THE EFFECT OF USING PREVIEWING STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT STATE SENIOR HIGH SCHOOL (SMAN) 12 PEKANBARU

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Pekanbaru, March 19th 2013

The researcher

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v

ABSTRAK

Siti Nurfarida (2013): Pengaruh Penggunaan Strategi Previewing terhadap Pemahaman Membaca Siswa Kelas Dua SMAN 12 Pekanbaru

Berdasarkan studi pendahuluan peneliti, ditemukan bahwa beberapa siswa tidak dapat memahami makna dari teks naratif dalam buku pelajaran mereka; beberapa siswa tidak dapat menemukan ide pokok, tidak dapat mengidentifikasi informasi khusus dan tidak memiliki pengetahuan dasar dari teks tersebut. Jadi, penulis tertarik mengadaakan penelitian tentang masalah tersebut. Tujuan dari riset ini adalah untuk mengetahui adanya pengaruh dari penggunaan strategy previewing dalam memahami bacaan. Peserta dapat membangun pemahaman dasar dan membuat perkiraan untuk memahami bacaan text naratif dengan melakukan previewing.

Tipe dari penelitian ini adalah quasi experimental dengan model nonequivalent control group. Penelitian ini diadakan di SMAN 12 Pekanbaru. Subjek dari penelitian ini adalah siswa kelas dua SMAN 12 Pekanbaru, dan objek dari penelitian ini adalah pengaruh penggunaan strategi previewing terhadap pemahaman membaca teks naratif.

Populasi dari penelitian ini adalah seluruh siswa kelas kedua SMAN 12 Pekanbaru. Keseluruhan dari jumlah populasi adalah 326. Dikarenakan jumlah populasinya terlalu banyak, peneliti menggunakan cluster sampling dalam pengambilan sampel: kelas XI IPS 1 yang terdiri dari 37 siswa sebagai kelas eksperimen, dan kelas XI IPS 2 yang terdiri dari 37 siswa sebagai kelas kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 74 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS.

Berdasarkan penganalisaan data dari skor mean siswa di kelas eksperimen dan kelas kontrol, ditemukan bahwa skor mean siswa di kelas eksperimen lebih tinggi daripada skor mean siswa di kelas control. Ahkirnya, berdasarkan analisa data dari rumus T-test, ditemukan bahwa T_o lebih tinggi daripada T_t baik dalam signifikan 1% dan 5%. Dalam kata lain, dapat kita baca 2,00<4,320>2,65. Maka peneliti dapat menyipulkan bahwa H_o ditolak dan H_a diterima. Maksudnya, ada pengaruh yang signifikan dari penggunaan strategi previewing tehadap pemahaman membaca teks narratif siswa kelas dua SMAN 12 Pekanbaru. Koefisien persentase dari penggunaan strategi previewing terhadap pemahaman membaca teks naratif siswa kelas 2 SMAN 12 Pekanbaru adalah 20.58%.

ABSTRACT

Siti Nurfarida (2013): The Effect of Using Previewing Strategy toward the Reading Comprehension at the Second Year Students of State Senior High School 12 Pekanbaru

Based on the researcher's preliminary study, it was found that some of the students could not comprehend the meaning of narrative texts in their text books; some of the students could not found main idea, could not identify specific information and did not have background knowledge of the text. So, the researcher was interested in carrying out about this problem. The purpose of this research was to know there is a significant effect of using previewing strategy in reading comprehension. The participants could build their background knowledge and made prediction to comprehend reading narrative text by doing previewing.

The design of this research was quasi-experimental research with nonequivalent control group design. The researcher was administered at Senior High School 12 Pekanbaru. The subject in this research was the second year students of State Senior High School 12 Pekanbaru, and the object of this research was the effect of using previewing strategy toward students' reading comprehension narrative text.

The population of this research was all of the second year students of State Senior High School 12 Pekanbaru. The total number of population was 326 students. Because the number of population was large, the researcher used cluster sampling to take the sample; class XI IPS 1, consisted of 37 students as an experimental class, and class XI IPS 2 which consisted of 37 students as a control class, so the number of sample from two classes were 74 students. To analyze the data, the researcher adopted Independent Sample T-test formula by using SPSS.

Based on the analyzing the data of the students' mean score in experimental class and control class, it was found that the students' mean score in experimental class was higher that the students' mean score in control class. Finally, based on the analysis of T-test formula, it was found that T_o was higher than T_t either at significant 1% and 5%. In other words, we can read 2.00 <4.320> 2.65. So the researcher could conclude that H_o was rejected and H_a was accepted. It means that there was significant effect of using previewing strategy toward students' reading comprehension narrative text of the second year students at State Senior High School 12 Pekanbaru. The coefficient effect (Kp) of using previewing strategy toward the second year students' of SMAN 12 Pekanbaru reading comprehension narrative text was 20.58%.

ملخص

ستي نؤر فاردا (٢٠١٣): تأثير استخدام الطريقة Previewing فى فهم القراءة عند طلاب الفصل الثاني بالمدرسة العالية الحكومية 12 باكن بارو.

وأجري هذا البحث لأنها كانت تواجه بعض المشاكل من قبل الطلاب في تعلم اللغة الإنجليزية لا سيما في القراءة والفهم من النص السردي. كانت المشاكل، وبعض الطلاب لا يستطيع ان يفهم عن مضمون النص والقراءة، بعض الطلاب لا يمكن العثور على الفكرة الرئيسية في قراءة النص، والطلاب أيضا لا يمكن التعرف على معلومات مفصلة من النص.

وقد أجري البحث مع الغرض لمعرفة ما إذا كان هناك تأثير كبير من استيعاب الطلاب للقراءة في النص السردي للطلاب حصلوا على تعليمهم باستخدام الطريقة Previewing، وأولئك الذين حصلوا على تعليمهم باستخدام الطريقة تقليدية.

كان التصميم المستخدمة في هذا البحث nonequivalent تصميم مجموعة المراقبة في شبه تجريبية البحوث. في جمع البيانات، والكاتب يستخدم اختبار، وانه كان يستخدم من أجل جمع البيانات من الطلاب القراءة والفهم في النص السردي على طلاب السنة الثانية بالمدرسة العالية الحكومية ٦ سياك ريجنسي. وتألفت لاختبارات اختبارين: تم استخدام الاختبار القبلي لتحديد فهم الطالب قراءة قبل الحصول على استخدام العلاج والبعدي لتحديد فهم الطالب قراءة بعد الحصول على العلاج. في تحليل البيانات، وتستخدم الكاتبة اختبار كتابي. وقد تم تحليل عشرات من التجارب باستخدام ت–الاختبار.

كانت الدرجة الكلية للاختبار t 4.320. استنادا تي الجدول،   2.65. <4.320> 2.00 وبالتالي، فإنه يمكن استنتاج أن هناك أي اختلاف كبير في القراءة والفهم الطلاب بعد التي يجري تدريسها باستخدام استراتيجية نقطة الطباق لفئة تجريبية والاستراتيجية التقليدية لفئة السيطرة على طلاب السنة الثانية في المدرسة العالية الحكومية 12   .الذي كان نتيجة اختبار t 2.00 2.65. <4.320>ومن بالمئة من نسبة العامل، فإنه يمكن أن نرى أن استراتيجية نقطة الطباق ساهم 20.58% للقراءة والفهم الطلاب من طلاب السنة الثانية في المدرسة العالية الحكومية 12
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the most important skills in learning a language. Reading is a means of language acquisition of communication and of sharing information and ideas. Reading is not merely referring to the activity of pronouncing the printed material or following each line of page. Reading is also an active process that requires a great deal of practice and skill. It is a complex interactive between the text and the readers. In accordance with the ideas, Lems states that reading is an interactive process that takes places between the text and the readers' processing strategies and background knowledge.[1] In other words, there is communication between the reader and the text that happens during reading, and the readers have to connect their own background knowledge with information in the text, strategy and skill to comprehend the text because the result of reading is comprehension. So, reading comprehension is when the reader can apply it effectively. Besides, Reading cannot be produced and received without having good capabilities in grammar, have enough vocabulary along with shift part of speech.

Reading is also one of the most important language skills should be developed inside and outside classroom. In English teaching and learning process of Indonesian school especially for every educational level, reading skill is

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[1] Kristin 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

categorized as the first language skills which must be hold by every student. As the first language skills, reading is not only a difficult skill for students, but also it is an activity which challenges them so that possible for students to take more serious and be patient in doing reading activities its self. Moreover by doing reading, students get more information and may boarder their knowledge.

Because reading is important to be learnt and taught to the students, School Based Curriculum provides reading as one of skills that must be taught and learnt in senior high school. State Senior High School (SMAN) 12 Pekanbaru is one of schools uses School Based Curriculum as their guidance in teaching and learning process. In State Senior High School (SMAN) 12 Pekanbaru, reading has been taught since first year of English period. Hence, English is taught twice a week with time duration 45 minutes for an hour. According to syllabus at the second grade, the based competence of reading English refers to capability of students in comprehending and to respond the meaning of monologue text or essay which uses variation of written accurately, fluently, and contextually in from of the text such as report, narrative, analytical, exposition, spoof, and hortatory exposition.[2] In this research, it focuses on the narrative texts. The passing score of English (KKM) at State Senior High School 12 Pekanbaru is 68.

Based on the preliminary research at State Senior High School (SMAN) 12 Pekanbaru, The researcher found that the students are usually given narrative text based on the English book. The teacher used performance strategy in teaching learning narrative text. In which, Teacher explained about the definition, purpose

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[2] Siti Rohana. Tim Penyusun. 2010/2011. Curriculum Based Competence. (Pekanbaru: Unpublished). p.4

and generic structure of narrative text and then students read the text. After that teacher asked students to mention difficult words, and then asked them to find out the meaning together. Teacher asked students to translate the text and identify the generic structure of the text. After that the students answered the question to identify the purpose and the generic structure of the text. For the last teacher asked students answered the following question which be measurement the students' comprehension. The students also known narrative text since in the junior high school, moreover in the first year of senior high school they often make narrative text. Besides they often find narrative text in their library.

