

**A STUDY ON READING COMPREHENSION OF THE SECOND  
YEAR STUDENTS AT SMA N 1 DURI BENGKALIS REGENCY  
IN COMPREHENDING NARRATIVE TEXT**



**BY**

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## **ABSTRAK**

**Irwanto Saputra (2013): Sebuah Studi tentang Kemampuan Membaca Siswa Kelas 2 SMA N 1 Duri Kabupaten Bengkalis dalam Memahami Teks Narrative.**

Berdasarkan studi pendahuluan, ditemukan bahwa siswa memiliki masalah dalam memahami sebuah bacaan. Beberapa faktor yang menyebabkan masalah ini yaitu ketidakmampuan siswa dalam memahami dan mengidentifikasi informasi dari teks bacaan. Maka, penulis tertarik mengadakan penelitian tentang masalah tersebut. Tujuan utama dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam memahami teks bacaan tentang narrative. Rumusan masalah dari penelitian ini adalah bagaimana kemampuan membaca siswa kelas 2 SMA N 1 Duri Kabupaten Bengkalis dalam memahami teks narrative.

Penelitian ini diadakan di SMAN 1 Duri Kabupaten Bengkalis. Subjek dari penelitian ini adalah siswa tahun kedua SMAN 1 Duri tahun ajaran 2012-2013, dan objek dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam memahami teks bacaan tentang narrative. Adapun jenis penelitiannya adalah deksriptif.

Setelah data dianalisis, peneliti menemukan bahwa nilai rata-rata siswa adalah 58. Jadi, dapat disimpulkan bahwa kemampuan siswa dalam memahami teks narrative di kategorikan kedalam level cukup.

## **ABSTRACT**

### **Irwanto Saputra (2013): A Study on Reading Comprehension of The Second Year Students at SMA N 1 Duri Bengkalis Regency in Comprehending Narrative Text.**

Based on the preliminary study, it was found that the students had some problems in reading comprehension. Some factors which might cause this problem were disability to understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem. The main purpose of this research was to find out the students' reading comprehension in narrative text. The formulation of the problem was how is the reading comprehension of the second year students at SMA N 1 Duri Bengkalis Regency in comprehending narrative text

The research was administered at SMA N 1 Duri. The subject of this research was the second year students at SMA N 1 Duri in academic year 2012-2013 and the object of this research was to find out the students' reading comprehension in narrative. The design of this research was descriptive which focused on one variable.

Afer analyzing the data, the writer found that the mean score of the students was 58. It can be concluded that students' reading comprehension in narrative text of the second year students at SMA N 1 Duri was categorized into enough level.

(2013):

**بالمدرسة المتوسطة العالية الحكومية 1  
بينكالييس في فهم النصوص القصية.**

بناء على الدراسة الأولية وجد الباحث أن للطلاب مشكلات عديدة في فهم تسببها منها ضعف قدرة الطلاب على الفهم و تعيين المعلومات من نصوص القراءة. لذلك تشوق الباحث في أداء هذه الدراسة هذه تلك المسألة. الهدف الأساسي في هذه الدراسة هو لمعرفة قدرة طلاب الصف الثاني في القراءة بالمدرسة المتوسطة العالية الحكومية 1 دوري منطقة بينكالييس في فهم النصوص القصية. وصياغة المشكلة في هذه الدراسة هي كيف قدرة طلاب الصف الثاني في القراءة بالمدرسة المتوسطة العالية الحكومية 1 منطقة بينكالييس في فهم النصوص القصية.

عقدت الدراسة بالمدرسة المتوسطة العالية الحكومية 1 بينكالييس. المواضيع في ه

العالية الحكومية 1 دوري منطقة بينكالييس في العام الدراسي 2012-2013 الهدف في هذه الدراسة هو لمعرفة قدرة الطلاب على فهم النصوص القصية.

بعد تحليل البيانات كشف الباحث أن معدل نتيجة الطلاب 58. استنبط الباحث أن قدرة الطلاب على فهم النصوص القصية على المستوى مقبول.

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The title of this thesis is *A Study on Reading Comprehension of the Second Year Students at SMA N 1 Duri Bengkalis Regency in Comprehending Narrative Text.*

In this occasion, I would like to express my deep and sincere gratitude to:

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Finally, I really realize that there are some weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

May Allah Almighty, the Lord of universe bless you all. Amin.

Pekanbaru, February 6<sup>th</sup>, 2013

The writer

Irwanto Saputra

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is very important skill which must be improved by students in learning English. Kalayo and Fausan said that, “Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it”.<sup>1</sup> Factually, reading is not only a process of identifying text structure, grammar and its vocabulary but also a process of understanding of the meaning of the text contextually. It means that reading comprehension needs long and many processes.

As one of the language skills, reading has important roles as if house commodities that are consumed by all people, especially literate society. Patel and Praveen said: “Reading is an important activity in life with which one can update his/her knowledge. Reading is the most useful and important skill for people.”<sup>2</sup> In English teaching learning process in Indonesia Schools, especially in every educational level, reading is categorized as one of the language skills that should be done or practiced.

