

**THE EFFECT OF USING SEQUENCING STRATEGY
TOWARD READING COMPREHENSION ON
REPORT TEXT OF THE SECOND YEAR
STUDENTS AT MA HASANAH
PEKANBARU**

Thesis

Submitted as a Partial Fulfillment of the Requirements

for Getting Bachelor Degree of Education

(S.Pd)



By

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RIAU
PEKANBARU
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ABSTRAK

Rizky Yolanda (2013). Pengaruh Penggunaan Strategi Sequencing terhadap Pemahaman Membaca Teks Report pada Siswa Kelas XI di MA Hasanah Pekanbaru.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami bacaan dalam buku pelajaran disekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari text bacaan dan memiliki kesulitan dalam menganalisa text bacaan. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di MA Hasanah Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua MA Hasanah Pekanbaru, dan objek dari penelitian adalah Pengaruh Strategi Sequencing Terhadap Pemahaman Bacaan Siswa dalam Teks Report. Adapun jenis penelitiannya adalah Quasi-Experiment.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari Jumlah populasi adalah 44 siswa. Dikarenakan jumlah populasinya sangat besar, penulis menggunakan total sampling dengan mengambil seluruh populasi sebagai sampel dengan mengambil XI IPA sebagai kelas experiment dan XI IPS sebagai kelas kontrol. Untuk menganalisis data, penulis menggunakan independent sampe t-test dengan menggunakan software SPSS 16.

Setelah data di analisis, penulis menemukan 4.629 pada level significant 5% adalah 2.02, dan level 1% adalah 2.72. Maka, null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima, ditunjukkan dengan $2.02 < 4.629 > 2.72$. Berdasarkan data yang telah ditemukan, penulis menyimpulkan bahwa ada pengaruh yang signifikan dari strategi sequencing terhadap pemahaman bacaan siswa tahun kedua MA Hasanah.

ABSTRACT

Rizky Yolanda (2013).The Effect of Sequencing Strategy toward Reading Comprehension on Report Text of the Second Year Students at MA Hasanah Pekanbaru.

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in getting ideas from the reading text and had difficulties analyzing the reading text. So, the writer was interested in carrying out research about this problem.

The research was administered at MA Hasanah Pekanbaru. The subject was the second year students at MA Hasanah Pekanbaru, and the object of this research was the effect of Sequencing Strategy toward students reading comprehension on report text. The design of this research was Quasi-Experimental Research.

The population of this research was all of the second year students. The total number of population was 44 students. Because the number of population was small, the writer used total sampling, by taking XI IPA as experiment class and XI IPS as control class. To analyze the data, the writer adopted independent sample t-test formula by using software SPSS 16.

After analyzing the data, the writer found that there is significant effect of Sequencing Strategy toward students reading comprehension of the second year students at MA Hasanah Pekanbaru, where T shows 4.629 at significant level 5% it shows 2.02, and at level of 1%, it shows 2.72. Thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted which shows $2.02 < 4.629 > 2.72$.

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Pekanbaru, 30 Mei 2013 M

The Writer

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CHAPTER I

INTRODUCTION

A. Background

Reading is power, but for students to believe that reading is power, we must put them in position to experience the power of reading. That means they must do tasks and activities that demonstrate the power of reading.¹ Reading comprehension involves strategic processing of language and concepts students must be able to take in information from written language, organize that information in logical manner, and construct meaning from that information.² So, in reading activity a reader should be able to understand what she or he reads about. Without knowing the content of the reading the material.

Reading comprehension is the process by which the person understands the meaning of written language. Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.³ While Elizabeth states that Comprehension is the process of deriving meaning from connected text. In involves word knowledge (vocabulary) as well as thinking and reasoning.⁴ Based on explanation above, the writer concludes that comprehension is the process in

¹Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategies*, New York : The Guilford Press, 2009, p 5

² Lienemann, Torri Ortiz and Robert Reid, *Strategy Instruction for Students with Learning Disabilities*, New York : The Guildford press, 2006, p 148

³ Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*, Alexandria: ASCD, 2003, p.90

⁴ Rigby Heinemann, *Writing: Resource Book*, Melbourne: Education Department of Australia. 2004. p.85

which the reader brings his or her prior knowledge to interact with the written text. Reading comprehension is not easy to do because in reading process the reader not only reads the words, sentences, paragraphs, and texts but also should comprehend what the content of reading is.