Ideally, the students should comprehend about the reading narrative text and comprehend what they are reading. But in fact, the students cannot comprehend about narrative text. The researcher found that there are five criteria become problems for the students:

1. Some of the students are not able to find out the main idea in narrative text.

2. Some of the students do not have background knowledge about the text.

3. Some of the students are not able to find out specific information from the narrative texts.

4. Some of the students have lack of relating vocabulary with the topic.

5. Some of the students could not comprehend reading narrative text.

To overcome these problems need an appropriate strategy for helping students. There is a strategy that can help students toward their comprehension in reading, called "Previewing Strategy".

Previewing is an effective means of helping students acquire some information about topics of in which they know little beforehand and set some expectations about the text that they can compare to what the selection conveys.[3] In briefly, previewing helps reader to set a goal for reading and focus on his or her thinking. Reader will be helped to set some expectation and know what he or she will do with the text because he or she has an illustration about what the text talks.

According to Wassman, in previewing text the reader should: first, read the title (see if it gives you a clue to the topic; then turn it into a question and read to answer it). Second, read if any introductory information-usually the first paragraph or two. Third, read the first sentence of part of the first sentence of the remaining paragraphs. The last, read the last paragraph or two; and then the reader try to predict what the author's message or viewpoint will be and sort out what the reader already know and think about the issue at hand.[4]

Based on the description and several problems above, it is clear that some of the students at SMAN 12 Pekanbaru still have many difficulties which have to be continued measured as early as possible. Therefore, the writer is interested to study in depth the problems above in a research entitle: **"The Effect of Using Previewing Strategy toward Reading Comprehension of the Second Year Students at State Senior High School (SMAN) 12 Pekanbaru".**

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[3] Jean Wallace Gillet, et al. *Understanding Reading Problems Assessment and Instruction Forth Edition.* (New York : Harper Collins College Publishers, 1994). p.222

[4] Rose Wassman, and Lee Ann Risky. *Effective Reading in a Changing World.* (New Jersey: Prentice Hall, 2000). p.12

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation of the topic of the research, the definitions of the terms are as follows:

1. Previewing Strategy

   According to the Gillet, et al state that previewing strategy is an effective means of helping students acquire some information about topics of the which they know little beforehand and set some expectations about the text that they can compare to what the selection conveys.[5] However in this research, the terms of previewing strategy refers to a strategy that done by students to gain information before they ready to read narrative text so that they can be easier and faster in comprehending reading narrative text. By doing this strategy, enable to the students gather previous information and an illustration of overall the text. So, it is possible to develop students' confidence and interest because they know where they are going to do. This strategy can be done with teacher guidance or silent reading. In this research, previewing strategy will be done at the second year students of State Senior High School 12 Pekanbaru.

2. Reading Comprehension

   According to Johnston in the Irwin's book was point out that reading comprehension is previewed as the process of using one's own prior knowledge and comprehended is influenced by the individual reader's

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[5] Jean Wallace Gillet, et al. Op.cit. p.222

characteristics, the text's characteristics, and the situation-related factors: the situation organizer, the task, and the total setting.[6] However in this research, reading comprehension refers to the students' understanding in comprehending reading narrative text. How they are able to find out the topic or theme, main ideas, supporting ideas; and also how students' understanding about the authors' aim, meaning of the text and so on.

C. The Problems

1. Identification of the Problem

Depend on the description above most of students in SMAN 12 Pekanbaru still have some problems in English especially in comprehending reading texts. To be clearer so the problems may itemized in the following identifications:

a. What factors cause some of the students are not able to find out the main idea in narrative text?

b. Do some of the students not have background knowledge about the text?

c. What factors make some of the students disable to find out specific information from the narrative texts?

d. Do some of the students have lack of relating vocabulary with the topic?

e. How the students' comprehension in comprehending reading narrative text?

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[6] Judith Westhal Irwin. *Teaching Reading Comprehension Processes.* (New Jersey: Prentice Hall Inc, 1986). p.8

2. **Limitation of the Problem**

Based on the identification of the problem above, there are some problems involving in this research. In this research, the researcher only focuses on:

a. How is the second year students' of State Senior High School (SMAN) 12 Pekanbaru reading comprehension narrative text by using previewing strategy?

b. How is the second year students' of State Senior High School (SMAN) 12 Pekanbaru reading comprehension narrative text without using previewing strategy?

c. Is there any significant effect of using previewing strategy toward the second year students' of State Senior High School (SMAN) 12 Pekanbaru reading comprehension narrative text?

3. **Formulation of the problems**

Based on the background of the study, the writer formulates problems of the study in the following questions:

a. How is the second year students' of State Senior High School (SMAN) 12 Pekanbaru reading comprehension narrative text by using previewing strategy?

b. How is the second year students' of State Senior High School (SMAN) 12 Pekanbaru reading comprehension narrative text without using previewing strategy?

c. Is there any significant effect of using previewing strategy toward the second year students' of State Senior High School (SMAN) 12 Pekanbaru reading comprehension narrative text?

D. Objectives and Significant of the Research

1. Objective of the Research

The researcher carries out this research for several objectives as follow:

a. To find out the information about students' reading comprehension in narrative text by using previewing strategy.

b. To get the data about students' reading comprehension in narrative text without using previewing strategy.

c. To obtain the data about the effect of using previewing strategy toward students' reading comprehension in narrative text.

2. Significance of the Research

These research findings are hopefully expected to give valuable contributions:

a. To give a contribution about the strategy to students concerning with reading comprehension.

b. To provide useful information for the students about the reading strategy, in order the students can apply it in comprehending the reading text.

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

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading

Reading is a receptive skill because it gathers the information and knowledge from the text that has been read. Reading is not merely referring to the activity of pronouncing the printed material or following each line of page. Reading is also an active process that requires a great deal of practice and skill. It is a complex interactive between the text and the readers.

In accordance with the ideas above, Lems states that reading is an interactive process that takes places between the text and the readers' processing strategies and background knowledge.[1] In other words, there is communication between the reader and the text that happens during reading, and the readers have to connect their own background knowledge with information in the text, strategy and skill to comprehend the text because the result of reading is comprehension.

According to Linda, reading is a complex process involving a network cognitive action that work together to construct meaning.[2] In addition Lines say that reading is a set of skills that involves making sense and deriving meaning from the printed word.[3] In order words, reading has two sources in this

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[1] Kristin 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
[2] Linda J. Dorn, and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach.* (Portland: Stenhouse Publishers, 2005). p.6
[3] Caroline T. Lines. *Practical English Language Teaching: Young Learners.* (New York: Hill Companies, Inc, 2005). p.69

continuum. One source is something to read, generally referred to as the print, and the other source is the reader. Reading cannot occur without both sources. We must be able to decode (sound out) the printed words and also comprehend what we read.

Therefore, reading is interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader' knowledge, skills, and strategies include:

a. Linguistic competence: the ability to recognize the elements 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.

d. Strategic competence: the ability to use top down strategies, as well as knowledge of the language (a bottom up strategy).[4]

Based on the description above, reading is a process of visual skill that goes on between the reader and the text for resulting in comprehension. Reading is also not easy activity, because reader should connect his/her ability not only in comprehending the text but also in decoding the printed word. So, the reader

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[4] Kalayo Hasibuhan and M. Fauzan Ansyari. *Teaching English as A Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p.115

should have knowledge, skill and strategy which should be integrated together so that he/she may understand the text easier.

If a reader only have knowledge of vocabulary or knowledge of how words are structured (linguistic competence) and do not have the suitable strategy (strategy competence) or in verse the reader only have a strategy and do not have knowledge of vocabulary, it will caused the reader difficult to comprehend the text. Therefore, the reader should integrate the four competences together.

Reading is also can be explored by intensive and extensive reading categories. The categories as follow:

a. Intensive Reading

The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. Intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text involves translation and thus comprehension of the text. So, one goal of intensive reading may be comprehension of the text.[5] The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what its mean, but also of how the meaning is produces.[6] Intensive reading is a strategy in which there reader understands the reading in more detail to obtain more specific information.

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[5] I.S.P. Nation. *Teaching ESL/EFL Reading and Writing (ESL and Applied Linguistics Professional Series)*. (New York: Routledge, 2009). p.25

[6] Christine Nuttall. *Teaching Reading Skills in a Foreign Language*. (London: Heinemann Educational Books, 1982). p.23

There are four ways of putting important principle into practice of intensive reading, they are as follow:

1) Focus on items that occur with high frequency in the language as a whole. Such items will occur often in many different texts.

2) Focus on strategies that can be used with most texts.

3) Quickly deal with or ignore infrequent items.

4) Make sure that the same items and strategies get attention in several different texts.[7]

Intensive work on a reading text can focus the following aspects:

1) Comprehension. Intensive reading can aim at understanding a particular text.

2) Regular and irregular sound-spelling relations. This can be done through the teaching of phonics, through teaching spelling rules, and through reading aloud.

3) Vocabulary. Learners' attention can be drawn to useful words, and the underlying meaning and use of these words can explained.

4) Grammar. Difficult grammatical feature can be explained and analyzed.

5) Cohesion. Learners can be practice interpreting what pronouns refer to in the text, what the conjunction relationships between

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[7] I.S.P Nation. Op.cit.p.26-27

sentences are, and how different words are used to refer to the same idea.

6) Information structure. Certain texts contain certain kinds of information.