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<sup>1</sup> Kalayo Hasibuan and M. Fausan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. p. 113

<sup>2</sup> Dr. M.F. Patel and Praveen M. Jair. *English Language Teaching (Method, Tools and Technique)*. Jaipur: Sunrise. 2008. p. 113

Kalayo Hasibuan said: “instruction in reading and reading practice thus become essential parts of language teaching at every level”<sup>3</sup>

Through reading comprehension, we can improve our reading. Because, comprehension means that the ability to understand a passage of text and answer question on it, as at school or psychological exercise<sup>4</sup>. In education area, teaching reading comprehension is a way to provide students to become good readers. To comprehend, a reader must have a wide range of capacities and abilities<sup>5</sup>. By using a good strategy, students are expected to be able to comprehend reading materials well.

Based on School Based Curriculum (KTSP), reading must be provided as one of the skills in mastering English that should be learned and taught by teacher. In State Senior High School (SMA) 1 Duri, School Based curriculum (KTSP) is used in teaching learning processes. Based on syllabus SMAN 1 Duri, as the basic stated for second grade is that “students should be able to understand and respond monolog text that use written form accuratelly and fluently in narrative and expository text<sup>6</sup>. The passing score (KKM) of English subject in SMAN 1 Duri is 70. Based on statement above, it can be concluded that reading is a part of the students’ needs which should be mastered.

Based on writer’s observation at SMAN 1 Duri, English is taught two times a week in 90 minutes for each meeting. The teacher teaches English by using

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<sup>3</sup> Kalayo Hasibuan and M. Fausan Ansyari. *Loc.Cit.*

<sup>4</sup> Colin Harrison.”*Understanding Reading Development*”.London.Sage Publications.2004.p.50

<sup>5</sup> Catherine Snow. ”*Reading for Understanding*”.Santa Monica.Rand.2002.p.13

<sup>6</sup> Elwita. S.Pd *Silabus Bahasa Inggris SMAN 1 Duri 2012-2013*, (Unpublished)

Three Phase Technique. At the first activity, the teacher explains the material, for example the material is about narrative text. The teacher explains the definition, the purpose, the organization and the language features of narrative text. After that, the teacher asks the students to read a narrative text and determine the organization of the text. Then, the teacher asks them to answer the questions based on the text. And the last, the teacher assesses the students' work. Besides, the teacher gives support to students in order to improve their reading comprehension by providing English books. Based on the description above, English, especially in reading, is taught maximally but in fact, some of the students can not comprehend the reading materials well and their reading comprehension is still away from the expectation of Curriculum. It can be seen from the following phenomena:

- a. Some of the students are not able to find factual information.
- b. Some of the students are not able to identify main idea.
- c. Some of the students are not able to locate the meaning of vocabulary in context.
- d. Some of the students are not able to identify references.
- e. Some of the students are not able to make inferences from the reading text
- f. Some of the students are not able to comprehend narrative text

Therefore, the writer is interested in carrying out the research entitled: A Study on Reading Comprehension of The Second Year Students At Sma N 1 Duri Bengkalis Regency In Comprehending Narrative Text

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

1. **Study** is a piece of research that examines a subject in detail<sup>7</sup>. In this research, study means an activity done by researcher to measure students' reading comprehension in narrative text.
2. **Reading Comprehension** can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text<sup>8</sup>. In this research, reading comprehension means the active thinking process done by researcher to build the understanding from the text.
3. **Narrative Text** is a text type we use when we want to entertain.<sup>9</sup> narration is storytelling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us.<sup>10</sup> Its purpose is to entertain the reader. In this research, narrative is a kind of text which will be given to the students.

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<sup>7</sup> Hornby AS. *Oxford Advanced Learners Dictionary of Current English*. London: Oxford University Press. P.430

<sup>8</sup> Peter Westwood. *What Teacher Need to Know About Reading and Writing difficulties*. Acer press: Australia. 2008. P. 31

<sup>9</sup> Impact Alower Secondarr Guide English in Focus. Pearson Education Asia Pte Ltd: singapore. 2002.p. 1.

<sup>10</sup> John Langan. *College Writing Skills With readings*. New York : McGraw Hill.2001.p.195

## **C. Problem**

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

Based on the explanation above, the writer identifies the problems as follow:

- a. Some of the students are not able to find factual information
- b. Some of the students are not able to identify main idea
- c. Some of the students are not able to locate the meaning of vocabulary in context
- d. Some of the students are not able to identify references
- e. Some of the students are not able to make inferences from the reading text
- f. Some of the students are not able to comprehend narrative text

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

All the problem which have been explained above are very complicated. Because of limitation on capability, the problem of this research is limited to students' reading comprehension in narrative text.

### **3. The Formulation of Problem**

The Problems of this research is formulated in the following question:

How is reading comprehension of the second year students at SMA N 1 Duri Bengkalis Regency in comprehending narrative text?

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

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

To find out reading comprehension of the second year students at SMA N 1 Duri Bengkalis Regency in comprehending narrative text.

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

The research activity is significantly carried out for the following needs.