In Reading comprehension the suitable position and experience are important when we teach about reading comprehension, because it can be the helper in students' future about how to be good in reading. Curriculum used in Indonesia for education is School Based Curriculum (KTSP), which has operational plan arrangement such as : the raising of potential, intelligence, interest, and the ability of the students. Based on School Based Curriculum (KTSP), reading is one of the skills which is provided in learning process. Based on the syllabus in MA Hasanah Pekanbaru, there is one basic competence that should be achieved by the students of the second year of senior high school in the first semester. The students are able to comprehend and give response in monologue text or essay which is use written language variation accurately, fluently in the form report, narrative and analytical exposition text.⁵

Based on the writer's observation on July 2012 in MA Hasanah Pekanbaru, in teaching and learning process, the teacher used three-phase technique. There are three activities in this technique as follows: beginning activity, the main activity, and the last activity. The beginning activity is asking and answering about the text in the book. The main activity is the students read

⁵ Depdiknas, *Kurikulum Satuan Pendidikan (KTSP) Sekolah Menengah Atas*, Jakarta: Unpublish

about the text and then the students answer the question related to the text. The last activity is students give their opinion about the text that they have already read. This technique used to make the students able to read and to comprehend the meaning. But, based on writer's observation. It is seen the students' ability in reading still far from the curriculum expectation. It's seen from the following phenomena:

1. Some of the students have difficulties in finding factual information on report text.
2. Some of the students have difficulties finding the main idea on report text.
3. Some of the students have limited vocabularies which cause difficulties in understanding report text.
4. Some of the students have difficulties in identifying reference on report text.
5. Some of the students have difficulties in identifying inference on report text.

From the phenomena above, increasing students' reading comprehension needs an appropriate strategy to solve the students' problems. In this case, the writer wants to apply a strategy that will help the students to increase their ability in reading. The name of that strategy is Sequencing Strategy.

Sequencing strategy is the process of putting story events in the order in which they occurred. Teacher may recognize this concept as order of event. This

strategy help students begin to understand how the events in a story are recognized, and the importance that order has on a text. This strategy is support comprehension of sequence by ordering segments of text into one coherent piece of writing. Learners reflect on and thereby identify the processes which they used to reach the end product.⁶

Therefore, based on the explanation and the symptoms above, the writer is interested in carrying out a research entitled: **“The Effect of Sequencing Strategy Toward Reading Comprehension on Report Text of the Second Year Student at MA Hasanah Pekanbaru”**.

B. The Definition of the Terms

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

1. Sequencing Strategy

Sequencing is the process of putting story events in the order in which they occurred. Teachers may recognize this concept as order of events. This strategy can help students begin to understand how the events in a story are organized, and the importance that order has on a text.⁷

⁶Lesley Roberts, *Sequencing is an Important Reading Strategy Students can Use to Unlock the Meaning of a Text*, Retrieved on April 14 2012 from the world wide web <http://using-sequencing-as-a-reading-strategy.html>

⁷ Ibid

2. Reading Comprehension

Reading is perceiving written text in order to understand its contents. The understanding that result is called reading comprehension.⁸ Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁹ In this research, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text. Therefore, the researcher is interested in conducting reading comprehension.

3. Report

Report is factual text that presents information clearly and succinctly. Report text is a kind of text to describe the way things are, with reference to arrange natural, man-made and social phenomena in our environment.¹⁰

⁸ Longman dictionary, 1999, p. 378

⁹ Jannete K. Klingner, *Teaching Reading Comprehension to the Student with Learning Difficulties*, New York: The Guilford Press, 2007, p.8

¹⁰ Rigby Heinemann, *WritingResource Book*. Port Melbourne: Education Department of Australia, 2004. p. 85

C. The Problems

1. The Identification of the Problem

Based on background and the problems explained above, it can be identified that there are some problems faced by the students and the teacher. The problems are some of the students are not able to find factual information, identify main idea, lack of vocabularies, identify reference and inference of the report text.

2. Limitation of Problem

Based on the identification of the problem above, it is clear that there are many problem in this research. Because of limited time and energy, it is necessary for the writer to limit the problem. The writer focuses this research on Sequencing Strategy toward reading comprehension of the second year student at MA Hasanah Pekanbaru. This research focused on the reading report text.