7) Genre feature. The vocabulary, grammatical feature, cohesive features and information all contribute to the communicative effect of a text.

8) Strategies. Intensive reading can be used to help learners develop useful reading strategies.[8]

b. Extensive reading

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher[9]. Extensive reading is fast reading and just focus on the meaning of literature in general. Extensive reading aims to obtain information from a reading. Extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. Extensive reading can occur within class time or outside class time.

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[8] I.S.P.Nation. ibid. p.27

[9] Penny Ur. *Extensive Reading Activities for Teaching Language.* (New York: Cambridge Handbooks for Language Teachers, 2004). p.1

The characteristic of extensive reading are involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.[10]

Because extensive reading depends on students having suitable reading material, so there some principle of extensive reading. The principle of extensive reading as follow:

1) The reading material is easy.

2) A variety of reading material on a wide range of topics is available.

3) Learners choose what they want to read.

4) Learners read as much as possible.

5) Reading speed is usually faster rather than slower.

6) The purpose of reading is usually related to pleasure, information, and general understanding.

7) Reading is individual and silent.

8) Reading is its own reward.

9) The teacher orients and guides the students.

10) The teacher is a role model of a reader.[11]

Even though extensive reading more focus on the students' interested to the text but it is also like intensive reading which allow reader to comprehend text with his/her way self. For example if in intensive reading a reader should comprehend a text by its vocabulary, grammar, information structure and others; so in extensive reading a reader should comprehend a text by its context and just

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[10] I.S.P. Nation. Op,cit. Sp.50
[11] Penny Ur. Op.cit. p.2-3

focus on the meaning of literature. Therefore, reader shall try to bear in mind the requirements of both intensive and extensive reading, because both are important and each complements the other.

2. Nature of Reading Comprehension

Reading cannot separate with comprehension. Because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding about what has been read is useless. Although, people read with different purpose, such as: reading for pleasure, reading for gathering information, for critique, reading for answering question and others but all of them need comprehension at the finally. Nunan believes that the goal of reading is comprehension.[12] The same idea was point out by Lince that the aim of reading is to comprehend.[13] So, whatever a reader' purpose in reading he/she need comprehension to understand the text clearly.

According to Vaughn comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.[14] In additional, Sadoski said that comprehension is understands something, getting its meaning.[15] In other words comprehension its self is a process where the readers try to get a meaning from the words of the text and combine with their knowledge

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[12] David Nunan. *Praktical English Language Teaching.* (New York: McGraw Hill/Contemporary, 2003). p.68

[13] Caroline T. Lines. Loc.cit. p.71

[14] Sharon Vaughn. *Research-Based Methods of Reading Instruction.* (Alexandria: Association for Supervision and Curriculum Development, 2004). p.98

[15] Mark Sadoski. *Conceptual Foundations of Teaching Reading.* (New York: The Guildford Press, 2004). p.67

so that the readers can get what information which is needed and enhance their knowledge. Comprehension is a result of the mind's ability to make links between the readers' own prior knowledge and prediction regarding what the particularly reading event or context of the text.

According to Irwin there are five processes that proceed simultaneously during comprehension. Each of these processes involves a variety of subprocesses. The comprehension processes as follow:

a. Microprocesses.

   Microprocesses can be described as the initial chunking and selective recall of individual ideas units within individual sentences. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrases. The second major is the ability to select what idea units to remember.

b. Integrative Processes.

   The process of understanding and inferring the relationships between individual clauses and/or sentences can be called integrative processing. Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c. Macroprocesses.

   The process of synthesizing and organizing individual idea units into a summary or organized series of related general ideas can be called macroprocessing. At least two skills are necessary foe macroprocessing.

The first is the ability to select the general ideas and summarize the passage. The second is the ability use the author's general organization pattern to organize one's own memory representation.

d. Elaborative Processes.

Elaborative can be described as a process of making inferences not necessarily intended by the author. For instance, reader may make a prediction about what might happen, reader may form a vivid mental picture, or reader may think about how the information relates to something similar reader has experienced.

e. Metacognitive Processes.

Metacognitive processes is the process of adjusting one's strategies to control comprehension and long-term.[16]

Based on the description above, comprehension is not only an activity which link prior knowledge with the text but also a process in construct micro-processes, integrative processes, macro-processes, elaborative processes and meta-cognitive processes when the reader read.

Therefore, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[17]. In addition Johnston in Irwin' book said that reading comprehension is viewed as the process of using one's own prior knowledge and comprehension is influenced by the individual reader's characteristics, the text's

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[16] Judith Westhal Irwin. *Teaching Reading Comprehension Processes.* (New Jersey: PrenticeHall. Inc, 1986). p.2-6

[17] Karen Tankersley. *Literacy Strategies for Grade 4-12: Reinforcing the Threads of Reading.* (Alexandria: Association for Supervision and Curriculum Development, 2005). p.108

characteristics, and situation-related factors: the situation organizer, the task, and the setting.[18]

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the readers need and purpose.

Smith in Westwood's book states that Reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level:

a. Literal level. At the literal level the basic facts are understood. The reader is contained explicitly within the text.

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

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.[19]

The four levels of reading comprehension above explains that in each level consist of some ability that should be has by a reader such as the reader may recognize the main point of the text, inferring meaning or draw conclusion, assess

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[18] Judith Westhal Irwin. Op.cit. p.9

[19] Peter Westwood. *Reading and Learning Difficulties: Approaches to Teaching and Assessment.* (Camberwell: The Australian Council for Educational Research Ltd, 2001). p.22

the information present critically, and the last a reader can think creatively in develops new ideas from the text.

According to Harris and Smith, there are five factors of reading comprehension. The factors as following here:

a. Background Experience. In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

b. Language Ability. In the process of reading comprehension, language abilities are important. One must have basic knowledge of English such as syntax, semantic, morphology, etc. in order to read reading text.

c. Thinking Abilities. Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involving thinking.

d. Affection. Affection factors are important to comprehend that educators are increasingly recognizing that the students' interest, motivations, attitudes, beliefs, and felling are important factors that cannot be taken for granted or ignored in educational process.

e. Reading Purpose. The purpose of reading is important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story.[20]

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[20] Harris A Larry and Smith B Carl. *Reading Instruction*. (New York: Macmillan Publishing Co,. Inc., 1986). p.48

In addition Tankersley describes that reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.[21] Moreover, Linda says that the reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem solving strategies.[22]

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a massage encoded in graphic language by a writer. It is an interaction between reader and author. Reading comprehension means basic of component person to activity involving skill, knowledge, and understanding of words, seeing the relationship among words and concept, and organizing the ideas. A good reader has a purpose for reading and uses his or her experiences and background knowledge to make sense of the text. Making connection is the key to comprehension.

A reader's comprehension of text is influenced by his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of the text structure.

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[21] Karen Tankersley. Loc.cit. p.108
[22] Linda J. Dorn, and Carla Soffos. Loc.cit. p.6

Based on the description above so the indicators of reading comprehension in this research as follow:

a. Recognition main idea.

b. Inferring supporting details.

c. Recognition cause and effect relationships.

d. Inferring character traits.

e. Recognition sequence.[23]

3. Narrative Text

Narratives are stories involving a sequence of related events.[24] Moreover according to Hornby in Syafi'i' book describes that narrative means story or orderly account of events.[25] Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures.[26] Therefore, narrative text not only engaged about enjoyment of story like fairy tale and legend but also experience. But usually people read narrative text is to amuse, entertain and to deal with actual or various experience in different ways.

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[23] Barret. 1986. *The Barret Taxonomy of Cognitive and Effective Dimension of Reading Comprehension.* http://joebyrna.net/curriculum/barret.pdf. Retrieved on July 12, 2012

[24] Martin Montgomery, et al. *Ways of Reading 3rd Editon.* (New York: Roudge, 1992). p.251

[25] M. Syafi'i S., M. Fauzan Anshari., and Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting.* (Pekanbaru: LBSI, 2007). p.58

[26] Janette K. Klingner., Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties.* (New York: The Guilford Press, 2007). p.77

Narrative is a fundamental tool in the construction of inter subjectivity – the ability to recognize mental states in ourselves, and through imagination and projection to recognize the potential reciprocity of mental states in others – their beliefs, intentions, desires and the like – and it is this (and not simply the existence of language) that makes us distinctive as human beings.[27]

The structure of narratives is often called a "story grammar". This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solve), and a resolution to the problem.[28] Narrative deals with problematic or turning point of some kind, which in turn finds a resolution.

Structure of narrative text:

a. Orientation: this sets the scene, creating a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are in place for coming complication.

b. Complication: this revolves around conflict or problems the hero is prevented from reaching his or her goal.

c. Series of event: the story continues through a series of expected or unexpected events.

d. Resolution: a solution is found for the problem or challenge.[29]

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[27] Colin Harrison. *Understanding Reading Development.* (London: SAGE Publication, 2004). p.4

[28] Janette K. Klingner., et.al. Op.cit. p.77

[29] Cliff Watt. *Targeting Text: Narrative, Poetry, Drama, Upper Level.* (Singapore: Blake Education, 1999). p 4-5

4. Previewing Strategy

Previewing is an activity done before the reader begins to read. Previewing is one way to help reader builds his or her background knowledge. According to Gillet that previewing is an effective means of helping students acquire some information about topics of in which they know little beforehand and set some expectations about the text that they can compare to what the selection conveys.[30] By using previewing, it helps reader to set a goal for reading and focus on his or her thinking. Reader will be helped to set some expectation and know what he or she will do with the text because he or she has an illustration about what the text talks.