They are:

- a. To give some informations to the teacher and school about reading comprehension of the second year students at SMA N 1 Duri Bengkalis Regency in comprehending narrative text
- b. To give to the students about their reading comprehension in narrative text.
- c. To help writer enlarge his knowledge in this topic.

- d. To fulfill one of the requirement to accomplish the writer's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading comprehension is very important for each reader. Reading does not just understand the words or the grammar. Reading is thinking.<sup>1</sup> Meaning, learning, and pleasure are the ultimate goals of learning to read.<sup>2</sup> Furthermore Baker and friends said that reading is a complex process involving a network of cognitive actions that work together to construct meaning.<sup>3</sup> It means that, if the readers are able to think actively while reading process, they can comprehend what the reading material is about.

Reading is a way to get information and knowledge. It is an activity that always is done in our daily lives. Reading books, magazines and newspapers are our daily habit as human being. Reading can be easier done if we do it as a pleasure activity. It is supported by Beatrice, she explained that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, and give us a chance to gain more knowledge<sup>4</sup>. To get information from the written language, we need to find the meaning of it well. Background knowledge is needed in finding meaning of the written language. Neil Anderson said that: "Reading is a fluent process of readers combining

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<sup>1</sup>Beatrice SMikulecky. *More Reading Power*. London: Wesley Publishing Company. 1996. p.1

<sup>2</sup>Janette KKlinger, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press. 2007. p.2

<sup>3</sup> Linda Dorn J. and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland: Stenhouse Publishers. 2005. p.6

<sup>4</sup>Beatrice SMikulecky. *Op.cit*. p.7



information from a text and their own background knowledge to build meaning”<sup>5</sup>.

Comprehension is the central of reading<sup>6</sup>. It is the important one in reading. Without comprehension, the readers are not able to find out the meaning of the text. Comprehension is the process of deriving meaning from connected text<sup>7</sup>. The readers should master the comprehension skill. It requires prior knowledge to have the comprehension skill. The more we have good prior knowledge, the easier we comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information<sup>8</sup>.

A reader’s comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies.<sup>9</sup> It means that, there are many ways and factors that influence readers’ comprehension. The reader can find out the factual information and main idea of the text directly. Factual information is all about content of text itself, such as, person, place, time, and events. While, main idea is the important authors’ idea stated in a paragraph. It is located in the beginning, in the middle, or in the last paragraph.

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<sup>5</sup>Neil Anderson. “What is Reading?”. *Practical English Language Teaching*. Sydney: McGraw Hill. 2003. P. 68

<sup>6</sup> Karen Tankersley. *The Threads of Reading Strategies for Literacy Development*. Alexandria: ASCD, 2003. p. 90

<sup>7</sup>Elizabeth S Pang, Muaka, Angaluki, Bernhardt, Elizabeth B and Kamil, Michael L. *Teaching Reading*. Saskatchewan: IAE. P.14

<sup>8</sup>Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact*. Chicago: American Library Association 2007. P 19.

<sup>9</sup> Linda J Dorn. and Carla Soffos. *Loc. Cit*

Based on the explanation above, it is clear that the main important purpose of reading is comprehension. According to Peterson, there are two basic kinds of reading comprehension:<sup>10</sup>

- a. When you are able to use the author's word to answer comprehension question, it is your *factual comprehension* that is being tested.
- b. Sometimes, however, the information is not directly stated, so you must infer a meaning by using your own reasoning and logic. This type of understanding is sometimes referred to as *inferential comprehension*.

According to Danny Brassell and Timothy Rasinski, reading refers to the ability to comprehend or make meaning from a written text<sup>11</sup>. In addition, reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print<sup>12</sup>

According to brown, reading as the product of the process by which we gain understanding of the thought of someone who has communicated in writing.<sup>13</sup>

From the definitions above, it can be seen how complex reading is. The writer concludes that reading is an activity by reading a written text that has message for reader in order to make the reader understand about the writer's thought and knowledge.

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<sup>10</sup>Peterson's. *MasterToefl Reading Skill*. New York: Nelnet Company.2007.p.49

<sup>11</sup>Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach: Shell Education. 2008. p. 15-16

<sup>12</sup> Ann Brownne. *Developing Language and Literacy 3-8 2<sup>nd</sup> Edition*.Trowbrige: Paul Chapman Publishing. 2001. p. 27

<sup>13</sup>Brown A.D. *Reading Diagnosis and Remediation*.Englewood Cliff. New Jersey: Prentice Hall.1982. p. 46

## 2. Students' Reading Comprehension

According to Tankersley, “comprehension is the central of reading”<sup>14</sup>. It means that comprehension is the important ones in reading. Without comprehension the readers / students are not able to find out the meaning of the text. Based on S.Pang, “Comprehension is the process of deriving meaning from connected text”<sup>15</sup>. The readers should master the comprehension skill. It requires prior knowledge to have the comprehension skill. The more readers have good prior knowledge the easier they comprehend the reading text. It is also supported by Morellon's idea that understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information<sup>16</sup>. It can be concluded that comprehension is the main point in reading, and in order to get deeper comprehension, prior knowledge of the readers (students) has important role in comprehending a text.