3. The Formulation of the Problem

Based on the problem above, the problem of this research was formulated into :

- a. Is students reading comprehension on report text taught by using Sequencing strategy higher than who taught without Sequencing strategy of the second year students of MA Hasanah Pekanbaru?
- b. Is there any significant difference of using Sequencing strategy toward reading comprehension on report text of the second year students at MA Hasanah Pekanbaru?

D. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out students' reading comprehension who are taught by using Sequencing Strategy and who are not taught by using Sequencing Strategy.
- b. To obtain whether there is any significant difference of reading comprehension between students who are taught by using Sequencing strategy and who are not taught by using Sequencing Strategy

2. The Significance of the Research

- a. This research finding are expected to give the positive contribution or information to the teachers of English and the second year students of MA Hasanah Pekanbaru.
- b. As the guidance for those who intend to conduct some topics of investigation in the future.
- c. To accomplish the task as the last requirement of the study at Education and Teacher Training faculty.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Definition of Reading Comprehension

Reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge vocabulary, and previous experiences. Most notably, comprehension is an active process to which the reader brings his or her individual attitudes, interests, and expectations.¹¹

Reading the text need read the text from word by word, sentence by sentence, and paragraph by paragraph go get the meaning of the text. Reading comprehension is the process to get, to understand, to catch the content of the reading. Reading comprehension is also a process to understand a written text which means extracting then required information from it as efficient as possible.

Reading comprehension must be about thinking and constructing meaning. It's much more than pronouncing words. Researchers today define reading comprehension as a complex, recursive thinking process.¹² Therefore, we should comprehend the text as the center of reading.

¹¹ Janette K. Klingner, op.cit.,p. 2

¹² Cris Tovani, *I Read It but I Don't Get It (Comprehension Strategy for Adolescent Readers)*, Colorado : Stenhouse Publishers Portland, 2000, p. 17

Reading comprehension means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. Besides, reading comprehension is useful activity in which students should have this skill. It means that the primary activity of reading comprehension is to comprehend what the text is about. Many readers cannot catch the idea or what the writer talks about. It is caused they do not know the exact meaning of the words that the writer used. Understanding reading is not easy matter. We need to have technique in order to get easiness in comprehending the text.

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.¹³

As a conclusion in reading comprehension, thinking, imaginative and transactive are processes to make the reader will comprehend the text. Readers understand about the text through motivation to think, imagine, and the reader's background because reading is a reader activity having process and some purposes

¹³ *ibid*

in reading a written language. Reading comprehension is not merely easy process, but also interaction which entails the readers to comprehend not only literal meaning of the text, but also text organization and be able to make conclusion from the text.

2. The Components of Reading Comprehension

According to McWhorter, students may aware that to read carefully, students should understand the components of reading for literal comprehension as follows:¹⁴

a. Recognize main ideas

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspects of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

b. Identify supporting details

Supporting sentences/ supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples reasons, statistics, explanations, or simply relevant information. It

¹⁴ Kathleen T. McWhorter, *Guide to College Reading, Sixth Edition*, Niagara: Longman Publishers, 2003, p. 2

also supports of main idea in order that all contents of text can be understood easily.

c. Determine meanings of words from context

The text that we read has various contexts. Context will help you to make interpretation about the meaning of the words. In means that after you have known the context from reading a passage, you can make a meaning of the words based on the context

3. Taxonomy of Reading Comprehension

According to Barret, there are taxonomy of reading. students should understand the taxonomy of reading comprehension as follows¹⁵:

a. Literal Comprehension

Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single factor incident. A more complex task might be the recognition or recall or a series of facts or the sequencing of incidents in a reading selection. Purposes and questions at this level may have the following characteristics.

b. Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce

¹⁵From world wide web <http://Art-read-comp-taxonomy-barrett.html> Retrieved on March 9 1013

the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements.

c. Inferential Comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or her inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page.

d. Evaluation

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. Evaluative thinking may be demonstrated by asking the student to make the following judgments.

e. Appreciation

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

4. Teaching Reading

Teachers can provide support by teaching fluency skills students need to read for comprehension. A few pointers to facilitate fluency include the following:¹⁶

- a. Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to monitor their progress by graphing results.
- b. Ask students to reread difficult passages.
- c. Ask students to work with peer partners to read and reread passages.
- d. Identify key words and proper nouns and preteach prior to asking students to read text.
- e. Students' fluency increases when they listen to books or text on tape prior to reading independently.

