur bahasa dan ragam bahasa dari text, beberapa siswa mendapat kesulitan dalam membuat kesimpulan dari teks, beberapa siswa tidak mampu mengidentifikasi informasi umum dan khusus dari teks.

Penelitian ini dilakukan dengan tujuan untuk mengetahui kemampuan siswa dalam pemahaman membaca pada teks narrative di ajarkan tidak menggunakan teknik buzz grup pada siswa kelas satu SMAN 1 Rumbio Jaya dan untuk mengetahui kemampuan siswa dalam pemahaman membaca pada teks narrative di ajarkan menggunakan teknik buzz grup pada siswa kelas satu SMAN 1 Rumbio Jaya dan untuk mengetahui pengaruh yang signifikan pada penggunaan teknik buzz group terhadap pemahaman membaca siswa pada teks narrative terhadap kedua kelas control dan experiment pada siswa kelas satu SMAN 1 Rumbio Jaya .

Penelitian ini adalah penelitian eksperimen, tepatnya quasi eksperimental research. Sampel pada penelitian ini adalah siswa kelas satu SMA Negeri 1 Rumbio Jaya. Instrument pada penelitian ini adalah tes. Data dianalisa dengan menggunakan T-test dan (K_p). Dimana, T-test digunakan untuk menemukan perbedaan nilai posttest antara siswa yang di ajar dengan teknik buzz grup dan yang tidak di ajarkan. Adapun K_p digunakan untuk menemukan pengaruh teknik buzz grup terhadap pemahaman membaca teks narrative pada siswa kelas satu di SMA Negeri 1 Rumbio Jaya.

Berdasarkan analisa data , hasilnya menunjukkan nilai T-test 8.645, lebih besar dari T-table pada level 5% signifikan (2.00), dan pada level 1% signifikan (2.65). itu bisa dinyatakan $2.00 < 8.645 > 2.65$. Artinya, belajar memahami bacaan dengan mengimplementasikan teknik buzz grup terhadap pemahaman membaca teks narrative pada siswa kelas satu di SMA Negeri 1 Rumbio Jaya lebih baik dari pada tidak mengimplementasikan teknik buzz grup. Adapun hasil K_p adalah 49.96%. itu bias di simpulkan bahwa teknik ini member pengaruh 49.96% terhadap pemahaman membaca teks narrative pada siswa kelas satu di SMA Negeri 1 Rumbio Jaya. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan teknik buzz grup terhadap pemahaman membaca teks narrative pada siswa kelas satu di SMA Negeri 1 Rumbio Jaya.

جولي يوس ساسترا () : تأثير طريقة المجموعة الطنانة إلى الفهم قراءة النص السردى
بالمدرسة عالية الحكومية واحد رومبي يو جايا

ويتم هذا البحث لأن بعض المعوقات التي تواجه الطلاب في تعلم اللغة الإنجليزية، وخاصة في الفهم
والمشكلة هي أن بعض الطلاب ليست قادرة على التعرف على بنية اللغة
ومتنوعة لغة النصوص، وبعض الطلاب لديهم صعوبة في جعل الاستدلالات من النص، وبعض الطلاب ليسوا
قادرين على تحديد المعلومات العامة والمحددة من النص.

وقد أجريت هذه الدراسة من أجل تحديد ما إذا كانت هناك تأثير كبير لمهارات الطلبة في الفهم
في النص السردى للطلاب لاستخدام طريقة المجموعة الطنانة وأساليبهم يتم تدريسها من خلال عدم استخدام
طريقة المجموعة الطنانة.

هذا البحث هو التجريبية، والبحوث شبه التجريبية على وجه الدقة. وكانت العينات في هذه الدراسة
بالمدرسة عالية الحكومية واحد رومبي يو جايا. صك في هذه الدراسة هو اختبار.
تحليل البيانات باستخدام اختبار (ت) ومعامل النفوذ. حيث يتم استخدام اختبار لمعرفة الفرق بين البعدي نقاط
طريقة المجموعة الطنانة و لا تدريسها. أما بالنسبة لطريقة معا

النفوذ يستخدم للعثور على تأثير طريقة المجموعة الطنانة إلى الفهم قراءة النص السردى
بالمدرسة عالية الحكومية واحد رومبي يو جايا.

استنادا إلى تحليل البيانات، فقد بينت النتائج أن قيمة اختبار (ت)، هو أكبر من T-

كبير 5 (2.00) وذات دلالة إحصائية عند مستوى 1 (65 2). يمكن القول $2.00 < 8.645 > 2.65$. وهذا
هو، والتعلم لفهم القراءة من خلال تنفيذ أساليب الجماعات الطنانة إلى الفهم من قراءة النص السردى في الصف
بالمدرسة عالية الحكومية واحد رومبي يو جايا هو أفضل من لا تنفيذ أسلوب المجموعة الطنانة.

بالنسبة لنتائج لمعامل النفوذ هو 49.96%. يمكن استنتاج أن هذا الأسلوب يعطي تأثير 49.96% إلى الفهم قراءة
لية الحكومية واحد رومبي يو جايا لذلك، يمكن الاستنتاج أن هناك

تأثير كبير من استخدام مجموعات الطنانة إلى الفهم قراءة النص السردى
بالمدرسة عالية الحكومية واحد رومبي يو جايا.

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In the Name of Allah the Most Gracious 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 Buzz Groups Technique toward Reading Comprehension on Narrative Text of the First Year Students at SMAN 1 Rumbio Jaya

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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 Almighty, the lord of universe bless you all. Amien....

Pekanbaru, April, 26 2013

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the main language skills that must be learned and developed by student. It is an activity with a purpose. Reading is the process of receiving and interpreting information encoded in language form via the medium of print.¹ It means that reading is one of the important aspects in learning English that should be mastered by students to understand reading texts. Reading can help students to improve their knowledge, experience, and to get much information from the written materials. Reading is also a skill that can make students develop their ways to learn well about something.

Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.² It means that reading is a process that can make the readers use some strategies and also combines with their knowledge to comprehend something that they are reading. Kalayo Hasibuan stated that reading can help the students to know about the type of text and to comprehend it.³ To develop the student's comprehension, the students have to know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

¹William Grabe, *Reading in a Second Language : From Theory to Practice*, New York: Cambrigde University Press, 2009, p.14

²Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners: Insights from Linguistics*, New York: The Guilford Press, 2010, p.33

³ Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 114

The aim of English learning based on school based curriculum in SMAN 1 Rumbio Jaya is to achieve the given literacy level. Based on School Based Curriculum (KTSP), the standard competence for reading is the students are able to understanding the simple short functional texts and essay in recount, narrative and procedure in daily life contexts and for access knowledge.⁴ SMAN 1 Rumbio Jaya is one of the Senior High School in Kampar. This school used Based Curriculum (KTSP) as learning English guide. English has been taught twice a week with duration 2 x 45 minutes per hour.