In addition, Irwin said that previewing allows the reader to begin to mobilize prior knowledge, macro-processing, and prediction abilities to facilities comprehension and recall.[31] Moreover, Hasibuhan describes that previewing is reviewing titles, section heading and photo caption to get a sense of the structure and contact of reading selection.[32] The aim of previewing is to help you to predict or make some educated guesses about what is in the book or text.[33] In briefly previewing may be applied with look at the title, pictures, captions under pictures, headings, bold-faced print and other graphics and making prediction.

Structured previewing of the text allows students to generate interest and questions about the text, and to facilitate their ability background knowledge

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[30] Jean Wallace Gillet, et al. *Understanding Reading Problems Assessment and Instruction Forth Edition. (*New York: Harper Collins College Publishers, 1994). p.222

[31] Judith Westhal Irwin. Loc.cit. p.92

[32] Kalayo Hasibuan, and Muhammad Fauzan Ansyari. Loc.cit. p.64

[33] Beatrice S. Mikulecky, and Linda Jeffries. *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills.* (Boston: Addison Wesley Publishing Company, Inc., 1990) p.35

about what they will learn.[34] Previewing can be taught by teacher guidance or students their slaves with silent reading.[35] So previewing can be done anywhere reader reads.

Janette K. Klingner and Sharon Vaughn believe that the goals of previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Besides, the previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.[36]

Therefore previewing a reading passage usually involves reading the introduction and summary and looking at the titles, subheadings, and pictures. He or she also makes prediction. During this process, the reader should be thinking about what he or she already knows about the topic and about what organizational structure is going to be.

Wassman shows some importance of previewing before reading. The importance of previewing as follow:

a. It leads to better comprehension and gives you a quick picture of the overall idea and some supporting points.

b. It helps you determine the topic and the organization of the passage.

c. It helps you note what parts of the materials justify a more careful reading.

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[34] Johns. *Collaborative Strategic Reading (CSR)*. http://www.readwritethinking.org/lesson_view.asp?id=95. Retrieved on April 1, 2012.
[35] Jean Wallace Gillet, et al. Loc.cit. p.222
[36] Janette K. Klingner and Sharon Vaughn. 1998. *Using Collaborative Strategic Reading*. https://www.cldinternational.org/InfoSheets/ReadingComprehension.asp. Retrieved on July 12, 2012.

d. It is like consulting a map before leaving on a trip; you develop confidence and interest because you know where you are going.[37]

It can be concluded that previewing text before reader or student especially reads the text helps him or her learns the material better by setting a purpose for reading, focusing on the most important information, and connecting the information in the text to what they already know. Reader searches for clues, and they integrate what he or she already knows (that is his or her previous knowledge). In this activity students will become familiar with a material. The main point of previewing are reader should look at the title, heading, bold print, pictures, and others; then make prediction about what the passage talks and share what he or she already know.

To avoid mistake in application of previewing Irwin believes that the procedures of previewing are:[38]

a. Readers should look at the title, subheadings, and pictures.

b. Readers should read the introduction and summary.

c. Reader should be thinking about what he or she already knows about the topic and what the organizational structure is going to be.

d. Readers may also want to make prediction.

Besides there are still some ways to doing previewing before reading a text from some experts, such as according to Wassman, the procedures of doing previewing before reading a text can be done as follows:

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[37] Rose Wassman, and Lee Ann Risky. *Effective Reading in a Changing World.* (New Jersey: Prentice Hall, 2000) p.11

[38] Judith Westhal Irwin. Loc.cit. p.92

a. The readers should read the title (see if it gives you a clue to the topic; then turn it into a question and read to answer it).

b. The readers should read any introductory information-usually the first paragraph or two.

c. The readers should read the first sentence of part of the first sentence of the remaining paragraphs.

d. The readers should read the last paragraph or two.

e. The readers try to predict what the author's message or viewpoint will be and sort out what the reader already know and think about the issue at hand.[39]

Mikulecky also shows up guidelines to do previewing before reading the text. The guidelines should to apply are:

a. Read the title; what is the passage about? Do you know anything about this subject?

b. Decide what kind of text it is; is it an essay, an argument, a story, an explanation? Does it seem difficult?

c. Look at the way how is it organized; is it divided into parts? Are there sub-titles? If so, what do they tell you about the way the subject is presented?

d. Read very quickly the first line each paragraph or sub-division; can you tell what the passage is about? Do you already know something about it?

e. Notice names, numbers, dates, and words that are repeat; do you recognize any of them?

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[39] Rose Wassman, and Lee Ann Risky. Op.cit. p.12

f. Read quickly the last few sentences in the final paragraph; what is the author's final point? Is it a conclusion or a summary?[40]

The last Gillet describes that the procedures of doing previewing before reading a text with teacher guidance as follow:

a. The teacher selects a basal story to read and discuss by students.

b. Divide class into some groups.

c. Asks the groups to find the first and the last pages of the story.

d. And then look at the title and the pictures but not to begin reading yet.

e. Teacher tells the groups when to begin and stop. Asks the students to close their books and tell him or her, what they saw in the pictures.

f. Teacher lists all responses on the board.

g. Teacher allows students to predict the text such as:

   1) What do you think is going on in this story?

   2) What could be happening?

h. Teacher lists responses again in the blackboard.

i. Teacher introduces some terms from the story and encourages predictions about what they might mean and how they may be related.

j. The teachers' predictions begin to form around the idea.

k. From the basic information, teacher guides his students reexamine the illustrations and predict what might happen in the story.

l. Students ready to begin reading.[41]

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[40] Beatrice S. Mikulecky and Linda Jeffries. Loc.cit. p.42
[41] Jean Wallace Gillet, et al. Loc.cit. p.222-223

Based on the various procedures above, the writer will try the procedures of Wassman when the writer will apply it at SMAN 12 Pekanbaru. The indicators of previewing strategy in this research are:

a. Teacher asks students read the title.

b. Teacher asks students read introductory paragraph.

c. Teacher asks students read the first sentence of each paragraph.

d. Teacher asks students read the last paragraph.

e. Teacher asks students try to predict what the author's message or viewpoint will be and sort out what the students already know and about the issue at hand.[42]

B. Relevant Research

Chia-I Chen held a research with entitled "The Effect of Background Knowledge and Previews on Elementary Native Mandarin-Speaking English Language Learners' Reading Comprehension". The purpose of this research was to explore the effects of background knowledge and previewing texts on the reading comprehension of native Mandarin-speaking English Language Learners (ELLs). The participants on this research was 20 3rd-5th grade ELL students whose first language is Mandarin. The participants' reading comprehension was measure after reading culturally familiar and culturally unfamiliar texts, both before and after participating in previewing instructional activities. The previewing activities were designed to provide the students with relevant background knowledge to

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[42] Rose Wassman, and Lee Ann Risky. Loc.cit. p.12

help them comprehend the texts. The result of this research was there was a statically significant interaction between the types of book (familiar and unfamiliar) and the preview interaction (preview versa no preview). The students had significantly higher reading comprehension scores when they were provided a previewing text before reading a culturally unfamiliar text. [43] This research also used previewing to build the students' background knowledge in comprehending a text. The differences Chia's research between the writers' research were in the using number of the texts. In the Chia's research, he used two texts (culturally familiar text and culturally unfamiliar text) in previewing activities but in the writer's research, she directly used the text which will be read by the students in previewing activities. So, the students' enable have more previous information about the text. It means that the students may more comprehend with the text that will be discussed because they have been had an accurate illustration about the text.

Susan R. Massey held a research with entitled "Effects of Variations of Text Previews on the Oral Reading of Second Grade Students". The purpose of this research was to test hypothesis that there is a reciprocal relationship between comprehension and fluency during reading. The notion that oral reading fluency can facilitate reading comprehension is well established in the research literature on the development of reading comprehension. She assigned randomly the

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[43] Chia-I Chen. 2008. *The Effect of Background Knowledge and Previews on Elementary Native Mandarin-Speaking English Language Learners' Reading Comprehension.* http://etd.lib.fsu.edu/theses/available/etd-11082008-113143/unrestricted/ChenCDissertation.pdf. Retrieved on July 6, 2013

participants to one of four experimental conditions consisting of word preview (lexical factor), listening preview (prosody and comprehension factor), summary preview (comprehension factor) and no preview. In this research participants have to read passages loudly and then analyzed of covariance were performed to test the effects of lexical priming, comprehension priming and prosodic modeling on oral fluency as measured in correct words per minute (CWPM) and prosodic reading, while controlling for students overall achievement in reading as measured by the STARR score. The result showed significant differences in CWPM favouring the listening preview and summary preview over the no-preview condition for students at lower levels of fluency performance. The results are discussed in relation to theories of reading that highlight the role of comprehension and fluency in the interation og information during reading.[44] In this research previewing not only used to improve the students' reading comprehension but also to improve the students' reading fluency. Moreover, previewing activities not focus on the text but also concert on four exparimental conditions. That were word preview (lexical factor), listening preview (prosody and comprehension factor), summary preview (comprehension factor) and no preview.

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[44] Susan R. Massey. 2008. *Effects of Variations of Text Previews on the Oral Reading of Second Grade Students.* http://scholarlyrepository.miami.edu/cgi/viewcontent.cgi?article=1120&context=oa_dissertations. Retrieved on 7 July, 2013

C. Operational Concept

In order to avoid misunderstanding, it is necessary to clarify briefly the variables used in this research. They are X and Y variables. X variable refers to previewing strategy and variable Y refers to students' reading comprehension.