¹⁶Janette K. Klingner, *op.cit.*, p. 6

- f. Give opportunities for students to show case their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced preparation allows students time to read and reread material, an effective practice for improving fluency.
- g. Names of people, places, and things are often difficult to read; teach these prior to reading.

5. Report Text

Report is factual text that presents information clearly and succinctly. Report text is a kind of text to describe the way things are, with reference to arrange natural, man-made and social phenomena in our environment.¹⁷ The stages of a report are context -specific and relate very closely to its purpose.¹⁸ It is always found in textbook, newspaper, article, encyclopedia, etc.

The purpose of report text is to systematically organize and record factual information and to classify and describe a whole class of things. Here are the following generic structures of report text¹⁹:

- a. General classification

It tells about what the phenomenon under discussion is

- b. Description

¹⁷ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Sydney: Gred Stabler, 1994, p. 196

¹⁸ Rigby Heinemann, *Op.Cit.*, p. 85

¹⁹ Linda Gerot and Peter Wignell, *Op.Cit.*, p. 196

It tells about what the phenomenon under discussion is like in terms of parts (and their function), qualities, habits or behavior.

Report text is also has the language features. They are as follows²⁰:

- a. Using a formal and objective style.
- b. Using of simple present tense.
- c. Using linking verbs, e.g has a, is a, belongs to.
- d. Using some action verbs.
- e. Using descriptive language.
- f. Using generic terms.
- g. Using appropriate language to compare, contrast, define or classify.

The writer concludes that report text is generally used to organize and store information. This information describes an entire class of living or non living things. It is clear that the reader can easily understand the report text through knowing the generic structure and the language features of report text.

6. Sequencing Strategy

- a. Definition of Sequencing Strategy

Strategies are what we provide to the learner to help him organize and make meaning as he is reading.²¹ There are only a few strategies readers use in various combinations over and over again, with slight variation from one reading situation to another. These include:²²

- 1) Making predictions.
- 2) Monitoring and questioning what is happening.

²⁰ Rigby Heinemann, *Op.Cit.*, p. 110

²¹ Karen Tankersley, *Op.Cit.*, p.90

²² Gerald G. Duffy, *Op.Cit.*, p.19

- 3) Adjusting predictions as you go.
- 4) Creating images in the mind.
- 5) Removing blockages to meaning.
- 6) Reflecting on the essence or the significance or the importance of what has been read.

These strategies can be categorized as:

- 1) Before you begin reading.
- 2) As you begin reading.
- 3) During reading.
- 4) After reading.

Strategy is an operation that allows the learner to use, apply, transform, relate, interpret, reproduce, and reform information for communication. Strategies are an important part of comprehension, especially for reading comprehension.

Sequencing Strategy is one of many skills that contributes to students' ability to comprehend what they read. Sequencing Strategy refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred.²³

Once students have become skilled at using strategies to break down text into manageable sections, they will need guidance to help process the information. When students read, they can use reading strategies, such as sequencing. Sequencing is the process of putting story events in the order in which they

²³Teacher Vision part of Family Education Network, *Sequencing*, Retrieved on April 14 2012 from the world wide web <http://reading.pppst.com/sequencing.html>

occurred. Teachers may recognize this concept as order of events. Often worksheets targeting the use of this strategy appear in a graphic organizer that has one event missing. Students can be asked to identify the paragraphs each event can be found in by writing the number of the paragraph next to each box. In this way, students can easily identify which event is missing.²⁴

As students listen to or read text, they are best served if they can understand the information as it is presented and then recall it at a later point. Beginning readers and those that have not had much opportunity to work on their sequencing skills have a tendency to retell a story by starting with the end, since it is the part that they read or heard most recently. Even more experienced readers may re-tell a story by focusing primarily on the sections that were most appealing to them rather than by giving a more complete picture of the events that occurred.

b. The Procedure of Sequencing Strategy

The procedure of this strategy are:²⁵

- 1) The teacher Prepare a text, cut into paragraphs or sentences. The teacher will make these into jumbled and give them for each students or pair of students.
- 2) The students separate their jumbled text into the pieces.
- 3) As the important component, the students read the piece one by one
- 4) The students predict what will come next and then they arrange the pieces into a well ordered text.