Snow in her book stated “Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”<sup>17</sup>. When reading, a reader should use his / her prior knowledge to get new knowledge. In short, reading is the process to build the meaning from the written material.S.Pang also stated that Reading comprehension is about relating prior knowledge to new

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<sup>14</sup> Karen Tankersley. *Loc. Cit.*

<sup>15</sup> Elizabeth S Pang, Muaka, Angaluki, Bernhardt, Elizabeth B and Kamil, Michael L. *Loc. Cit*

<sup>16</sup> Judi Moreollon. *Op. Cit.* 2007. P 19.

<sup>17</sup> Chathine Snow. *Reading for Understanding Toward R and D Program in Reading Comprehension*. Santa Monica : RAND. 2002. p. 11

knowledge contained in written texts<sup>18</sup>. As the writer explain before, in reading process the readers relate what did they have known to the new information from the text to get good comprehension.

Based on Karen, reading comprehension is dependent on three factors<sup>19</sup>, they are:

- a. The readers have command of the linguistic structures of the text.
- b. The readers are able to exercise metacognitive control over the content being read. It means that the readers are able to monitor and reflect on his or her own level of understanding while reading the material.
- c. The readers have adequate background in the content and vocabulary being presented.

According to Hasibuan, these strategis can help the student read more quickly and effectively includes:<sup>20</sup>

- a. Previewing: readers review the title, section heading, and photo caption to get a sense of structure and content of reading section
- b. Predicting: using knowledge of the subject metter to make prediction about content and vocabulary and check comprehension.
- c. Skimming and scanning: using a quickly survey of the text to get the main idea, identify the structure, confirm or question prediction.

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<sup>18</sup> Elizabeth, *Op.cit.* P. 13

<sup>19</sup> Karen Tankersley. *Loc. Cit.* p. 90

<sup>20</sup> kalayoHasibuan and Muhamad Fauzan Ansyari. *Op. Cit.* p.120

- d. Guessing from the text: we use prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead of stopping to look them up.
- e. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and in ideas in the text.

According to Keene and Zimmermann (1997) in Judi Moreillon suggest that readers can make three types of connection: text-to-self, text-to-text, and text-to-world.<sup>21</sup> These three types can be used to identify the source of readers' prior knowledge connection. When modeling text-to-self connections, students can use think-aloud questioning to share their thinking processes as follows:

- a. Have you ever felt like the character(s) in this story? Describe what happened and how you felt.
- b. Have you had a similar experience? Compare your experience to that of the character(s).
- c. Have you heard or read this information before? What does this information mean to you?
- d. How does connecting a story or information to your own life experiences help you better understand it?<sup>22</sup>

Based on the explanation above, the writer concludes that when the readers read, they will make a connection between their background

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<sup>21</sup>Judi Moreillon. *Op. Cit.* p.21

<sup>22</sup> Ibid. P.23

knowledge and the new information from the text. In here, there is an interaction between the readers and the text that they are read

### 3. Level of Students' ReadingComprehension

According to Smith, 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<sup>23</sup>. Consider the following brief passage:

#### a. Literal level

The literal level is the first level of comprehension. at this level the readers understand and identify the fact or the information stated in text directly. In here, the readers are required to be able to recall the fact of the reading text. Linda said that literal level is level of understanding represented by the ability to recall factual information from the the text<sup>24</sup>.

#### 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. At this level, the author's m.essage serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to accommodate the reader's background experience and personal goals<sup>25</sup>

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<sup>23</sup>Smith in Peter Westwood. *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. Camberwell: Acer Press. 2001. P. 21

<sup>24</sup>Linda J Dorn and Carla Soffos. *Op. Cit.* P.14

<sup>25</sup>Ibid

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

### 3. Ways of Improving Students Reading Comprehension

Comprehension is actually the main goal of learning to read. There are many ways to improve reading comprehension<sup>26</sup>:

- a. Building vocabulary can help a reader recognize more words and better understand the overall meaning of the text.
- b. Understanding the structure of text or how it is organized helps readers know what to expect and where, so they can better comprehend what they are reading. Teachers show students different ways to understand the structure of the text to improve their comprehension.
- c. Teachers can give students strategies or guidelines for understanding different types of texts, such as a newspaper, a fiction book, or a menu.
- d. Such strategies teach students to ask and answer questions about what they are reading, summarize paragraphs and stories they read, and draw conclusions about the information.
- e. Teaching students to think about what they are reading is an important way for them to use their skills to understand science, history, social studies, math, and many other subjects they will study throughout their education.

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<sup>26</sup>NICHHD. *Reading*. <http://www.nichd.nih.gov/health/topics/reading.cfm>. Retrieved on January 19, 2012

Thus, Elizabeth stated that students can be instructed in strategies to improve text comprehension and information use. The practical applications are<sup>27</sup>:

- a. Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
- b. Comprehension can also be enhanced by building on students' background knowledge, e.g. by having a group discussion before reading.
- c. Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include: asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.
- d. Teaching a combination of different strategies is better than focusing on one.
- e. Different methods have been found to be effective in teaching text comprehension.