There is another fact, that some of the students do not fulfill the minimum criteria of passing grade (KKM). It is because of some problems in their learning English, one of the problems is the students are not able to understand the narrative text. These difficulties can be from many factors, such as lack of mastering grammar, mastering vocabulary and the teacher technique in teaching is traditional technique, etc.

Ideally, the First Year students of SMAN 1 Rumbio Jaya could develop their competence in reading ability, but in fact, it is still far from what is expected. Based on the writers' observation, the main problem is some of the students are not able to understand the narrative text. It makes the students got many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing task given by the teacher. Some of the students are not able to identify the generic structure of the text. Some of the students are not able to identify the specific information of the text.

⁴ Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta: BSNP, 2006, p. 128

Narrative is one of the most commonly read, though least understood all of the genres. Narratives embrace a variety of literary genres. These include fairy and folk tales, fables, fantasy stories such as science fiction and horror stories, realistic fiction, historical fiction, mysteries, plays, biographies, and autobiographies⁵. The purpose of narrative text is that to amuse or to obtain the reader. Basically, the generic structures of narrative text are orientation, complication, and resolution. In reading narrative text, the students are called comprehend if they can find the main ideas of the text, characters, setting, events, cause and effect of the events.

Reading is one of the subjects that have been already taught since the first grade. Teaching reading is very complicated when the teacher does not prepare any technique in teaching process. In teaching reading, the teacher asks the students to read the text silently and then the teacher asks the students to do the task based on the reading material that they read.

Based on preliminary research by interviewing one of the English teachers of SMAN 1 Rumbio Jaya, the writer knows that the students have low comprehension in reading narrative text. The writer found some problems are as follows:⁶

1. Some of the students are not able to identify the generic structure of narrative text

⁵ JoAnne Schudt Caldwell, *Reading Assessment, Second Edition: A Primer for Teachers and Coaches*, New York: The Guilford Press, 2008, p. 177

⁶ Nurmalia,SS, *English Teacher of SMAN 1 Rumbio Jaya*, Interviewed on March 4th 2012.

2. Some of the students are not able to find the language features of narrative text such as tenses, particular noun, saying and thinking verb, conjunction and time connectives, etc.
3. Some of the students are difficult to make inferences of the text
4. Some of the students are not able to identify general and specific information such as place of the story, name of characters, etc.

Based on the symptoms above, it is clear that many problems in students' learning English. In fact, there are various reading techniques and strategies that can be used in order to assist the students to gain the comprehension level as the goal of reading activity. One of the techniques that can be used in reading activity is buzz group technique. Buzz groups technique is a technique for directly involving every member of a large audience in the discussion process.⁷

Based on the symptoms depicted above, therefore, the writer is interested in investigating these problems by conducting a research entitled: The Effect of Using Buzz Groups Technique toward Reading Comprehension on Narrative Text of The First Year Students at SMAN 1 Rumbio Jaya.

⁷Nicholas Fuhrman, *Group Methods and Techniques*, Georgia: Miscellaneous Publication 187, 2011, p 3

B. Definition of the Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables⁸. The writer concludes that effect can be said as influence that is appeared by something towards something else. However, in this research, the term of effect refers to the effect of using buzz groups technique toward reading comprehension of the first year students at SMAN 1 Rumbio Jaya.

2. Buzz groups technique

Buzz groups technique is a group activity in which groups of students have a brief discussion (for example, five minutes) to generate ideas or answer specific questions.⁹ Buzz groups technique is a small, intense discussion group usually involving 2 to 3 persons responding to a specific question or in search of very precise information. In this research, buzz groups technique is a technique that used to improve the students' reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

⁸ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics Third Edition*, New York: Pearson Education, 2002, p 175

⁹ *Ibid.*, p. 63

3. Reading comprehension

The process by which the meaning of a written text is understood. The understanding that results is reading comprehension.¹⁰ Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In this study, reading comprehension is the capability of the first year students of SMAN 1 Rumbio Jaya in understanding or comprehending the reading text.

C. Problem

Based on the background illustrated above, it is clear that the students still have a lot of problems especially in narrative text.

1. Identification of the Problem

Based on the problems depicted in the background of the problem, it can be identified that there are some problems faced by the students. They refer to pre, while, and post reading and also reading comprehension. Firstly, the problem is from students' selves namely: the students unable to identify the generic structure of narrative text, the students difficult to find the language features of narrative text such as tenses, particular noun, saying and thinking verb, conjunction and time connectives, etc., the students difficult to make inferences of the text, the students unable to identify general and specific information such as place of the story, name of

¹⁰*Ibid.*, p. 483

characters, etc., Secondly, the problems is from previous inappropriate strategy applied by the teacher in teaching reading.

2. Limitation of the Problem

Based on the identification of the problem in students reading comprehension above, the researcher focus on using buzz groups technique toward reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

3. Formulation of the Problem

Based on the limitation of the problems, thus, this research questions are formulated as follows:

- a. How is students' reading comprehension on narrative text taught without using buzz groups technique of the first year students at SMAN 1 Rumbio Jaya?
- b. How is students' reading comprehension on narrative text taught by using buzz groups technique of the first year students at SMAN 1 Rumbio Jaya?
- c. Is there any significant effect of using buzz groups technique toward reading comprehension on narrative text of the First Year students at SMAN 1 Rumbio Jaya?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out how students' reading comprehension on narrative text taught without using buzz groups technique of the first year students at SMAN 1 Rumbio Jaya.
- b. To find out how students' reading comprehension on narrative text taught by using buzz groups technique of the first year students at SMAN 1 Rumbio Jaya.
- c. To find out whether there is or not the significant effect of using buzz groups technique toward reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

2. Significance of the Research

- a. These research findings are hopefully contributing the writer, especially in term of learning research as a novice researcher.
- b. These research findings are also expected to provide the positive contribution or information pertaining to the process of teaching and learning English, especially in term of the effect of using buzz groups technique toward reading comprehension.
- c. These research findings are also expected to be the practices and theories in order to develop the theories on teaching and learning English as a foreign language, and for those who concerned in the world of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is an interactive process, a process in which the reader engages of idea with an author via text. Reading is a highly complex skill, and some pupils, even if they are intelligent and motivated, truly find the process very difficult. Kalayo and Fauzan stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension¹. So, the last process of reading is reader's comprehension about the reading material itself. The text, presents letters, Words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader's knowledge, skills, and strategies include:²

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

¹ Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 115

² *Ibid.*

- d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up-strategy).

Reading comprehension involved much more than readers responses to the text. The students need knowledge, skill, and strategies to increase their comprehension. According to Rubin, Reading comprehension has been described as a complex intellectual process involving a number of abilities³. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

Teale and Yokota stated that comprehension must be the central focus of teaching children to read and not something to be emphasized only after children have learned how to decode and identify words⁴. Even in the beginning stages of reading acquisition, children should discuss, reflect upon, ask and answer questions about what they have read or what has been read to them. It is never too early to develop critical readers. Smith stated that Reading comprehension considered occurring at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level.⁵

- a. Literal level

At the literal level the basic facts understand.