²⁴Lesley Roberts, *Loc.Cit*

²⁵ NSW Department of Education and Training, *Programming and Strategies Handbook*, Canberra: 1999, p.96

5) The teacher help the students to confirm their prediction and do self correcting if the text does not flow because their prediction is wrong and the students must justify each placement of the pieces also.

c. The Purpose of Sequencing Strategy

Practicing sequencing strategy will helps remedy both of these issues and makes this aspect of reading comprehension second nature. If students are encouraged to identify the parts of a story, for instance, they will be better able to retell it to someone else, as it is a more manageable task to think of a story in pieces the beginning, middle, and end rather than try to recall it as one large chunk. Sequencing strategy activities also provide an opportunity for students to examine text and story structure.²⁶

When encountering questions on a standardized assessment, reading skills, such as sequencing strategy, can help students choose the correct answer choice. As students progress through the intermediate grades, sequencing strategy may not be something that is explicitly taught, but it is still important. Learning how to sequence assists students in forming correct ideas about the text they are reading no matter what grade level they are in.²⁷

This strategy can help students begin to understand how the events in a story are organized, and the importance that order has on the text. The students might be asked to identify important events from a passage to practice sequencing. Sequencing also helps students to think deeply by using their

²⁶*Ibid*, p. 96

²⁷Lesley Roberts, *Loc.Cit*

feeling and ideas about the text. The students will get good inputs in their learning process by using sequencing strategy.

7. The Procedure of Three Phase Technique

In applying Three Phase Technique, the teacher will give explanation about what the teacher wants from the students in learning reading in the classroom. The procedures of teaching reading by using Three Phase Technique can be done as follows²⁸:

- 1) The teacher ask the students to read the text loudly
- 2) The teacher can helps the students find out the meaning of the difficult words
- 3) The teacher asks the students to answer the question related to the text
- 4) The students discuss the answer of the question

B. Relevant Research

According to Syafi'i that relevant research is required to observe some previous researches conducted by other research in which they are relevant to our research.²⁹ Besides, we have to analyze the relevant research and finding the point of that research. Talking about reading, there are a lot of investigation that have been done by many researchers.

The following are some relevant researchers to this research project:

²⁸ Lailiyah Nur, *Teaching of English Using Three-Phase Technique to Improve Reading Performance*, Malang: 2010 Retrieved on March 9 2013 from the world wide web teaching-reading-using-three-phase-technique-2.html

²⁹ M. Syafi'i, S. *Op.Cit.*, p.122

1. Michael L Clawson, from University of Illinois at Champaign-Urbana, Department of Pathobiology, Urbana, USA , conducted a research entitled “A sequencing strategy for identifying variation throughout the prion gene of BSE-affected cattle”. This study was done in 2001. The purpose of this study aimed to identify BSE affected cattle of variation of prion by using Sequencing strategy for his biological research. The result findings confirmed that Sequencing helps him to identify BSE affected cattle of variation of prion.³⁰
2. Erma Darmayanti, a students of UIN SUSKA RIAU proposed a quasi-experimental research entitle “the effect of prediction and inference strategy mastery toward reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru seberida Indragiri Hilir Riau”. This research was done in 2011. The purpose of her research was to investigate any significant effect of prediction and inference strategy mastery toward students’ reading comprehension. The result was prediction and inference strategy mastery has significant effect toward students reading comprehension. In other words, Ha is accepted.

³⁰Michael L Clawson, *A Sequencing Strategy for Identifying Variation throughout the Prion Gene of BSE-Affected Cattle*. Urbana, 2001, Retrieved on January 8 2013, from the world wide web <http://www.biomedcentral.com/1756-0500/1/32>

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. Operational concept is the concept used to clarify the theories used in the research, to know the students' ability in reading comprehension on report text at the second year students of MA Hasanah Pekanbaru.

1. Variable X (Sequencing strategy)

a. For Experimental Class

- 1) The teacher prepare a text, cut into paragraph or sentences. The teacher will make these into jumbled and give them for each students or pair of students.
- 2) The students separate their jumbled text into the pieces.
- 3) As important component, the students read the piece one by one.
- 4) The students predict what will come next and than they arrange the pieces into a well ordered text.
- 5) The teacher help the students to confirm their prediction and do self correcting if the text does not flow because their prediction is wrong and the students must justify each placement of the pieces also.

b. For Control Class

- 1) The teacher ask the students to read the text loudly

- 2) The teacher can help the students find out the meaning of the difficult words
 - 3) The teacher asks the students to answer the question related to the text
 - 4) The students discuss the answer of the question
2. Variable Y (Students' Reading Comprehension on Report text)
- a. The students are able to find factual information of report text.
 - b. The students are able to identify main idea of report text.
 - c. The students are able to locate the meaning of vocabularies of report text.
 - d. The students are able to identify reference of report text.
 - e. The students are able to identify inference of report text.