1. The indicator of previewing strategy can be seen as follows:

   a. Teacher asks students read the title.

   b. Teacher asks students read introductory paragraph.

   c. Teacher asks students read the first sentence of each paragraph.

   d. Teacher asks students read the last paragraph.

   e. Teacher asks students try to predict what the author's message or viewpoint will be and sort out what the students already know and about the issue at hand.[45]

2. The indicator of students' reading comprehension can be seen as follows:

   a. The students are able to recognize main ideas in narrative text.

   b. The students are able to infer supporting details in narrative text.

   c. The students are able to recognize cause and effect relationships in narrative text.

   d. The students are able to infer character traits in narrative text.

   e. The students are able to recognize sequence in narrative text.[46]

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[45] Rose Wassman, and Lee Ann Risky. Loc.cit. p.12
[46] Barret. 1986. Loc.cit

D. Assumption and Hypotheses

1. Assumption

The researcher assumes that using a strategy in teaching reading comprehension can be able to improve the reading comprehension. Through in this research, it is assumed that, previewing strategy may improve student's comprehension in reading a text. So, the better previewing strategy applied the better students' reading comprehension.

2. Hypotheses

a. H_o: there is no significant effect of using previewing strategy toward students' reading comprehension narrative text.

b. H_a: there is a significant effect of using previewing strategy toward students' reading comprehension narrative text.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of this research is quasi-experimental design with use nonequivalent control group design. According to Creswell that quasi-experiments design are experimental situations in which the researcher assigns, but randomly, participants to groups. This is because the experimenter cannot artificially create groups for the experiment.[1] Moreover, Kerlinger in Cohen's book states that quasi-experimental situations as 'compromise designs', an apt description when applied to much educational research where the random selection or random assignment of schools and classrooms is quite impracticable.[2] In briefly, the writer will use all the students in available classes (groups) as the samples. So it can be concluded that all the samples have same characteristics and ability.

Meanwhile, Gay describes that nonequivalent control group design involves random assignment of intact groups to treatments, not random assignment of individuals.[3] Nonequivalent control group design is one of the most widespread experimental designs in educational research involves an experimental group and a control group both given a pretest and a posttest, but in which the control group and the experimental group do not have pre-experimental

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[1] Jonh W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research.* (New Jersey: Pearson Education Ltd., 2008). p.645

[2] Louis Cohen, Lawrence Manion, and Keith Morrison. *Research Methods in Education Sixth Edition.* (New York: Routledge, 2007). p.282

[3] L. R. Gay, and Peter Airaisian. *Educational Research Competencies for Analysis and Application Sixth Ed.* (New Jersey: Prenice Hall, Inc., 2000). p.395

sampling equivalence. Rather, the groups constitute naturally assembled collectives such as classroom, as similar as availability permits but yet not similar that one can dispense with the pretest.[4] In other words, the writer will doing pretest and protest at the each group.

In conducting this research, two classes of second year students of SMAN 12 Pekanbaru as participants. The first class was used as control class and another class was used as experimental class. The two classes taught by different treatment. In the experimental class, students taught by using previewing strategy and in the control class taught without using previewing strategy.

Table III.1

Research Type[5]

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_1	-	O_2

O_1 : Pre-test for both experimental group and control group

X : Receiving particular treatment (previewing strategy)

- : Without particular treatment (without previewing strategy)

O_2 : Post-test for both experimental group and control group

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[4] Donald T. Campbell, and Julian C Stanley. *Experimental and Quasy Experimental Design for Research.* (Boston: Houghton Mifflin Company, 1963). p.47
[5] Donald T. Campbell, and Julian C Stanley. Ibid. p.40

B. Time and location of the Research

In this research conducted around from January to February 2013 at State Senior High School (SMAN) 12 Pekanbaru. It is located on Garuda Sakti Street, Pekanbaru.

C. Object and Subject of the Research

The object of this research is the effect of using previewing strategy toward students' reading comprehension narrative text. The subject of this research was the second year students of State Senior High School (SMAN) 12 Pekanbaru in academic year of 2012/2013.

D. Population and Sample

The population of the research included all the second year students of State Senior High School (SMAN) 12 Pekanbaru 2012-2013 academic years. The second year students consist of nine classes. There were two classes school based international (RSBI), IPA RSBI class and IPS RSBI class; there were three IPA class; and there were four IPS class. The second year students consist of 326 students. The table of population is shown as follow:

Table III.2
The Research Total Population

Class	Number
IPA RSBI	32
IPA I	37
IPA II	38
IPA III	37
IPS RSBI	34
IPS I	37
IPS II	37
IPS III	38
IPS IV	37
Total	326

The population above was large enough to be all taken as sample of the research. Based on the limitation of the research, the researcher took only two classes of social department after doing clustering sampling. According to Cohen by doing cluster sampling, the researcher can select a specific number of schools and test all the students in those selected schools.[6] Moreover, Singh believes that a cluster sampling is to select the intact group as a whole. In cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population.[7] In addition Gay believes that cluster sample randomly selects groups, not individual. All the members of selected groups have similar characteristics.[8] In this study, the classes that are used namely XI IPS I as an experimental class and XI IPS II as control class. Those were as the sample of the

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[6] Louis Cohen. Loc.cit. p.112
[7] Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics, New Age.* (New Delhi: New Age International Publishers, 2006). p.79
[8] L. R. Gay. Loc.cit. p.129

research by number 74 students; 37 students for control class and vice versa. The table of total sample is shown as follow:

Table III.3
The Research Total Sample

Sample	Class	Male	Female	Total
Experiment	XI IPS I	18	19	37
Control	XI IPS II	20	16	37

E. Technique of Collecting Data

In order to collect some data in this research, the writer used the test. Test was conducted in order to determine the students' reading comprehension. Test was given in the pre-test and post-test. To know the homogeneity of two variances, the researcher took pre-test.

Pre-test was given at the first meeting, treatment was given six times, and post-test was given at the last meeting. So, the writer used the written test for purpose to pinpoint strength and weakness students' reading comprehension. Assessing reading is not easy to do it accurately[9]. But based on teaching reading in the curriculum (KTSP), if the students are able to achieve to goal, it means that assessment of reading comprehension needs to be correlated with purpose of reading.

According to Hughes, there are many techniques that can assess the students' reading comprehension, but the writer used multiple choices technique that consisted of 25 items. Multiple choices technique is a technique that will be designed by using five choices and the participant will choose one correct

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[9] Kalayo Hasibuan and Muhammad Fauzan. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau, 2007). p.123

answer[10]. This technique can assess the student's reading comprehension. All of the items were tried out to all of the students in order to know the validity and reliability of the test.

TABLE III.4
Blue Print of Reading Comprehension

No	Indicators	Number
1.	To recognize main idea in narrative text	1, 6, 11, 16, 21
2.	To infer supporting details in narrative text	2, 7, 12, 17, 22
3.	To recognize cause and effect relationships in narrative text	3, 8, 13, 18, 23
4.	To infer character traits in narrative text	4, 9, 14, 19, 24
5.	To recognize sequence in narrative text	5, 10, 15, 20, 25

1. Validity of the test

Before the instrumentation was given as the sample of this research, it should be tried out to know the degree of validity of the items. The test given to students was considered no too difficult or not too easy, often shows the low reliability. Item difficulty is determined as the proportion of correct responses. This is help pertinent to index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. There were 25 items given to 20 students. To analyze the validity of the items, the researcher used the formula by Suharsimi Arikunto[11] as follow:

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

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[10] Arthur Hughes. *Testing for Language Teachers, Second Edition.* (Cambridge: Cambridge University Press, 2003). p.143

[11] Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi).* (Jakarta: Bumi Aksara, 2009). p.208

Where   P   : Index of difficulty or Facility value

              B   : The number of correct answers

              JS   : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulties of each item test that writer gave to the respondents. The items that did not reach the standard level of difficulty were excluding from the test and they were changed with the new appropriate items. Based on the standard difficulty level of item test described that, the item test with p = 1.00 - < 0.30, it means that the item test was so difficult to be examined; the item test with p = 0.30 and 0.70, it means that the item test was enough to be examined; and the item test with p = >0.70 – 1.00, it means that the item test was so easy to be examined[12].

An instrument is valid if it is able to measure what must be measured. In validity of instrument of the test, it can be seen by the difficulties of the test. In other words, the suitable item test which will be examined should not too easy and too difficult or in the range of difficulty level p 0.30 and 0.70.Then, the proportion of correct is represented by "p", whereas the proportion incorrect is represented by "q", it can seen in the following tables:

Table III.5
The Students' Comprehension in Recognizing Main Idea in Narrative Text

Variable	Recognizing main idea					JS
Item no.	1	6	11	16	21	
Correct	11	14	14	9	8	
P	**0.55**	**0.7**	**0.7**	**0.45**	**0.4**	20
Q	0.45	0.3	0.3	0.55	0.6	

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[12] Suharsimi Arikunto. Ibid. p.210

Based on the table III.5, the proportion of correct answer for item number **1** shows the proportion of correct **0.55**, item number **6** shows the proportion of correct **0.7**, item number **11** shows the proportion of correct **0.7,** item number **16** show the proportion of correct **0.45**, item number **21** shows the proportion of correct **0.4**. Based on the standard level of difficulty "p" 0.30 and 0.70, it is pointed out those item difficulties in average of each items number for recognizing main idea is accepted.

Table III.6

The Students' Comprehension in Inferring Supporting Details in Narrative Text

Variable	Inferring supporting details					JS
Item no.	2	7	12	17	22	
Correct	14	14	14	9	10	
P	**0.7**	**0.7**	**0.7**	**0.45**	**0.5**	20
Q	0.3	0.3	0.3	0.55	0.5	

Based on the table III.6, the proportion of correct answer for item number **2** shows the proportion of correct **0.7**, item number **7** shows the proportion of correct **0.7**, item number **12** shows the proportion of correct **0.7,** item number **17**show the proportion of correct **0.45**, item number **22** shows the proportion of correct **0.5**. 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 inferring supporting details in the text are accepted.