- b. Inferential level

³ *Ibid.*, p.19

⁴ Peter Westwood, *Reading and Learning Difficulties*, Victoria: ACER Press, 2001, p. 18

⁵ *Ibid.*, p. 21

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.

c. Critical level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

d. Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

Therefore, Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Catherine also mentioned that comprehension entails three elements, such as⁶:

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

Thus, reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

⁶Catherine Snow and Chair, *Reading for Understanding Toward an Research and Development Program in Reading comprehension*, Santa Monica: CARAND Reading Study Group, 2002, p. 11

2. Reading Comprehension on Narrative Text

Reading comprehension is the ability to construct meaning from a given written text⁷. Reading is an activity with a purpose. To be able to read effectively the students have to gain a particular purpose in their mind before they interact with the text. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. Furthermore, there are two main purposes for reading:⁸

- a. Reading for pleasure
- b. Reading for get information

Reading comprehension requires the use of strategies before, during, and after reading⁹.

- a. Pre reading activity

Pre reading activity helps to establish a proper set for the reading and discussion of the passage. Pre reading activity is used to introduce the topic and to motivate the students to read the passage by using story mapping. Reading text is not always interesting and pre reading activity gives the necessary motivation to read the passage.

- b. During reading

In during reading activity, the teacher develops the students' reading skill skimming and scanning, skimming is reading rapidly to get

⁷Kristin Lems., et.all., *Teaching Reading to English Language Learners*, New York: The Guilford Press, 2010, p. 170

⁸David Nunan, *Practical English Language Teaching*, New York: Mc. Graw Hill, 2003, p. 90

⁹Kristin Lem, et.all., *Op.Cit.*, p. 72

general information, and scanning is reading rapidly to find special information.

c. After reading

After reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension.

In concerning to text, there are some kind of texts that are taught to the students of senior high school level namely narrative, recount, procedure, and exposition in form of monologue or essay. Narrative is the kind of text that has purposes to entertain the reader. Concerning to reading narrative text such as folktale, legend, fable, and etc, the main characteristics of narrative text are as follows:

According to Peter and Megan, the generic structure of narrative text¹⁰:

- a. Orientation: It sets the scene and introduces the participants of the story such as the characters, time, and place. (It answers the question: who, when, what and where) and introduce.
- b. Complication: the problems that arise in the story. The complication divided into three types: physical conflict, social conflict, and internal

¹⁰Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Assessing Writing*, New South Wales: The University of New South Wales Press Ltd, 2005, p. 238

or psychological conflict.¹¹ Physical conflict is the description of man struggle to his physical world. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.

- c. Resolution: the character that finds out the solution of the problem happened.

According to English K-6 Module, Linguistics characteristics of narrative text, the grammatical features of narrative are as follows¹²:

- a. Use simple Past Tense.
- b. Use the particular nouns to refer to or describe the particular people, animals, and thing that the story is about.
- c. Use the adjectives to build noun groups to describe the people, animals, or thing in the story.
- d. Use the conjunction and time connectives to sequence event through time.
- e. Use the adverbial phrases to locate the particular incidents or events.
- f. Use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

¹¹ *Ibid.*

¹² *English K-6 Module*, Sydney: Board of Studies NSW, 2001, p 37

3. Students' Reading Comprehension on Narrative Text

a. Students' Reading Comprehension on Narrative Text Based on School Based Curriculum

The students' reading comprehension of the first year at Senior High School based on the Syllabus as follows:¹³

- 1) Standard Competence: Understand meaning in simple short functional text and essay in of, recount, narrative, and procedure in daily life contexts and for access knowledge.
- 2) Basic Competence: Responds meaning and rhetorical steps in simple short functional essay text accurately, fluently, and accept in daily life context and for access knowledge in text form: recount, narrative, procedure.
- 3) Indicators: identify the main idea of reading text, identify the generic structure of narrative text, identify the language features of narrative text, identify the new vocabulary of narrative text, identify the reference of reading text.

Based on the explanation above, there are one basic competence and standard competence that should be achieved by the first year students of Senior High School. The standard competence is Understand meaning in simple short functional text and essay in of, recount, narrative, and procedure in daily life contexts and for access knowledge. The basic competence is Responds meaning and rhetorical steps in simple short functional essay text accurately, fluently, and

¹³SMAN 1 Rumbio Jaya, *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*, 2012, p.4

accept in daily life context and for access knowledge in text form: recount, narrative, procedure. It is clear that, at the end of English course, the first year students of senior high school hoped to be able to reach these outcomes of reading comprehension.

b. Students' Reading Comprehension On Narrative Text Based On Experts

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variable related to the text itself (interest in text, understanding of text types)¹⁴. It means that the primary activity of reading is to comprehend what the text is about.

To increase the students' reading comprehension, The Barrett's Taxonomy in Rosidi stated that is designed originally to assist classroom teachers and students in developing reading comprehension; it is included in questions or test questions for reading text.¹⁵ Alderson and Uquart stated that there are five Barrett's taxonomies of reading comprehension, they are as follows:¹⁶

- a. Literal comprehension is that the students are able to identify the information on the text directly. It is the lowest level of students' reading comprehension. Literal is divided into two types, they are

¹⁴Jannete K. Klingner, et.al., *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007, p. 8

¹⁵Rosidi Lubis, *The Use of Number Head Together Strategy to Improve the Reading Comprehension of The Second Year Students of Junior High School Nurul Falah Pekanbaru*, Pekanbaru: Unpublished Thesis, 2011, p.11

¹⁶*Ibid.*

recognition (students' ability to locate or identify ideas of information explicitly) and recall (students' ability to procedure from memory ideas and information explicitly). Recognition and recall consist of details, main ideas, sequence, comparison, cause-effect relationship, and character traits.

- b. Reorganization is that the students are able to analyze, synthesize, and organize ideas and information explicitly stated in reading text.

Reorganization is divided into some types, they are:

- 1) Classifying (placing person, things, and place into groups).
- 2) Outlining (organizing a selection in outline form).
- 3) Summarizing (paraphrasing the text).
- 4) Synthesizing (consolidating information from more than a single source).

- c. Inferential comprehension is that ideas and information used as the basis for making intelligence hypotheses. The students may infer some case below:

- 1) Supporting details (suggesting additional facts if the students get selection more informative).
- 2) Main ideas (providing the main idea if it is not stated explicitly)
- 3) Sequence (conjecturing what will happen when no explicit statement in the text).
- 4) Comparisons (comparing the information in the paragraphs)
- 5) Cause and effect relationship.