D. The Assumption and Hypothesis

1. Assumption

In this research the writer assumes that the students who treat with Sequencing strategy achieve better reading comprehension than those who are not treated Sequencing strategy and the better Sequencing strategy is applied. It is assumed that the easier students are able to comprehend the text. In this research especially on reading report text.

2. Hypothesis

Based on the assumption above, hypothesis for this research can be formulated as follows :

a. The Alternative Hypothesis (H_a)

There is a significant difference of reading comprehension between the students who are treated with Sequencing strategy and those who are treated without Sequencing strategy of the second year students at MA Hasanah Pekanbaru.

b. The Null Hypothesis (H_0)

There is no significant difference of reading comprehension between the students who are treated with Sequencing strategy and those who are treated without Sequencing strategy of the second year students at MA Hasanah Pekanbaru and those who are treated without Sequencing strategy and those who are treated without Sequencing strategy of the second year students at MA Hasanah Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a kind of quasi experimental research type Non-equivalent Control Group Design. This research which is aimed to search whether there is or there is no difference of treatment which is done to the experimental subject with random assignment.³¹

In this research, the writer used two classes to be samples, namely experimental group and control group. The experimental group is taught by particular treatment (Sequencing Strategy) to improve their reading comprehension. While control group only was given a pre-test and post-test without particular treatment as is given to experimental group.³² These groups used different strategies, but both experimental and control groups were tested with the same test. The design of this research can be illustrated as follows:³³

TableIII.1

Nonrandomized Control Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experiment	Y1	X	Y2
Control	Y1	-	Y2

³¹ John W. Cresswell, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, New Jersey : Pearson Prentice Hall, 2008, p. 314

³²Ibid

³³Sukardi, Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya , Jakarta: Bumi Aksara, 2010, p. 186

Where:

Y1 : Pre-test for experimental group and control group

X : Receiving particular treatment

- : Without particular treatment

Y2 : Post-test for experimental group and control group

After giving particular treatment to the experimental group by using Sequencing Strategy, the scores between experimental and control groups will be analyzed by statistical analysis. It has an aim to know whether there is or not the difference of variable X into variable Y after giving them tests (pre-test and post-test).

B. The Location and the Time of the research

The research was conducted of the second year students at MA Hasanah. It is located at Cempedak street, Pekanbaru. The time to conduct this research was on April up to Mei 2013.

C. The Subject and the Object of the Research

The subject of this research was the second year students at MA Hasanah Pekanbaru, and the object of this research was using Sequencing Strategy toward students' reading comprehension on report text of the second year student at MA Hasanah Pekanbaru.

D. The Population and the Sample of the Research

1. Population

The Population of this research was the second year students of MA Hasanah Pekanbaru in 2012-2013 academic years. They were containing 44 students and divided into two classes.³⁴

Table III.2

The Total Population of the Second Year Students of MA Hasanah Pekanbaru 2013-2014

No	Class	Total
1	XI IPA	22
2	XI IPS	22
	Total	44

2. Sample

Based on the total number above, the writer will take all the population as the sample³⁵. It is because the population is small. The writer take all of students to be sample (total sampling)

E. The Technique of Collecting the Data

1. Test

³⁴ Document of Hasanah Islamic Senior High School Pekanbaru Academic Year (Pekanbaru, Unpublished: 2012/2013)

³⁵ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 1997, p.134

In order to get some data that is needed to support this research, the writer will be applied the techniques by the test. The test is used to determine the student's reading comprehension. The type of the test is multiple choice tests. The test is given to the experimental class and the control class in order to know the difference of using Sequencing strategy toward students' reading comprehension on report text of the second year students at MA Hasanah Pekanbaru.

After the students did the test, the writer then took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below.