Table III.7
The Students' Comprehension in Recognizing Cause and Effect Relationships in Narrative Text

Variable	Recognizing cause and effect relationship					JS
Item no.	3	8	13	18	23	
Correct	14	9	14	14	8	
P	**0.7**	**0.45**	**0.7**	**0.7**	**0.4**	20
Q	0.3	0.55	0.3	0.3	0.6	

Based on the table III.7, the proportion of correct answer for item number **3** shows the proportion of correct **0.7**, item number **8** shows the proportion of correct **0.45**, item number **13** shows the proportion of correct **0.7,** item number **18** show the proportion of correct **0.7**, item number **23** shows the proportion of correct **0.4**. 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 recognizing cause and effect relationships are accepted.

Table III.8
The Students' Comprehension in Inferring Character Traits in Narrative Text

Variable	Inferring character traits					JS
Item no.	4	8	14	19	24	
Correct	12	9	10	9	11	
P	**0.6**	**0.45**	**0.5**	**0.45**	**0.55**	20
Q	0.4	0.55	0.5	0.55	0.55	

Based on the table III.8, the proportion of correct answer for item number **4** shows the proportion of correct **0.6**, item number **8** shows the proportion of correct **0.45**, item number **14** shows the proportion of correct **0.5,** item number **19** shows the proportion of correct **0.45**, item number **24** shows the proportion of correct **0.55**. 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 inferring character traits are accepted.

Table III.9
The Students' Comprehension in Recognizing Sequence in Narrative Text

Variable	Recognizing sequence					JS
Item no.	5	10	15	20	25	
Correct	14	14	14	11	14	
P	**0.7**	**0.7**	**0.7**	**0.55**	**0.7**	20
Q	0.3	0.3	0.3	0.55	0.3	

Based on the table III.9, the proportion of correct answer for item number **5** shows the proportion of correct **0.7**, item number **10** shows the proportion of correct **0.7**, item number **15** shows the proportion of correct **0.7,** item number **20** show the proportion of correct **0.55**, item number **25** shows the proportion of correct **0.7**. 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 recognizing sequence from the text are accepted.

2. Reliability of the Test

Reliable instrumentation showed that there was a trustworthy or reliable test to take the data. In this research, the researcher used Kuder-Richardson (K.R 20)[13] formula to measure the reliability of test.

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

Note:

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[13] Sugiyono. *Statiskik Untuk Penelitian*. (Bandung : Alfabeta, 2012). p.359

k   : total items

p$_i$: proportion the correct scores

q$_i$: 1-p$_i$

S$_t{}^2$: total variances

The good quality of instruments is determined by the instrument reliability. On the other hand, if the instrument is reliable, it has good quality. Knowing the instrument is reliable or not, the researcher used Kuder-Richardson (KR-20). The analyzing of instruments is shown as following here:

$$X_t{}^2 = \sum X_t{}^2 - \frac{\sum X_t{}^2}{n}$$

$$X_t{}^2 = 5009 - \frac{303^2}{20}$$

$$X_t{}^2 = 5009 - \frac{91809}{20}$$

$$X_t{}^2 = 5009 - 4590.45$$

$$X_t{}^2 = 418.55$$

$$S_t{}^2 = \frac{X_t{}^2}{n}$$

$$S_t{}^2 = \frac{418.55}{20}$$

$$S_t{}^2 = 20.972$$

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

$$r_i = \frac{25}{25-1} \ \frac{20.972 - 5.682}{20.972}$$

$$r_i = \frac{25}{24} \ \frac{15.29}{20.972}$$

$$r_i = \frac{25}{24} \ 0.729$$

$$r_i = 0.759$$

Knowing the reliability of the test, r_i must be compared with r product moment, r_i must be higher than $r_{table,}$ on the other hand $r_i > r_t$. For n = 20, the significant 5% is 0.444 and degree of significant 1% is 0.561. While, on statistic above, the score of reliability of the test is 0.759. From the data above, we can find 0.444<0.759>0.561. So, it can be analyzed that r_i is higher than r_t. on the other hand, the instruments test are reliable. It means that the test was reliable and suitable to give to the students. Based on Suharsimi Arikunto there is the interpretation of reliability as follow:

a. Between 0.800 – 1.000   : Very high

b. Between 0.600 – 0.800   : High

c. Between 0.400 – 0.600   : Enough

d. Between 0.200 – 0.400   : Low

e. Between 0.000 – 0.200   : Very low[14]

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[14] Suharsimi Arikunto. Loc.cit.p.75

F. The Technique of Data Analysis

In presenting the data that had been collected by the reading test is presented in chapter IV. In analyzing the data, the researcher used score of post-test of experiment and control class. This score was analyzed statistically. The different mean was analyzed by using T-test formula as follow:[15]

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

t-obs   : t-test

M_x : the means of post test/post-observation experiment class

M_y : the means of post test/post-observation control class

SD_x : standard deviation of experiment class

SD_y : standard deviation of control class

N   : number of students.

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

H_o = Variance population identic

H_a = Variance population not identic

H_a = t_o > t-table

H_o = t_o < t-table

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[15] Hartono. *Statistik Untuk Penelitian.* (Yogyakarta: Pustaka Pelajar, 2009). p.208

Ha is acceptable if t_o > t-table or there is a significant effect of using previewing strategy toward students' reading comprehension narrative text.

Ho is accepted if t_o < t-table or there is no a significant effect of using previewing strategy toward students' reading comprehension narrative text.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of this research is to obtain the data of students' reading comprehension taught by using previewing strategy and taught without using previewing strategy (using performance strategy), and also to find out whether is significant effect of students' reading comprehension taught by using previewing strategy and those who are not. The data were obtained from students' post-test scores of experimental and control class. The procedures of this research are as follows:

1. Before administering the test, the writer examined whether the test was reliable or not.

2. The writer gave pre test and post test to XI IPS 1 and XI IPS 2. The writer asked students to answer some questions based on the text given.

3. Based on the result of pre-test, it was found that XI IPS 1 was experimental class and XI IPS 2 was control class. Then, the writer gave treatments by using previewing strategy to experimental class for sixth meetings.

4. After giving treatments to experimental class, the writer used the same format questions but in different text to test students' reading comprehension for the post-test of experimental class. While for control

class, taught without using previewing strategy, the writer used the same format of questions and different text for the post-test too.

B. The Data Presentation

The data of this research were gotten from the score of the students' pre-test and post-test. All of the data were collected through the following procedures:

1. In both classes (experimental and control group), students were asked to answer the questions based on the text given.

2. The format of the test was multiple choices.

There were two data of reading comprehension served by the writer. They were the data of students' reading comprehension taught by using previewing strategy and the data of the students' reading comprehension taught by performance strategy, and they are as follows:

1. The Data Presentation of Using Previewing Strategy (variable X)

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

a. Teacher asked students read the title of narrative text.

b. Teacher asked students read introductory paragraph.

c. Teacher asked students read the first till second sentences of each remaining paragraph.

d. Teacher asked students read the last paragraph.

e. Teacher asked students tried to predict what the author's message or viewpoint will be and sort out what the students already known and about the issue at hand

2. The Data Presentation of Reading Comprehension (variable Y)

a. Reading Comprehension Taught by Using Previewing Strategy

The data of students' reading comprehension taught by using previewing strategy were gotten from pre test and post-test of XI IPS 1 as an experimental class, taken from the sample of this class (37 students). The writer taught the class herself. The data can be seen from the table below:

Table IV.1
The Score of the Students' Reading Comprehension Taught Using
Previewing Strategy

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	72	88	16
2	Student 2	68	76	8
3	Student 3	68	80	12
4	Student 4	64	72	8
5	Student 5	60	68	8
6	Student 6	60	64	4
7	Student 7	72	80	8
8	Student 8	72	84	12
9	Student 9	72	76	4
10	Student 10	60	68	8
11	Student 11	64	68	4
12	Student 12	64	80	16
13	Student 13	56	72	16
14	Student 14	60	68	8
15	Student 15	60	64	4
16	Student 16	68	72	4
17	Student 17	72	76	4
18	Student 18	72	76	4
19	Student 19	60	72	12
20	Student 20	60	68	8
21	Student 21	64	68	4
22	Student 22	72	80	8
23	Student 23	72	80	8
24	Student 24	68	76	8
25	Student 25	56	68	12
26	Student 26	64	68	4
27	Student 27	64	76	12
28	Student 28	60	68	8
29	Student29	64	76	12
30	Student 30	68	76	8
31	Student 31	68	72	4
32	Student 32	52	56	4
33	Student 33	72	76	4
34	Student 34	72	76	4
35	Student 35	52	56	4
36	Student 36	72	80	8
37	Student 37	64	68	4
	Total	2408	2692	284

From the TableIV.1, the writer found that the total score of pre-test

in experimental class was 2408 while the highest was 72 and the lowest

was 52. The total of the score of post test in the experimental class was

2692 while the highest was 88 and the lowest was 56. It means that the students had significant increasing of the reading comprehension. It was proved a total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

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

Students' Score	Frequency	Percent	Cumulative Percent
52	2	5.4%	5.4%
56	2	5.4%	10.8%
60	8	21.6%	32.4%
64	8	21.6%	54.1%
68	6	16.2%	70.3%
72	11	29.7%	100.0%
Total	37	100.0%	

The table IV.2 shows the frequency distribution of experimental class before treatment. Based on the table above, it can be seen that from 37 respondents there are 2 students got score 52 (5.4 %), 2 students got score 56 (5.4%), 8 students got score 60 (21.6%), 8 students got score 64 (21.6%), 6 students got score 68 (16.2%), 11 students got score 72 (29.7%). It means that more than 50% students got score arrange 60-69, 10.8% students got score arrange 50-59 and there are 29.7% students got score arrange 70-79.