- 6) Character traits (hypothesizing characteristics of persons).
 - 7) Predicted outcomes (predicting what will happen as a result of reading part of the text).
 - 8) Figurative language (inferring literal meanings from the figurative use of language).
- d. Evaluation is requiring response indicating that an evaluative judgment has been made based on the students' experiences and knowledge. The students make the following judgments:
- 1) Reality or fantasy (judging whether an event is possible).
 - 2) Fact or opinion (distinguishing between supported and unsupported data).
 - 3) Adequacy or validity (judging whether information in a text agrees with other sources).
 - 4) Appropriateness (determining relative adequacy of different parts of a selection in answering specific questions).
 - 5) Worth, desirability or acceptability (make decisions of good, bad, right, and wrong).
- e. Appreciation is involving all dimensions of reading above, and requiring to be interested and emotionally and also affectively to the ideas and information in the reading selection. It is included both the knowledge and emotional response to literary, forms, styles, and structures:

- 1) Emotional response to content (verbalizing feelings about the selections).
- 2) Identification with characters and incidents (demonstrating sensitivity with characters or events).
- 3) Reaction to the speaker's use of language (responding to the author's ability to create language).
- 4) Imagery (verbalizing feelings produced by the author's selection of words that produce visual, auditory, sensation or images).

In addition, Brown maintained that there are some reading comprehension questions that can be evaluated, they are main ideas, expression/idiom/phrase in context, inference, grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary context.¹⁷

In short, to comprehend the text especially narrative text, students should pay attention and master the reading comprehension seriously, such as main idea, inference, vocabulary context, generic structure, and grammatical features. Because reading comprehension is not a simple process but needs the cooperation of brains and the eyes.

4. The Factors Influence Student' Reading Comprehension on Narrative Text

¹⁷ H. Douglas Brown. *Language Assessment: Principles and Classroom Practice*, San Francisco: San Francisco State University, 2004, p. 206

Many factors can affect students' success in reading. In general, these factors can be identified such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. The success of teaching reading for the senior high school is determined by many aspects such as the material of reading, facility, teacher, the students themselves, methodologies and strategy. Several studies have indicated that one of the crucial aspects in teaching reading is the technique used by the teacher in teaching. As the result o reading process, there are also some factors that influence the students in reading comprehension.

The following four important factors influence reading comprehension:¹⁸

- a. Command of the Linguistic Structure of the Text.

Students need to know how to decode text quickly and easily so that cognitive energy is not drained from the task of drawing meaning from the text.

- b. Adequate Vocabulary in the Content Area.

A good vocabulary enables students to process words automatically while reading. Because they can hold no more than seven items in short-term memory at any one time, students must decode words rapidly.

- c. Degree of Meta-cognitive Control of the Text.

Students must know how to self-monitor and reflect on their level of understanding during the act of reading.

- d. Adequate Domain Knowledge.

¹⁸Karen Tankersley, *Literacy Strategies for Grades 4-12 : Reinforcing The Threads of Reading*, Virginia USA: Association for Supervision and Curriculum Development Alexandria, , 2005, p. 108-110

Background knowledge helps students connect to the text that they are reading. Without the ability to connect and relate to the text, they will derive little meaning from it; without meaning, no comprehension can result.

In conclusion, the students' comprehension on reading the text can be influenced by considering several factors that has been described above. So, the teacher should be aware about the factors that influenced the students' reading comprehension and prepare a good strategy or technique to teach them.

5. The Nature of Buzz Groups Technique

According to Barkley et al, in Milaningrum, using buzz groups technique in reading class, the students can discuss with their friends to exchange simple ideas from the reading text¹⁹. It means that buzz groups technique is an appropriate technique to teach reading. The term "buzz" comes from the hive of verbal activity. Buzz groups technique is a small discussion group formed for a specific task such as generating ideas, solving problems or reaching a common viewpoint on a topic and followed by whole class discussion in the specific period of time.²⁰

Groups may be divided into buzz groups or 4-6 persons after an initial presentation in order to cover different aspects of a topic or maximize participation. These small groups meet for specific period of time without any

¹⁹ E. Milaningrum, *Improving Students' Reading Comprehension By Using Buzz Groups Technique (A Classroom Action Research Conducted at the Seventh Grade of SMP Negeri 7 Surakarta in the Academic Year of 2010/2011)*, Surakarta: Unpublished Thesis, 2011, p.19

²⁰ Module 3: Collaborative Learning,
http://peoplelearn.homestead.com/Module_3.Cooperative.pdf, Retrieved on June 17th 2012

time for preparation or reflection to consider a simple question or problem. Each group appoints a spokesperson to report the results of the discussion to the larger group. Buzz groups technique is a form of brainstorming and is good for overcoming students who are shy to talk and share their idea about the problems.²¹ Many language experts have many opinions about buzz groups technique.

Typically, buzz groups technique serves as a warm-up to whole-class discussion. It is effective for generating information and ideas in short period of time. In fact, some students have trouble participating in large group discussions or meetings. So by dividing the whole class into small groups, more students have the opportunity to express their thoughts. Because students have had a chance to practice their comments and to increase their repertoire of ideas in their buzz groups, the whole-class discussion that follows is often richer and more participatory.

The buzz groups technique is a patent discussions group technique with a high degree of student involvement.²² This is employed when the students become very motivated and seized with the issues involved. According to Diffundo, buzz groups technique is a small, intense discussion group usually involving 4 to 6 persons responding to a specific question or in search of very precise information. It is called a “buzz” group because it mimics the sound of people in intense discussion. It is an extremely useful technique in learning, as these small groups can be divided into participants with wide ranging experiences or those with

²¹ *Ibid.*

²²P.Anand Ganesh, *Small Group Work as Teaching Strategy*,
<http://xa.yimg.com/kq/groups/20893034/1384147817/name/Buzz+Group+Technique.ppt>.
Retrieved on June 17th 2012

highly specialized positions (depending on the topic and the desired outcome). Obviously, a broadly experienced group brings a wider understanding of the problem.²³

Moreover Hall in her journal entitled "Teaching Folio" stated that buzz groups technique is a way to get all members of a group to participate in reading a text. Members of the group are divided into smaller clusters of four to six people and the clusters are given a text. One member of the cluster is chosen to read, record and report the cluster's ideas to the entire group. This technique is particularly useful in larger classes and also encourages shyer students to participate.

Based on the language experts opinion above, it can be concluded that buzz groups technique is a technique of group discussion which consists of four to six students that are formed to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group within a specific period of time. The procedure of buzz groups technique consists of generating idea, solving a problem or reaching a common viewpoint on the topic, and then followed by whole class discussions in larger groups to summarize the topic. It is very useful for large groups to get feedback from a large number of students on specific topic in a formalized way and within a specific time frame.