#### **4. Narrative Text**

Narrative text tells an imaginative story.<sup>28</sup> According to Langan, narration is storytelling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in

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<sup>27</sup> Elizabeth S Pang, Muaka, Angaluki, Bernhardt, Elizabeth B and Kamil, Michael L. *Op. Cit.* P.14

<sup>28</sup> Rigb Heinemann. *Writing Recourse Book*. Western Australia: Education Department of Western Australia 2004.p.21



detail something that has happened to us.<sup>29</sup> Narrative text is not fact but only fiction story. The purpose of narrative text is to entertain the reader. According to Thomas S. Kane, A *narrative* is a meaningful sequence of events told in words.<sup>30</sup> Type of narrative text is folktales, fairytales, fable, myth, legend, science fiction, short story, ballads.<sup>31</sup>

- a. Orientation: It is about the opening paragraph where the characters of the story are introduced.
- b. Complication: Where the problems in the story are developed.
- c. Resolution: Where the problems in the story are solved

Language feature of narrative text are:

- a. Specific participants
- b. Past tense form; describes thing that happened in the past
- c. Word giving details of people; such as adjective and adverb
- d. Connectors of form, such as last week, then.

According to Barbara there are six purpose of narration, as follows:<sup>32</sup>

- a. To entertain

It is about account of your first meeting with your father-in-law, when you him for an annoying insurance salesman.

- b. To express feelings

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<sup>29</sup> John Langan. *College Writing Skills with Readings*. New York : McGraw Hill.2001.p.195

<sup>30</sup>Thomas S. Kane.*The Oxford Essential Guide to Writing*.Berkley Books :New York. 2000.p.366

<sup>31</sup> Ibid.

<sup>32</sup> Barbara Fine Clouse.*The Student Writer*. New York : McGraw Hill.1996.p.171

It is about an account of what happened when your best friend betrayed you

- c. To relate experience, for example, an account of the time you got lost the wood for two days.
- d. To inform (to explain what happens when a person is arrested). For example, an account of the time you were wrongly arrested for shoplifting.
- e. To inform (to teach lesson). For example, an account of the time you got in trouble for cheating.
- f. A persuade ( to convince the reader that community service should be required in high school) for example, an account of the community service you performed as a high school senior.

## **B. Relevant Research**

Relevant research needs some previous research results conducted by other researcher in which they are relevant to our research. Besides, the researcher has to analyze what the point is focused on, informed the design, finding and conclusion of the previous research;

1. Eka Sari Putri conducted a research entitled “A Study on Reading Comprehension of Second Year Students at SMA N 2 Rokan in Recount Text. the researcher focused on Descriptive Research which used one variable. The formulation of the problem which was discussed by the researcher in her thesis was how good is reading comprehension of second

year students at SMA N 2 Rokan in Narrative text. In her research, she used only one class as the sample which consisted of 40 students. After analyzing the data, she concluded that reading comprehension of the second year students at sma n 2 rokan was categorized into poor level. This research was relevant to the writer's research. This research was also descriptive research and investigating about students' reading comprehension. But, this research discussed about reading comprehension in recount text.

2. Indah Permata Sari conducted a research entitled "A Study on Students' Reading Comprehension at SMA N 5 Pekanbaru." The researcher focused on Descriptive research which used one variable. The formulation of the problem was how good the students' reading comprehension in reading text at SMA N 5 Pekanbaru. In her research, she used only one class as the sample which consisted of 60 students. The finding of her research was students' reading comprehension at SMA N 5 Pekanbaru categorized into poor level. This research was also relevant to the writer's research. Because this research was about descriptive research and investigating about students' reading comprehension.

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

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There is only one variable which refers to students' reading comprehension<sup>33</sup>:

1. Students are able to find factual information.
2. Students are able to identify main idea.
3. Students are able to locate the meaning of vocabulary in context.
4. The students are able to identify references.
5. Students are able to make inferences from the reading text.

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<sup>33</sup>Judith Westphal Irwin. *Teaching Reading Process*. California: Prentice-Hall, 1986. p.4

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. The Research Design

The type of the research was a descriptive research. This research was carried out to measure reading comprehension of The second year students at SMA N 1 Duri in comprehending narrative text. According to Gay, descriptive study determines and describes the way things are<sup>1</sup>. In this situation, descriptive research involves collecting data to test and to answer questions concerning the status of the subject.

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

This research was conducted at SMAN 1 Duri, especially for the second year students. The time of conducting the research was for 2 months, starting from September to October 2012.

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

The subject of the research was the second year students of SMAN 1 Duri Bengkalis Regency 2012/2013. The object of the research was to find out how

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<sup>1</sup> LR Gay. Educational Research: *Competencies for Analysis and Application*. Boston: Prentice Hall. P 275

good reading comprehension of the second year students at SMA N 1 Duri in Narrative Text.