Table IV.3
The Frequency Distribution Posttest of Experimental Class

Students' Score	Frequency	Percent	Cumulative Percent
56	2	5.4%	5.4%
64	2	5.4%	10.8%
68	10	27.0%	37.8%
72	5	13.5%	51.4%
76	10	27.0%	78.4%
80	6	16.2%	94.6%
84	1	2.7%	97.3%
88	1	3%	100.0%
Total	37	100.0%	

The table IV.3 shows the frequency distribution of the experimental class after treatment. Based on the table above, it can be seen that from 37 respondent there are 2 students got score 56 (5.4 %), 2 students got score 64 (5.4%), 10 students got score 68 (27.0%), 5 students got score 72 (13.5%), 10 students got score 76 (27.0%), 6 students got score 80 (16.2%), 1 student got score 84 (2.7%), 1 student got score 88 (2.7%). It can be concluded that there are 21.6% students got score arrange 80-100, 40.5% students got score arrange 70-79, 32.4% students got score arrange 60-69, and 5.4% students got score arrange 50-59.

b. **Data Presentation of the Students' Reading Comprehension who are Taught without Using Previewing Strategy**

The data of reading comprehension taught without using previewing strategy were also taken from pre-test and post-test of class XI IPS 2 as a control class taken of the sample in this class (37 Students). The data can be seen from the table below:

Table IV. 4
The Score of the Students' Reading Comprehension Taught without Using
Previewing Strategy

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	64	76	12
2	Student 2	64	72	8
3	Student 3	68	60	-8
4	Student 4	60	52	-8
5	Student 5	72	76	4
6	Student 6	60	60	0
7	Student 7	60	68	8
8	Student 8	64	64	0
9	Student 9	52	56	4
10	Student 10	52	56	4
11	Student 11	72	76	4
12	Student 12	72	80	8
13	Student 13	76	80	4
14	Student 14	68	72	4
15	Student 15	64	68	4
16	Student 16	68	72	4
17	Student 17	56	64	8
18	Student 18	68	72	4
19	Student 19	64	60	-4
20	Student 20	60	68	8
21	Student 21	60	60	0
22	Student 22	68	56	-12
23	Student 23	64	72	8
24	Student 24	68	72	4
25	Student 25	72	84	12
26	Student 26	64	72	8
27	Student 27	64	72	8
28	Student 28	68	72	4
29	Student 29	64	68	4
30	Student 30	60	64	4
31	Student 31	68	68	0
32	Student 32	52	56	4
33	Student 33	68	60	-8
34	Student 34	72	64	-8
35	Student 35	60	60	0
36	Student 36	60	68	8
37	Student 37	72	64	-8
	Total	2388	2484	96

From the Table IV.4, the writer found that the total score of pre-test

in the control class was 2388 while the highest was 76 and the lowest was

52. The total of the score of post test in the control class was 2484 while

the highest was 84 and the lowest was 52. It means that the students had short increasing of their reading comprehension. It was proved a total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

Table IV.5
The Frequency Distribution Pre-test of Control Class

Students' Score	Frequency	Percent	Cumulative Percent
52	3	8.1%	8.1%
56	1	2.7%	10.8%
60	8	21.6%	32.4%
64	9	24.3%	56.8%
68	9	24.3%	81.1%
72	6	16.2%	97.3%
76	1	2.7%	100.0%
Total	37	100.0%	

The table IV.5 shows the frequency distribution of the control class, the score of pre-test. Based on the table above, it can be seen that from 37 respondents there are 3 students got score 52 (8.1%), 1 student got score 56 (2.7%), 8 students got score 60 (21.6%), 9 students got score 64 (24.3%), 9 students got score 68 (24.3%), 6 students got score 72 (16.2%), and only 1 student got score 76 (2.7%). It means that there are 10.8% students got score arrange 50-59, 70.2% students got score arrange 60-69, and 18.9% students got score arrange 70-79.

Table IV.6
The Frequency Distribution Posttest of Control Class

Students' Score	Frequency	Percent	Cumulative Percent
52	1	2.7%	2.7%
56	4	10.8%	13.5%
60	6	16.2%	29.7%
64	5	13.5%	43.2%
68	6	16.2%	59.5%
72	9	24.3%	83.8%
76	3	8.1%	91.9%
80	2	5.4%	97.3%
84	1	2.7%	100.0%
Total	37	100.0%	

The table IV.6 shows the frequency distribution of the experimental class, the score of posttest. Based on the table above, it can be seen that from 37 respondents there are 1 student got score 52 (2.7 %), 4 students got score 56 (10.8%), 6 students got score 60 (16.2%), 5 students got score 64 (13.5%), 6 students got score 68 (16.2%), 9 students got score 72 (24.3%), 3 students got score 76 (8.1%), 2 students got score 80 (5.4%), and only 1 student got score 84 (2.7%). It can be concluded that there are 8.1% students got score arrange 80-100, 32.4% students got score arrange 70-79, 45.9% students got score arrange 60-69, and 13.5% students got score arrange 50-59.

C. The Data Analysis

1. The Analysis Improvement of Students' Reading Comprehension in Experiment Class

The following table is presentation mean score of pre-test and post-test at experimental class.

Table IV. 7
The Mean and Standard Deviation of Pre-test and Post-test at Experimental Class

Test	N	Mean	Std. Deviation	Std. Error Mean
Pretest.Exp	37	65.08	6.011	0.988
Posttest.Exp	37	72.76	6.918	1.137

Based on the table above, it could be seen that mean score in experimental class from pre-test was 65.08 and from post-test was 72.76. The standard deviation from pre-test was 6.011, while standard deviation of post-test was 6.918. Standard error mean from pre-test was 0.988 and post-test was 1.137.

To know the comparison of students' improvement of pre-test and post-test at experiment class can be seen as following histogram here:

Histogram IV.1
Compare Mean of Pre-Test and Post-Test at Experimental Class
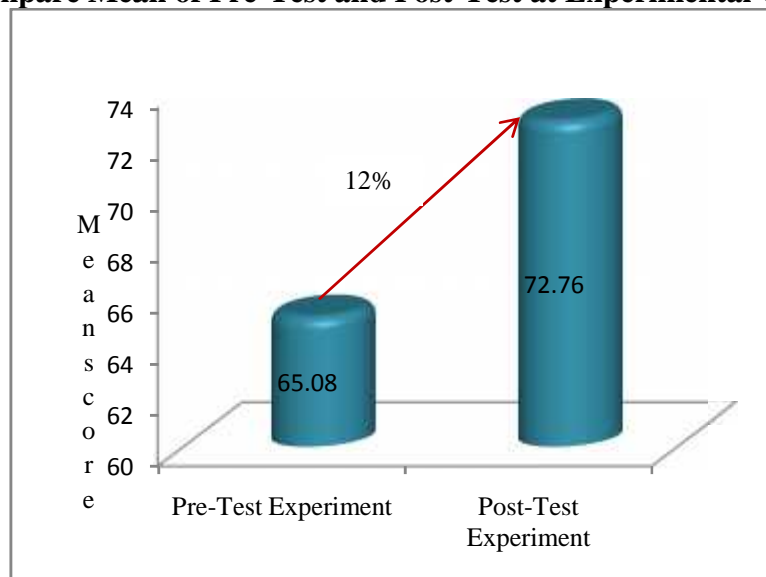
The histogram above describes about the improvement between mean of students' score in comprehending the narrative text before and after giving treatment at experimental class. Before giving a treatment, the students' mean score were about 65.08, it was known by taking pre-test at the beginning. While, after giving treatment the mean score of students' reading comprehension in narrative text improved. The improvement of students mean score after giving treatment can be indicated as follows: the students' mean score at the post-test were about 72.76. It means that improvement of the students' mean score from pre-test to post-test were about 7.68 point. In other words, the improvement of mean score of pre-test to post-test at experiment class were about 12%.

From the improvement above, it can be interpreted that the score of each student as following categories:

TABLE IV. 8
The Classification of Experimental Class[1]

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	8	22%
2	Good	70-79	15	41%
3	Enough	60-69	12	32%
4	Less	50-59	2	5%
5	Bad	0-49	0	0%
	Total		37	100%

Based on the table above, classification of experimental class of State Senior High School 12 Pekanbaru the output from 37 students shows that the category number 1, there is 8 frequency (22%), the category number 2, there is 15 frequency (41%), the category number 3, there is 12 frequency (32%), the category number 4, there is 2 frequency (5%), the category number 5, there is 0 frequency (0%). Thus, the majority of students in this regard are classified as **Good category.**

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[1] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarata: PT Rafindo Persada, 2007). p. 32

2. **The Analysis Improvement of Students' Reading Comprehension in Control Class**

The following table is the presentation mean score of pre-test and post-test at control class.

Table IV.9
The Mean and Standard Deviation of Pre-test and Post-test at Control Class

Test	N	Mean	Std. Deviation	Std. Error Mean
Pretest.Cont	37	64.54	5.975	0.982
Posttest.Cont	37	67.14	7.725	1.27

Based on the table above, it could be seen that mean score in control class from pre-test was 64.54 and from post-test was 67.14 The standard deviation from pre-test was 5.975, while standard deviation of post-test was 7.725. Standard error mean from pre-test was 0.982 and post-test was 1.270.