Buzz groups technique is beneficial because it gives all students the space and freedom to express themselves equally, so every student gets a chance to contribute to the discussion to solving the problem in question. In buzz groups

²³Diffundo, *Excellence In Training Design and Delivery*,
<http://diffundo.com/instructions/resource15.pdf> Retrieved on June 17th 2012

technique the students are split randomly into small groups. A spokesperson is selected to report on the group's discussion results. A specific and short time limit may be given.²⁴

Some principle of buzz groups technique:²⁵

- a. Some pit falls can be avoided if the teacher will carefully observe some basic principles which facilitate the effectiveness of buzz groups teaching.
- b. Plan the class time to allow for moving chairs, explaining the techniques, answering reports. These items will usually take longer than you anticipate.
- c. Make clear to the class what the roles of group leader and recorder should be. This is done before the entire group so that everyone will know how he is to react to the leader and recorder in his group.
- d. Set a definite time limit for discussion
- e. The teacher should "float" from group to group to motivate better involvement, help them over any hurdles, and generally spread enthusiasm around the room.

This technique is commonly known as group work. During a lesson, the class can break into groups to discuss one or two specific questions or issues. The room soon fills with noise as each group buzzes in discussions. If possible, one member from each group should report its findings to the whole class. Buzz groups can be in pairs, trios or more, depending on the activity.

²⁴ Kenneth O. Gangel, *Using Buzz Groups in Your Teaching*
http://it.usu.edu/fact/files/uploads/BestPractices_discussion.pdf. Retrieved on June 17th 2012

²⁵ *Ibid.*

While they are buzzing, pupils are able to exchange ideas drawn from their collective abilities, knowledge and experiences.

6. Teaching Buzz Groups Technique Towards Student' Reading Comprehension on Narrative Text

a. Procedures of Buzz Groups Technique

Buzz groups technique the core of the class activity is the group task, the procedure of buzz groups technique is as follows: ²⁶

- 1) Teacher divides the class into groups that consist of four to six students per sub group (buzz group).
- 2) Every buzz groups chooses a leader and a recorder. The leaders keep the discussions going and later report the groups' ideas to the class and the recorders list their groups' responses during the discussion.
- 3) Teacher distributes reading text for each group
- 4) Teacher asks all of the groups to read the text, after that asks them to discuss the content of the text.
- 5) Teacher assigns each group worksheet that relates to the text that they read. The teacher asks all the groups to do all of the tasks on the worksheet.

²⁶ E. Milaningrum, *Op.Cit.*, p.22

- 6) Teacher gives the groups a set amount of time to discuss the task on the worksheet. Make sure that students stay on task. Teacher will alert students one or two minutes before they are to finish.
- 7) Teacher asks the students to return to whole class discussion.
- 8) Teacher invites each group leader to present the ideas generated from the group discussion.
- 9) Teacher asks to other groups to give feedback and share their different ideas.
- 10) Teacher and all of the students summarize the presentations, making sure that the topic has been discussed sufficiently. Teacher has to ensure that learners understand how their discussions relate to the principles of teaching

b. Advantages of Buzz Groups Technique

One of the popular techniques for achieving student participation in groups is the buzz groups technique.²⁷ They are effective for generating information and ideas in a short period of time. By dividing the class into small groups, more students have the opportunity to express their thoughts. Because the students have had a chance to practice their comments and to increase their repertoire of ideas in the buzz groups, the whole class discussion that follows is often richer and more participatory. On the other hand, the speed (few minutes for each phase are given)

²⁷ McKeachie, *Teaching Tips: A guidebook for the Beginning College Teacher*, Lexington: MA: D. C. Heath, 1994, p. 47

develops the time effectiveness. While Cameron also states that there are several advantages of Buzz Groups technique. They are:²⁸

- 1) Buzz Groups technique can change the pace of the lesson and allow active participation in the learning process.
- 2) It gives students time to mentally organize and assimilate new material.
- 3) It provides the teacher with feedback on the extent to which students understand the material presented in the lesson.
- 4) Buzz Groups technique also has the advantage of breaking the lesson into more easily absorbed sections.

From the explanation above, it can be assumed that buzz groups technique is an appropriate technique to teach reading. Using buzz groups technique, students can learn in the group discussion so that they are easier to express themselves and share their understanding of written text in reading classroom. One of the ways to discuss texts deeply and to give students experience is through social interaction. Group interaction in buzz groups technique makes available a broader range of perception than a problem that occurs when an individual thinks alone. When a student solves her/his problem in solitude, he or she uses his/her own sensitivity and therefore involves limited perception.

²⁸Beverly J. Cameron, *Instructional Methods*,
http://amec.glp.net/c/document_library/get_file?p_l_id=844086&folderId=1077184&name=DLFE-20788.pdf. Retrieved on July 10th 2012

B. Relevant Research

Relevant research requires some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, the writer has to analyze what the point that focused on, inform the design, finding and conclusion of the previous research, that of:

1. Research from Rafita Indah Mustafa, she conducted a research entitled “The Effect of Using Buzz Groups Technique towards Speaking Ability of the Second Year Students at MA Dar-El Hikmah Boarding School Tampan Pekanbaru”. The type of her research was quasi-experimental research. The main focus of her research was to find out a significant difference of improvement of students’ speaking ability at the second year of MA Dar-El Hikmah Pekanbaru between students who were taught by using Buzz Groups Technique and who were taught by using Conventional Method. Finally, the research found that the significant number was $0.000 < 0.05$. Based on the significance result above, H_a was accepted and H_o was rejected. In conclusion, there was a significance difference of improvement of students’ speaking ability between students who were taught by using Buzz Groups Technique and who were taught by using Conventional Method.²⁹
2. Research from E Milaningrum, she conducted a research entitled “Improving Students’ Reading Comprehension by Using Buzz Groups Technique (A Classroom Action Research Conducted at the Seventh

²⁹ Rafita Indah Mustafa, The Effect of Using Buzz Groups Technique toward Speaking Ability of the Second Year Students at MA Dar-El Hikmah Boarding School Tampan Pekanbaru, Pekanbaru: Unpublished Thesis, 2012

Grade of SMP Negeri 7 Surakarta in the Academic Year 2010/2011)". The design of this research was action research design. The objectives of this research are to describe whether buzz groups technique improves reading comprehension of the seventh grade students of SMP N 7 Surakarta, to describe the class situation when buzz groups technique is used in. The results of this research were teaching reading by using buzz groups technique can effectively improve students' reading comprehension. From the observation, the researcher found that during the action, the students have shown their improvement such as they were able to comprehend the text well, the situation of the teaching and learning process became more enjoyable and interesting, and all of the students were involved in the teaching and learning process. From the reading comprehension test, the students' pre-test mean score was 60.2, increasing to 75.4 in the first post-test and increasing to 83.0 in the final posttest. Therefore, it can be concluded that teaching reading by using buzz groups technique can improve the students' reading comprehension.³⁰