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

The population in this research was the second year students at SMAN 1 Duri. There were five classes of Natural Science and five classes of Social Science. The total number of students was 330 students. The number of students of all classes can be shown as follows:

**Table III.1**  
**The Population of The Second Year Students**

<b>No</b>	<b>Class</b>	<b>Number of Students</b>
1	2 IPA 1	30
2	2 IPA 2	30
3	2 IPA 3	30
4	2 IPA 4	31
5	2 IPA 5	31
6	2 IPS 1	35
7	2 IPS 2	35
8	2 IPS 3	36
9	2 IPS 4	36
10	2 IPS 5	36
<b>Total</b>		<b>330</b>

The writer chooses IPA 1 class as the sample because the subject of this research had the same background knowledge, the same ability and the same teacher that taught them.

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

To gather the data which were needed in this research, the writer used test as technique of collecting data.

The writer distributed a set of test of the students. The students are asked to do the test, which deals with the students' reading comprehension in narrative text. The result of the test described students' reading comprehension in narrative text. The test consist of 20 questions. the length time to do the test was 60 minutes.

According to Heaton the test is accepted if the degree of difficulty is between 0.30 – 0.70 and it is rejected if the degree of difficulty is less than 0.30 (too difficult) or bigger than 0.70 (too easy).

### **1. Validity**

The technique of test that writer used was multiple choices. It was a technique designed by using five choices and respondents choosed one, it was based on the question. The technique could assess the students' reading comprehension. Before questions were given to the students. It should be tested about validity and reliability. According to Suharsimi Arikunto, the form of validity and reliability are<sup>2</sup>:

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<sup>2</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009. p. 70

### The formulation of validity

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{N\sum X^2 - \sum X^2 \quad N\sum Y^2 - \sum Y^2}$$

$r_{XY}$  : Correlated Confession between X and Y

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

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

N : Respondents

### 2. The formulation of reliability

$$r_{11} = \frac{2 r_{1/2 1/2}}{1 + r_{1/2 1/2}}$$

Based on the analysis of validity and reliability above, it was found that  $r_{\text{value}}$  of validity was 0.5 and  $r_{\text{value}}$  of reliability was 0.67. According to Suharsimi Arikunto the value of correlation coefficients is as follows<sup>3</sup>;

1. Between 0.800 to 1.00 = Very High
2. Between 0.600 to 0.800 = High
3. Between 0.400 to 0.600 = Enough
4. Between 0.200 to 0.400 = Low
5. Between 0.00 to 0.200 = Very Low

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<sup>3</sup> *Ibid.* p. 75



**Table III.2**  
**The blue print of the test**

No	Topic	Specification of Comprehension	Number of Item	Item Number
1	A Lion and a Mouse	1. finding factual information	1	2
		2. identifying main idea	1	1
		3. locating the meaning of vocabulary in context	1	4
		4. identifying references	1	3
		5. making inferences from the text	1	5
2	Rabbit and Crocodile	1. finding factual information	1	7
		2. identifying main idea	1	6
		3. locating the meaning of vocabulary in context	1	9
		4. identifying references	1	8
		5. making inferences from the text	1	10
3	Golden Eggs	1. finding factual information	1	12
		2. identifying main idea	1	11
		3. locating the meaning of vocabulary in context	1	13
		4. identifying references	1	14
		5. making inferences from the text	1	15
4	Smartest Parrot	1. finding factual information	1	17
		2. identifying main idea	1	16
		3. locating the meaning of vocabulary in context	1	19
		4. identifying references	1	18
		5. making inferences from the text	1	20

## F. Technique of Data Analysis

After distributing a set of test to the sample, then writer analyzed it in order to know their comprehension, especially in narrative text. At first, the writer checked students' answer sheet and counted their correct answer. Then writer calculated the students' individual score from the test by using this following formula.

$$M = \frac{X}{N} \times 100$$

M = Individual Score

X = The Number of Correct Answer

N = The Number of Item

Afterwards, computing the average score from the test given each item, the writer uses formula below<sup>4</sup>:

$$M = \frac{fx}{N}$$

M = Mean of the students' score

Fx = Frequency of students' score

N = Total Number

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<sup>4</sup> Hartono. *Statistik untuk Penelitian*. Yogtakarta: Pustaka Pelajar. Pekanbaru. P 30

The table below is the classification score to interpretation the students' reading comprehension in narrative text<sup>5</sup>:

**Table III.3**  
**Classification of Students' Score**

<b>Score</b>	<b>Categories</b>
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Bad

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<sup>5</sup> Suharsimi Arikunto. *Op.Cit* .P.245

## CHAPTER IV

### THE PRESENTATION OF THE DATA ANALYSIS

#### A. The Description of the Data

This chapter presents the results of this research, including the findings and its discussions. The data presentation of this study is the analysis of the students' individual scores and level of comprehension. The purpose of this research was to find out the students' reading comprehension in narrative text.

The writer gave the test consisted of 20 questions to the students. The tests dealt with narrative text. All the topics in the text had been evaluated by concerning five components of the students' reading comprehension<sup>1</sup>; namely:

1. Students are able to find factual information.
2. Students are able to identify main idea.
3. Students are able to locate the meaning of vocabulary in context.
4. The students are able to identify references.
5. Students are able to make inferences from the reading text.