To know the comparison of students' improvement of pre-test and post-test at control class can be seen as following histogram here:

Histogram IV.2
Compare Mean of Pre-Test and Post-Test at Control Class
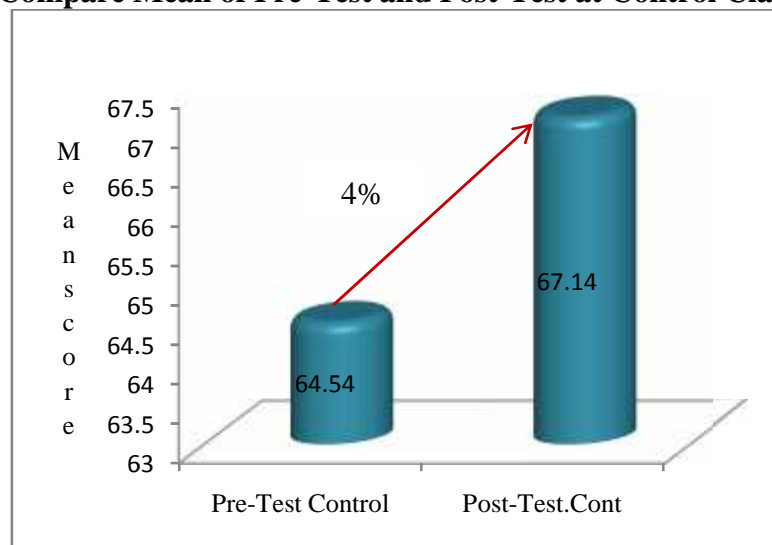
The histogram above describes about the differences between the students' mean score in comprehending the narrative text before and after giving research at control class. Firstly, the students' reading comprehension narrative text mean were about 64.54, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' reading comprehension narrative text were about 67.14. It means that there is short improvement at class control namely 2.6 point or the improvement were about 4% from score mean of pre-test to the score mean of post-test at control class. Its be caused there were some of students' score did not better improvement, there were 5 students got constantly score, moreover there were 7 students got decrease of their score. So, in this class was no better improvement of students' reading comprehension narrative text.

From the improvement above, it can be interpreted that the score of each student as following categories:

TABLE IV. 10

The Classification of Control Class[2]

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	3	8%
2	Good	70-79	12	32%
3	Enough	60-69	17	46%
4	Less	50-59	5	14%
5	Bad	0-49	0	0%
	Total		37	100%

Based on the table above, classification of control class of the second year students at State Senior High School 12 Pekanbaru the output from 37 students shows that the category number 1, there is 3 frequency (8%), the category number 2, there is 12 frequency (32%), the category number 3, there is 17 frequency (46%), the category number 4, there is 5 frequency (14%), the category number 5, there is 0 frequency (0%). Thus, the majority of students in this regard are classified as **Enough category.**

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[2] Anas Sudijono. Ibid. p. 32

3. **The Analysis of Significant Effect of Using Previewing Strategy of the Students' Reading Comprehension**

The significant effect of using previewing strategy toward the students' reading comprehension can be analyzed by compared the differences mean score of the students' reading comprehension between in experimental class and in control class. After that, both of the mean score will be analyzed by using independent sample T-test to get the final result. The last, the researcher will analyze the percentage of coefficient effect (Kp).

The analyzing data of the students for the experimental class and the control class is explained in the following table:

Table IV.11
The Analysis Statistics of the Difference mean of Students' Reading Comprehension between in Experimental Class and in Control Class

Class	N	Mean	Std. Deviation	Std. Error Mean
Experiment	37	7.68	3.816	0.627
Control	37	2.59	6.053	0.995

Based on the above table, it can be seen that the total students from the experimental class was 37 and the control class was 37, the mean score of the experimental class was 7.68, and mean score of the control class was 2.59. Standard deviation from the experimental class was 3.816, while standard deviation from the control class was 3.816. Standard error mean experimental class was, 0.627and the control class was 0.995.

To know the significant differences of students' mean score at experiment class and control class can be seen in the following histogram here:

Histogram IV.3
Comparison Mean of Experimental Class and Control Class
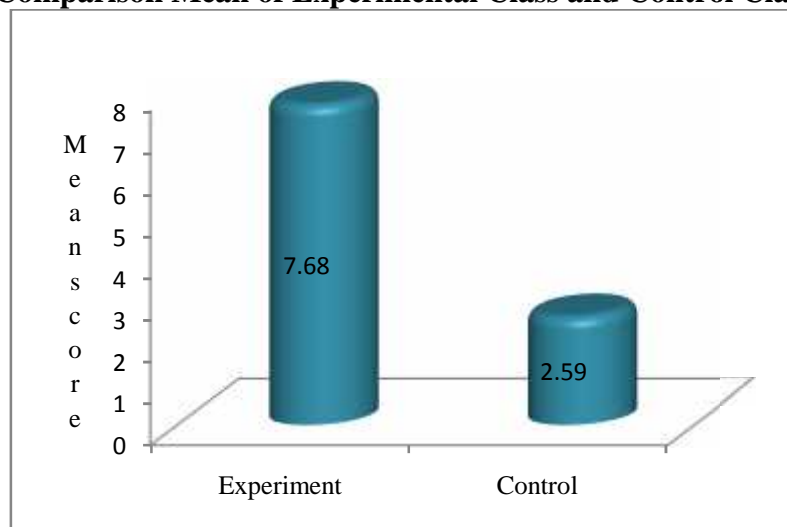
From the histogram above, it could be seen that there were differences which significant from experimental class and control class after giving post-test at the each class. Where, in experimental class the mean score of students' reading comprehension narrative text was about 7.68 point and in control class the mean score of students' reading narrative text was about 2.59 point. Based on the description before, it means that the mean score of experimental class was higher than the mean score of control class, and the mean score of control class was shorter than the mean score of experiment class.

To know is there any significant effect of using previewing strategy toward reading comprehension narrative text, the researcher shown the table of independent sample test as following here:

Table VI. 15
Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Control	Equal variances assumed	5.746	.019	4.320	72	.000	5.081	1.176	2.736	7.426
	Equal variances not assumed			4.320	60.709	.000	5.081	1.176	2.729	7.433

Based on the output SPSS above, independent sample T-Test shows level's Test to know the some variance.[3]

Ho: Variance Population Identical

Ha: Variance Population not accepted

If Probability>0.005, Ho is accepted

If Probability<0.005, Ha is rejected

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[3] Hartono. *SPSS 16.0 Analisis Data Statistik dan Penelitian*. (Yogyakarta: Pustaka Pelajar, 2012). p.159

From the table above, it can be seen that t_0 = 4.320 and df = 72. Because the degree of 72 is not available, the writer took 70 as the nearest score to 72. The T-table at 5% level of significance 2.00, and 1% level of significance is 2.65.

Then, the $t_{observation}$ is compared to t_{table}. Based on t_{table}, it can be analyzed that $t_{observation}$ is higher than t_{table} either at level of 5 % or 1%. In other words, we can read 2.00 <4.320> 2.65. So the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is significant effect of using previewing strategy toward students' reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

To identify the level of the effect of using previewing strategy toward the reading comprehension of the second year students, it was done by calculating coefficient (r^2) by using the following formula[4]:

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

$$r^2 = \frac{4.320^2}{4.320^2 + 74 - 2}$$

$$r^2 = \frac{18.6624}{18.6624 + 72}$$

$$r^2 = \frac{18.6624}{90.6624}$$

$$r^2 = 0.2058$$

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

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

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[4] Riduwan. *Rumus dan Data dalam Analisis Statistika.* (Bandung: Alfabeta, 2008). p.125

K_p = 0.2058 x 100%

K_p = 20.58%

Based on the analysis data about the students' reading comprehension narrative text, it showed that mean score of the students' reading comprehension narrative text taught using previewing strategy was higher than mean score of the students' reading comprehension narrative text taught without using previewing strategy.

Then, the percentage of coefficient effect was 20.58%. It means that the effect of using previewing strategy had low significant toward the students' reading comprehension narrative. The other factors (79.42%) were affected by the internal factor and external factor. The internal factors consist of organ of the body, intelligence, attitude, interest talent, readiness and motivation; and the external factors may be affected by the students' environment as family, equipment, and atmosphere.

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

1. The students' reading comprehension narrative text of the second year taught by using previewing strategy had higher mean score. That was 72.76

2. The students' reading comprehension narrative text of the second year taught without previewing strategy had lower mean score. It was 67.14

3. There is a significant effect of using previewing strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the previous data, the researcher makes the conclusion of this research as follows:

1. The mean score of students' reading comprehension narrative text taught using previewing strategy was 72.76; it is categorized into good level.

2. The mean score of students reading comprehension narrative text taught without using previewing strategy was 67.14; it is categorized into enough level.

3. Based on the analysis of T-test formula. , it was found that T_o was higher than T_t either at significant 1% and 5%. In other words, we can read 2.00 <4.320> 2.65. So the researcher could conclude that H_o was rejected and H_a was accepted. It means that there was significant effect of using previewing strategy toward students' reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

The coefficient effect (Kp) of using previewing strategy toward the second year students' of SMAN 12 Pekanbaru reading comprehension narrative text was 20.58%.

B. Suggestion

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

1. **Suggestion for Teacher**

   The researcher expects the teacher of English to choose the suitable techniques in teaching their students in order to make the students feel interested and not bored to study English.

   a. Since the writer used of Previewing strategy in teaching English, she has found the significant contribution in her teaching, especially for the students' attention that focus more on her studying English. So, hopefully, English teachers always keep using different method in teaching and learning process.

   b. It is hoped that the teaching of reading comprehenasion is from the easiest one.

   c. It is important for the teacher to improve the students' comprehension in reading text by giving assigment or home work, especially the questions in form of meaning vocabulary in context and making inference, more difficul for the students.

2. **Suggestion for Students**

   a. The students should understand about Previewing strategy in reading texts.

   b. The students should pay more attention to the lesson explained by the teacher.

c. The students must be creative to select kinds of reading in order to comprehend the text especially in reading subject.

d. The students should always improve their reading comprehension especially about factual information, main idea, vocabulary, reference and inference.

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