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept is the concept used to clarify the

³⁰ E. Milaningrum, *Op.Cit.*, p. iv

theories use in the research. There were two variable used in the research, they were variable X and variable Y. Buzz groups technique was as variable X that gave the effect toward students' reading comprehension as variable Y. The indicators are as follow:

1. The procedures of buzz groups technique (X) are as follow:
 - a) Teacher divides the class into groups that consist of four to six students per sub group (buzz group).
 - b) Every buzz group chooses a leader and a recorder.
 - c) Teacher distributes reading text for each group.
 - d) Teacher asks all of the groups to read, discuss and do the task based on the text.
 - e) Teacher gives the groups a set amount of time to discuss the task on the worksheet.
 - f) Teacher asks the students to return to whole class discussion.
 - g) Teacher invites each group leader to present the ideas generated from the group discussion.
 - h) Teacher asks to other groups to give feedback and share their different ideas.
 - i) Teacher and all of the students summarize the presentations.
2. The indicators of reading comprehension (Y) are as follow:
 - a) Students are able to identify the main idea of reading text.
 - b) Students are able to identify the generic structure of narrative text.
 - c) Students are able to identify the language features of narrative text.

- d) Students are able to identify the new vocabulary of narrative text.
- e) Students are able to identify the reference of reading text.

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the students who are taught by using buzz groups technique will have better reading comprehension, especially reading comprehension on narrative text. Furthermore, the better implementation of buzz groups technique in reading subject, the better reading comprehension on narrative text.

2. The Hypothesis

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

a. The Alternative Hypothesis (H_a)

There is significant effect of using buzz groups technique towards reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

b. The Null Hypothesis (H_0)

There is no significant effect of using buzz groups technique towards reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

CHAPTER III

RESEARCH METHODOLOGY

A. The Design of the Research

This research is experimental research. Experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship.¹ Moreover, the type of design that had been used was quasi-experiment. Creswell stated that quasi-experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.² Creswell explained that a pre-test provides a measure on some attribute or characteristic that will be assessed for participants in an experiment before they receive a treatment. Meanwhile, a posttest is a measure on some attribute or characteristic that will be assessed for participants in an experiment after a treatment.³

Quasi-Experimental Designs has many such design. In this research, the reseacher have apply The Nonequivalent Control Group Design. Gay explained that the non equivalent control group design is involves random assignment of intact groups to treatments, not random assignmnet of individuals.⁴ There are two variables in this research. The first is independent variable and the second one is dependent variable. The use of buzz groups technique is independent variabel symbolized by “X” and the students’ reading comprehension is dependent

¹L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition*, New Jersey: Prentice Hall Inc, 2000, p. 36

²John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education Ltd, 2008, p. 313

³*Ibid.*

⁴L.R. Gay and Peter Airasian , *Op.Cit.*, p. 395

variable symbolized by “Y”. This research have use two groups for comparison. The first was experimental group that had treated by buzz groups technique. The second one was control group that had treated by conventional strategy or not treated by buzz group technique. In brief, the research was designed by the following table:

**Table III.1
Research Design**

Class	Pre-test	Treatment	Post-test
Experimental	T1	X	T2
Control	T1	∅	T2

Note:

T1 : Pre-test to experiment and control class

T2 : Post-test to experiment and control class

X : Receiving treatment, that is using buzz groups technique

∅ : No treatment

B. Time and Location of the Research

This research was conducted at the first year students of SMAN 1 Rumbio Jaya. The research has been conducted on February until March 2013.

C. Subject and Object of the Research

The subject of this research was the first year students at SMAN 1 Rumbio Jaya and the object of this research was the effect of using buzz groups technique toward reading comprehension on narrative text.

D. Population and Sample

The population of this research was the first year students at SMAN 1 Rumbio Jaya. The total of the population was 65 students. The writer used total sampling as the technique sampling of this research

Table III.2
Total Population of the First Year Students of SMAN 1 Rumbio Jaya 2012-2013

No.	Class	Male	Female	Total
1.	X 1	7	26	33
2.	X 2	23	9	32

E. Technique of Collecting Data

The data had been collected by using pretest and posttest. The first was pre-test given before treatment. Second was pos-test, pos-test had been given twice (during treatment and after treatment). Before using the instruments (pretest and posttest) to the students, the test items were going to be tried out. In this research, the writer have use test as instrument to collect the data. The type of test was multiple choice tests. The multiple choices item require the student to select a correct answer out of a number of options.⁵ Then, the score test and reading comprehension of Narrative test were classified in this table below⁶:

⁵ Elana Shohamy, *A Practical Handbook in Language Testing for the Second Language Teacher*, Israel: Tel-Aviv University, 1985, p. 38

⁶ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, Jakarta: Bumi Aksara, 2009, p. 245

Table III.3
Classification of Students' Score

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

The test was used to find out the students' comprehension in reading. The data of this research were the score of the students' reading comprehension obtained by using reading test. The test intended to obtain students' reading comprehension of the first year at SMAN 1 Rumbio Jaya.

1. Blue Print

Table III.4
Blue Print of the Test (Pre-test)

NO	INDICATORS	TOTAL ITEM	NUMBER OF ITEM
1.	Students are able to identify the main idea of reading text	5 items	1,7,12,19,25
2.	Students are able to identify the generic structure of narrative text	5 items	3,9,11,17,21
3.	Students are able to identify the language features of narrative text	5 items	2,8,13,16,23
4.	Students are able to identify the new vocabulary of narrative text	5 items	5,10,14,20,22
5	Students are able to identify the reference of reading text	5 items	4,6,15,18,24

Blue Print of the Test (Post-test)

NO	INDICATORS	TOTAL ITEM	NUMBER OF ITEM
1.	Students are able to identify the main idea of reading text	5 items	1,8,15,18,23
2.	Students are able to identify the generic structure of narrative text	5 items	3,6,11,16,21
3.	Students are able to identify the language features of narrative text	5 items	2,9,13,20,25
4.	Students are able to identify the new vocabulary of narrative text	5 items	5,10,14,19,24
5	Students are able to identify the reference of reading text	5 items	4,7,12,17,22

2. Validity

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor that can make it. The instrument of the test must aim at providing a true measure. Validity is whether that measure actually measures what it is supposed to measure⁷. Validity is important in all forms of research and all types of tests and measures⁸

The researcher did try out once the researcher did the try out on January 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 correlate level of each item. To find validity the test writer used correlation product moment formula⁹. In the research, the writer used software SPSS 20 version to calculate the validity of test.