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<sup>1</sup>Judith Westphal Irwin. *Loc. Cit.*

The data of this research were relevant to the required information. There were several steps in collecting the data. First, the writer tried out the test to another class of the second year students at SMA N 1 Duri. The result was analyzed to find out the level of difficulty of each item and the reliability of the test.

The data of this research were obtained from the score of the students' answer sheets. The test was composed of 20 items, and each item was given score 5. The final score was analyzed by using the following formula<sup>2</sup>:

$$FinalScore = \frac{TotalCorrectAnswer}{TotalQuestioner} \times 100$$

## **B. The Data Presentation**

The data of this research were obtained by the researcher after collecting and calculating the students' score. The data were collected through the following procedures:

1. The students got the test. They were asked to answer the question based on reading text given (multiple choice).
2. The students' answer sheet was collected in order to evaluate their comprehension.

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<sup>2</sup> Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008. p. 32

3. If the students could answer 1 question correctly, they would get score 5.  
Through the students' scores, the writer would like to calculate their percentage in order to know the level of students' reading comprehension.

### **C. The Data Analysis**

The data analysis presented the statistical result followed by the discussion about how good students' reading comprehension in narrative tex. The writer analyzed the students' reading comprehension score manually.

#### **1. The Students' Reading Comprehension Score**

The data of the students' scores were obtained from the result of students' reading comprehension test which has been presented above (in the data analysis) that can be classified as follow

**Table IV.1**  
**The Students' Individual Scores and Level of Comprehension**

<b>Students (N)</b>	<b>Correct answer</b>	<b>Score</b>	<b>Level of Comprehension</b>
1	13	65	Enough
2	15	75	Good
3	12	60	Enough
4	12	60	Enough
5	13	65	Enough
6	10	50	Less
7	11	55	Less
8	13	65	Enough
9	10	60	Less
10	10	50	Less
11	10	50	Less
12	11	55	Less
13	13	65	Enough
14	10	50	Less
15	9	45	Less
16	11	55	Less
17	15	75	Good
18	12	60	Enough
19	10	50	Less
20	11	55	Less
21	11	55	Less
22	13	65	Enough
23	11	55	Less
24	11	55	Less
25	10	50	Less
26	12	60	Enough
27	14	70	Good
28	13	65	Enough
29	12	60	Enough
30	9	45	Less
<b>Mean</b>		<b>58</b>	

The table above described about the mean score of students' reading comprehension in narrative text. Referring to the table, it can be seen that the total number of the students was 30. The highest score was 75 and the lowest score was 45. The mean score of the students was 58. Thus, it can be concluded that the students' reading comprehension in narrative was classified into **Enough** level.

The percentage of students' reading comprehension in narrative text were classified as followed:

**Table IV.2**  
**Classification of Reading Comprehension of Second Year Students at**  
**SMA N 1 Duri**

No	Score	Categories	Frequency (F)	Percentage %
1	80-100	Very good	0	0%
2	66-79	Good	3	10%
3	56-65	Enough	11	36.7 %
4	40-55	Less	16	53.3 %
5	30-39	Bad	0	0%
<b>Total</b>			30	100%

Based on the table above, Classification of Reading Comprehension of Second year Students at SMA N 1 Duri shows that there were none students categorized into Very Good level (0%), 3 students were categorized into Good level (10%), 11 students were categorized into Enough level (36.7%), 16 students were categorized into Less level (53.3%), and none students were categorized into



Bad level (0%). Thus, the majority of students in this regards was categorized into **LESS** level.

## 2. Students' Score Based on Indicator of Reading Comprehension

The students' reading comprehension in narrative of the second year students at SMA N Duri were classified as followed:

### 2.1 The Students Reading Comprehension in Finding Factual Information

The table below shows the students' reading comprehension in finding factual information

**Table IV.3**  
**Students' Score in Finding Factual Information**

No	Score (x)	Frequency (f)	Total Score (f.x)	Percentage %
1	100	1	100	3.3%
2	75	8	600	26.7%
3	50	9	450	30%
4	25	9	450	30%
5	0	3	0	10%
<b>Total</b>		30	1600	100%

To find the mean score of the students' reading comprehension in finding factual information, the writer calculated by using the following formula:

$$M = \frac{\sum fx}{N}$$

$$M = \frac{1600}{30} = 53.4$$

From the table above, it can be seen that 1 student (3.3%) got score 100 in finding factual information, 8 students (26.7%) got score 75, 9 students (30%) got score 50, 9 students (30%) got score 25 and 3 students (10%) got score 0. Thus, the majority of students got score 50 and 25. The mean score of the students was 53.4 and categorized into **Less level**.