⁷ Jeremy Miles and Philip Banyard, *Understanding and Using Statistics in Psychology*, California: SAGE Publications Ltd, 2007, p. 270

⁸ L.R. Gay and Peter Airasian, *Op.Cit.*, p. 161

⁹ Suharsimi Arikunto, *Op.Cit.*, p. 78

3. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability refers to whether a test measures something well¹⁰. There are some factors affecting the reliability of a test, they are:

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

According to Tambunan in Dewi, Reliability coefficient for good classroom achievement tests are expected to exceed 0.07 and closed to 1.00. He stated that reliability of test is considered as follows¹¹:

- a. 0.00-0.20 : Reliability is low
- b. 0.21-0.40 : Reliability is sufficient
- c. 0.41-0.70 : Reliability is high
- d. >0.70 : Reliability is very high

In the research, the writer used cronbach's alpha formula¹². The writer used software SPSS 20 version to calculate the reliability of test. To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The following steps how to get the result based on SPSS 20 for windows-statistical software are:

¹⁰ Jeremy Miles and Philip Banyard, *Loc.Cit.*,

¹¹ Dewi Sumarni, *The Influence Of Directed Reading Activity (DRA) Strategy On Reading Comprehension At The First Year Students Of SMAN 14 Siak Of Siak Regency*, Pekanbaru: Unpublished Thesis, 2011

¹² Jeremy Miles and Philip Banyard, *Op.Cit.*, p. 281

- a. Open the students test file.
- b. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
- c. From the menu click your variables, and press the narrow button.
- d. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

The result of validity and reliability can be seen in the appendix.

F. Technique of Data Analysis

The score was analyzed by using both descriptive statistics and inferential statistics. Descriptive statistics permit the writer to meaningfully describe many pieces of data with a few indices.¹³ Meanwhile, inferential statistic allow the writer to generalize a population of individuals based on information of obtained from a limited number of research participants.¹⁴ The data was analyzed by using statistic software which is SPSS 20 version for the inferential statistics. The different mean was analyzed by using T-test formula:¹⁵

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

- t_o : the value of T-obtained
 M_x : Mean score of experimental sample
 M_y : Mean score of control sample
 SD_x : Standard deviation of experimental class
 SD_y : Standard deviation of control class

¹³ L.R. Gay and Peter Airasian, *Op.Cit.*, p. 437

¹⁴ L.R. Gay and Peter Airasian, *Op.Cit.*, p. 469

¹⁵ Hartono, *Statistik Untuk Penelitian*, Yogyakarta: Pustaka Pelajar, 2008, p.193

N : Number of the students

The T- table is employed to see whether there is a significant difference of mean post test's score between experiment and control class. The T obtained value consulted with the value of T-table at the degree of freedom (df) = $(n_1+n_2)-2$ statistically hypothesis:

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

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

Ha is accepted if $t_o > t\text{-table}$ or there is significant effect of using buzz groups technique toward reading comprehension on narrative text. Ho is accepted if $t_o < t\text{-table}$ or there is no significant effect of using buzz groups technique toward reading comprehension on narrative text.

To identify the level of the effect of the buzz groups technique towards reading comprehension on narrative text of the first year, it was done by calculating coefficient (r^2) by using formula:¹⁶

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

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

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

¹⁶ Ridwan, *Rumus dan Data dalam Analisis Statistika*, Bandung: Alfabeta, 2008, p.1

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The aim of this study is to obtain the effect of using buzz groups technique toward reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya. The data of this research were the scores of the students' posttest. Before giving posttest, the researcher gave pre-test to two classes as the samples, to know their reading comprehension before treatment.

The data were obtained by giving post-test to the experiment and control class. The reading comprehension test was given by the researcher consist of five reading texts. Then, the researcher gave to the student twenty five questions that made based on indicators of reading comprehension.

The researcher got the data of this research from students' post-test of control and experiment class. The data were collected through the following procedures:

1. The students both experiment and control class got pre-test, by asking them to answer the questions after they read the reading material given.
2. The students of experiment class got treatment, by using buzz groups technique.
3. The students both experiment and control class got posttest by asking them to answer the questions after they read the reading material given.
4. The students' answer sheets of both classes were collected in order to get the data about their comprehension of narrative text.

1. Description of Students' Pre Test Score Both Experiment and Control Class

a. Description of Students' Pre Test Scores of Experiment Class

The description of students' pre-test scores of experiment class can be seen at the table below:

Table IV.1
The Distribution of Frequency of Students' Pre-Test Scores at Experiment Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1.	48	10	30.3	30.3	30.3
2.	52	12	36.4	36.4	66.7
3.	56	6	18.2	18.2	84.8
4.	60	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

Based on the table above, it can be seen that there were 10 students who got score 48 (30.3%), 12 students who got score 52 (36,4 %), 6 students who got 56 (18,2 %), 5 students who got score 60 (15,2%). The highest frequency was 12 at the score of 52. The total frequency was 33.

Table IV.2
The Mean and Standard Deviation of Pre Test at Experiment Class

N	Valid	33
	Missing	0
	Mean	52.73
	Median	52.00
	Mode	52
	Std. Deviation	4.178
	Variance	17.455
	Range	12
	Minimum	48
	Maximum	60
	Sum	1740

Based on the table above, it can be seen that the mean of pre-test of experiment class was 52.73. Standard deviation of experiment class was 4.178.

b. Description of Students' Pre-test Scores of Control Class

The description of students' pre-test scores of control class can be seen at the table below:

Table IV.3
The Distribution of Frequency of Students' Pre Test Score at Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1.	48	8	25.0	25.0	25.0
2.	52	10	31.2	31.2	56.2
3.	56	7	21.9	21.9	78.1
4.	60	7	21.9	21.9	100.0
	Total	32	100.0	100.0	

Based on the table above, it can be seen that there were 8 students who got score 48 (25%), 10 students who got score 52 (31,2 %), 7 students who got 56 (21,9%), 7 students who got score 60 (21,9%). The highest frequency was 10 at the score of 52. The total frequency was 32.

Table IV.4
The Mean and Standard Deviation of Pre Test at Control Class

N	Valid	32
	Missing	0
Mean		53.62
Median		52.00
Mode		52
Std. Deviation		4.412
Variance		19.468
Range		12
Minimum		48
Maximum		60
Sum		1716

Based on the table above, it can be seen that the mean of pre-test of control class was 53.62. Standard deviation of control class was 4.412.

In conclusion, from the data above the mean score pre-test of experiment class is 52.73 that is less and standard deviation is 4.178.

While the mean score pre test of control class is 53.62 that is less and standard deviation is 4.412.

2. Description of Students' Post-test Scores Both Experiment and Control Class

a. Description of Students' Post Test Scores of Experiment Class

The description of students' posttest scores of experiment class can be seen at the table below:

Table IV.5
The Distribution of Frequency of Students' Post Test Scores at Experiment Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1.	58	2	6.1	6.1	6.1
2.	60	2	6.1	6.1	12.1
3.	62	3	9.1	9.1	21.2
4.	64	7	21.2	21.2	42.4
5.	66	5	15.2	15.2	57.6
6.	68	1	3.0	3.0	60.6
7.	70	4	12.1	12.1	72.7
8.	72	6	18.2	18.2	90.9
9.	74	2	6.1	6.1	97.0
10.	78	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Based on the table above, it can be seen that there were 2 students who got score 58 (6.1%). 2 students who got 60 (6,1%). 3 students who got 62 (9,1%). 7 students who got 64 (21,2%). 5 students who got 66 (25,2%). 1 student who got 68 (3%). 4 students who got 70 (12,1%). 6 students who got 72 (18,2%). 2 students who got 74 (6,1%). 1 student

who got 78 (3%). The highest frequency was 7 at the score of 64. The total frequency was 33.

Table IV.6
The Mean and Standard Deviation of Post Test at Experiment Class

N	Valid	33
	Missing	0
	Mean	66.85
	Median	66.00
	Mode	64
	Std. Deviation	5.026
	Variance	25.258
	Range	20
	Minimum	58
	Maximum	78
	Sum	2206

Based on the table above, it can be seen that the mean of posttest of experiment class was 66.85. Standard deviation of experiment class was 5.026.

b. Description of Students' Post Test Scores of Control Class

The description of students' posttest scores of control class can be seen at the table below.

Table IV.7
The Distribution of Frequency of Students' Post Test Scores at Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1.	52	1	3.1	3.1	3.1
2.	54	8	25.0	25.0	28.1
3.	56	4	12.5	12.5	40.6
4.	58	7	21.9	21.9	62.5
5.	60	5	15.6	15.6	78.1
6.	62	1	3.1	3.1	81.2
7.	64	5	15.6	15.6	96.9
8.	68	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Based on the table above, it can be seen that there were 1 student who got score 52 (3.1%). 8 students who got 54 (25%). 4 students who got 56 (12,5%). 7 students who got 58 (21,9%). 5 students who got 60 (15,6%). 1 student who got 62 (3,1%). 5 students who got 64 (15,6%). 1 students who got 68 (3,1%). The highest frequency was 8 at the score of 54. The total frequency was 32.

Table IV.8
The Mean and Standard Deviation of Post Test at control Class

N	Valid	32
	Missing	0
	Mean	58.25
	Median	58.00
	Mode	54
	Std. Deviation	3.992
	Variance	15.935
	Range	16
	Minimum	52
	Maximum	68
	Sum	1864

Based on the table above, it can be seen that the mean of posttest of control class was 58.25. Standard deviation of control class was 3.992.

In conclusion, from the data above the mean score posttest of experiment class is 66.85 that is good and standard deviation is 5.026. While the mean score post test of control class is 58.25 that is enough and standard deviation is 3.992.

B. The Data Analysis

In analyzing the data, the writer used SPSS 20 computer program with independent sample t-test formula. It can be seen in the appendix 10.

The process of statistic analysis by using t-test in SPSS program is as follow:

1. Open SPSS program.
2. Entry the data based on its procedure in Variable View and Data View.
3. Click Analyze in menu of SPSS, choose Compare Mean.
4. Choose Independent Sample T-Test.

Table IV.10
Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension	Control	32	4.62	4.777	.845
	Experiment	33	14.12	4.060	.707

Table IV.11
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading Comprehension	Equal variances assumed	1.044	.311	8.645	63	.000	-9.496	1.098	-11.691	-7.301
	Equal variances not assumed			8.623	60.758	.000	-9.496	1.101	-11.698	-7.294

After getting the output from SPSS analysis, the writer interprets the output as follows:

1. The output of group statistic shows that the mean of experiment class is 14.12 and the mean of control class is 4.62. The standard deviation of experiment class is 4.060 and the standard deviation of control class is 4.777. Standard error mean of experiment class is .707 and Standard error mean of control class is .845.
2. The output of independent samples test shows that the t-test result is 8.645, its df is 63, significant .000, mean difference is -9.496, standard error is 1.098, lower difference interval is -11.691, and upper difference interval is -7.301.

There are two ways that can be done in interpreting t_0 . They are as follow:

1. By comparing t_0 ($t_{\text{observation}}$) to t_t (t_{table}). From $df = 63$, it is found that the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. It can be seen that $2.00 < 8.645 > 2.65$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.
2. By orienting the number of significance. If probability > 0.05 , null hypothesis (H_0) is accepted. If probability < 0.05 , alternative hypothesis (H_a) is accepted.

To identify the level of effect of using buzz groups technique toward reading comprehension on narrative text of the first year, it was done by calculating coefficient (r^2) by using the following formula:

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

$$r^2 = \frac{8.645^2}{8.645^2 + 33 - 2}$$

$$r^2 = \frac{74.74}{105.74}$$

$$r^2 = 0.706828068$$

$$r^2 = 0.499605917$$

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

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

$$K_p = 0.499605917 \times 100\%$$

$$K_p = 49.96\%$$

Based on the analysis data about the students' reading comprehension on narrative text, it showed that mean of the students' reading comprehension on narrative text by using buzz groups technique was higher than mean of students' reading comprehension on narrative without using buzz groups technique.

The differences treatment of two classes taught to the homogeny students caused the differences students' scores in comprehending narrative text. It also can concluded that this technique give 49.96% effect toward reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

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

1. The students' reading comprehension on narrative taught without using buzz groups technique was low. It can be seen from the mean of experiment class is 52.73 and Control class is 53.62. It was less.
2. The students' reading comprehension on narrative taught by using buzz groups technique was high. It can be seen from the mean of experiment class is 66.85, it was good and control class is 58.25, it was enough.
3. There is significant effect of using buzz groups technique toward reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation and data analysis explained at chapter IV, the researcher finally comes to the conclusion as the answer of the formulation of the problem. The conclusions are as follows

1. The result score shows that the students reading comprehension on narrative text before being taught by using buzz groups technique is in **Less category**
2. After being taught by using buzz groups technique, the students' reading comprehension on narrative is in **Good category**.
3. There is significant effect of using buzz groups technique toward reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya.

Based on the result of the research, it can be concluded that the use of buzz groups technique have given a better effect for students' reading comprehension in narrative text.

B. Suggestion.

After finding the result of using buzz groups technique toward reading comprehension on narrative text of the first year students at SMAN 1 Rumbio Jaya, the writer has some suggestions for the students, teacher, and school.

1. Suggestion for Students.

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading itself. The

students should read the material more and more. In this case, buzz groups technique is an appropriate technique that can be used by the students in reading material to gain comprehension. Buzz groups technique can increase students' reading comprehension.

2. Suggestion for Teacher.

To increase students' reading comprehension, teacher must be smart to select the technique to be used in comprehending the reading text. Based on the research findings, teacher can apply this technique in teaching reading comprehension as an alternative technique.

3. Suggestion for School.

School is an institution that has purpose to make students enjoy in teaching and learning process. School should provide media in learning English. School should find the students' interest in studying and learning reading.

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