## 2.2 The Students Reading Comprehension in Identifying Main Idea

The table below shows the students' reading comprehension in finding factual information

**Table IV.4**  
**Students' Score in identifying Main Idea**

No	Score (x)	Frequency (f)	Total Score (f.x)	Percentage %
1	100	7	700	23.3%
2	75	11	825	36.7%
3	50	6	300	20%
4	25	5	125	16.7%
5	0	1	0	3.3%
<b>Total</b>		30	1950	100%

$$M = \frac{1950}{30} = 65$$

From the table above, it can be seen that 7 students (23.3%) got score 100 in identifying main idea, 11 students (36.7%) got score 75, 6 students (20%) got score 50, 5 students (16.70%) got score 25 and 1 student (3.3%) got score 0. Thus, the majority of students got score 75. The average score of the students in identifying main idea is 65 and categorized into **Enough** Level.

### 2.3 The Students Reading Comprehension in Locating Meaning of Vocabulary in Context

The table below shows the students' reading comprehension in locating meaning of vocabulary in context

**Table IV.5**  
**Students' Score in Locating Meaning of Vocabulary in Context**

No	Score (x)	Frequency (f)	Total Score (f.x)	Percentage %
1	100	3	300	10%
2	75	11	825	36.7%
3	50	12	600	40%
4	25	4	100	13.3%
5	0	0	0	0%
<b>Total</b>		30	1825	100%

$$M = \frac{1825}{30} = 60.84$$

From the table above, it can be seen that 3 students (10%) got score 100 in locating meaning of vocabulary in context, 11 students (36.7%) got score 75, 12 students (40%) got score 50, 4 students (13.3%) got score 25 and 1 student (3.3%) got score 0. Thus, the majority of students got score 75. The mean score of the students in identifying main idea was 60.84 and categorized into **Enough** level.

#### 2.4 The Students Reading Comprehension in Identifying References

The table below shows the students' reading comprehension in identifying references

**Table IV.6**  
**Students' Score in Identifying References**

No	Score (x)	Frequency (f)	Total Score (f.x)	Percentage %
1	100	4	400	13.3%
2	75	14	1050	46.7%
3	50	9	450	30%
4	25	2	50	6.7%
5	0	1	0	3.3%
<b>Total</b>		30	1950	100%

$$M = \frac{1950}{30} = 65$$

From the table above, it can be seen that 4 students (13.3%) got score 100 in identifying references, 14 students (46.7%) got score 75, 9 students (30%) got score 50, 2 students (6.7%) got score 25 and 1

student (3.3%) got score 0. Thus, the majority of students got score 75. The mean score of the students in identifying main idea is 65 and categorized into **Enough** level.

## 2.5 The Students Reading Comprehension in Making Inferences

The table below shows the students' reading comprehension in making inferences

**Table IV.7**  
**Students' Score in Making Inferences**

No	Score (x)	Frequency (f)	Total Score (f.x)	Percentage %
1	100	3	300	10%
2	75	8	600	26.7%
3	50	13	650	43.3%
4	25	4	100	13.3%
5	0	2	0	6.7%
<b>Total</b>		30	1650	100%

$$M = \frac{1650}{30} = 55$$

From the table above, it can be seen that 3 students (10%) got score 100 in making inferences, 8 students (26.7%) got score 75, 13 students (43.3%) got score 50, 4 students (13.3%) got score 25 and 2 students (6.7%) got score 0. Thus, the majority of students got score 50. The average score of the students in identifying main idea is 65 and categorized into **Less** level.

From calculation of the data above, it can be concluded that the most difficult category in comprehending narrative text of the second year students at SMA N 1Duri was finding factual information with mean 53.4. while, the easiest categories in comprehending narrative text were identifying main idea and identifying references with mean 65.

Mean score all of the students 58. It means that the second year students at SMA N 1 Duri were categorized into **Enough** level in comprehending narrative text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Referring to the data presentation and data analysis which have been explained in chapter IV, the writer gives conclusion as follows:

1. The mean score of students' reading comprehension is categorized into enough level.
2. The mean score of students' reading comprehension in finding factual information is categorized into less level.
3. The mean score of students' reading comprehension in identifying main idea is categorized into enough level.
4. The mean score of students' reading comprehension in locating meaning of vocabulary in context is categorized into enough level.
5. The mean score of students' reading comprehension in identifying references is categorized into enough level.
6. The mean score of students' reading comprehension in making inferences is categorized into less level.

## **B. Suggestion**

Considering the students' reading comprehension in narrative text, the writer would like to give some suggestions as follows:

### 1. Suggestion for the School and Teacher

- a. It is recommended to the school to do evaluation for students' difficulties based on the result of teaching and learning process.
- b. It is hoped for the school to establish an English club in order to expand the students' knowledge in English.
- c. It is hoped for the school to facilitate the students in joining English festival or English competition in order to strengthen the students' motivation in learning English.
- d. The teacher should be creative in selecting the text related to the material. It was aimed to ease the students to improve their interests and to enhance their motivations in learning English.

### 2. Suggestion for the students:

- a. The students may not think that English is difficult to learn.
- b. In accomplishing exercises, students must believe in them selves. On the other hand, students may not cheat to their friends' answer sheets.
- c. The students must be active in reading. It was aimed to enrich their vocabularies.
- d. The students must ask the teacher what they do not understand when learning English.



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

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