Table III.3

The Classification of Students' Score³⁶

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

2. The Validity and Reliability of the Test

a. Validity

³⁶ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009

Before the tests were given to the sample of this research, both of the tests were tried out to 22 students of the second year students in the social program. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measure³⁷. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:³⁸

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

Where

P : Index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluded from the test and they are changed with new items that are appropriate.

The standard level of difficulty used is $<0,30$ and $> 0,70$. It means that an item is accepted if the level of difficulty is between $0,30-0,70$ and it is rejected if the level of difficulty is less than $0,30$ (the item is too difficult) and over than $0,70$ (the item is too easy). The proportion of correct is represented by “p”,

³⁷ Arthur Hughes, *Testing for Language Teacher*, 2nd Edition, New York: Cambridge University Press, 2003, p.26

³⁸ Suharsimi Arikunto., *Op Cit* p.209

whereas the proportion of incorrect is represented by “q”. The calculation of item difficulty can be seen from the following table:

Table III.4

The Students are Able to Find Factual Information of Report Text

Variable	Finding Factual Information					N
Item No.	3	6	15	19	25	22
Correct	14	10	11	14	12	
P	0.636	0.454	0.5	0.636	0.545	
Q	0.364	0.546	0.5	0.364	0.454	

Based on the table, the item numbers of question for finding factual information are 3, 6, 15, 19, and 25. It shows that the proportion of correct answer for finding factual information of test item number 3 is 0.636, the proportion of correct answer for test item 6 is 0.454, the proportion of correct answer for test item 15 is 0.5, the proportion of correct answer for test item 19 is 0.636 and the proportion of correct answer for test item 25 is 0.545. Then based on the standard level of difficulty, all items for finding factual information or “p” is >0.30 and <0.70 . So, the items of finding factual information are accepted.

Table III.5

The Students are Able to Identify Main Idea of Report Text

Variable	Identifying Main Idea of Report Text					N
Item No.	1	9	13	17	21	22
Correct	13	10	13	9	9	
P	0.590	0.454	0.590	0.409	0.409	
Q	0.409	0.546	0.409	0.590	0.590	

Based on the table, the item numbers of question for identifying main idea 1, 9, 13, 17, and 21. It shows that the proportion of correct answer for identifying main idea of test item number 1 is 0.907, the proportion of correct answer for test item 9 is 0.454, the proportion of correct answer for test item 13 is 0.590, the proportion of correct answer for test item 17 is 0.409 and the proportion of correct answer for test item 21 is 0.409. Then based on the standard level of difficulty, all items for identifying main idea or “p” is >0.30 and <0.70 . So, the items of identifying main idea are accepted.

Table III.6

The Students are Able to Locate Meaning of Vocabulary of the Report Text

Variable	Locating Meaning of Vocabulary of the Report text					N
Item No.	4	8	14	18	24	22
Correct	8	12	11	9	10	
P	0.363	0.545	0.5	0.409	0.454	
Q	0.636	0.454	0.5	0.509	0.546	

Based on the table, the item numbers of question for locating meaning of vocabulary are 4, 8, 14, 18, and 24. It shows that the proportion of correct answer for locating meaning of vocabulary of test item number 4 is 0.363, the proportion of correct answer for test item 8 is 0.545, the proportion of correct answer for test item 14 is 0.5, the proportion of correct answer for test item 18 is 0.409 and the proportion of correct answer for test item 24 is 0.454. Then based on the standard level of difficulty, all items for locating meaning of vocabulary or “p” is >0.30 and <0.70 . So, the items of locating meaning of vocabulary are accepted.

Table III.7

The Students are Able to Identity Reference of Report Text.

Variable	Identifying Reference of the Report Text					N
Item No.	2	7	12	20	22	22
Correct	13	12	13	11	9	
P	0.590	0.545	0.590	0.5	0.409	
Q	0.409	0.454	0.409	0.5	0.590	

Based on the table, the item numbers of question for identifying reference 2, 7, 12, 20, and 22. It shows that the proportion of correct answer for identifying reference of test item number 2 is 0.590, the proportion of correct answer for test item 7 is 0.545, the proportion of correct answer for test item 12 is 0.590, the proportion of correct answer for test item 20 is 0.5 and the proportion of correct answer for test item 22 is 0.409. Then based on the standard level of difficulty, all items for identifying reference or “p” is >0.30 and <0.70 . So, the items of identifying reference are accepted.

Table III.8

The students are Able to Identify Inference of the Report Text

Variable	Identifying Reference of Report the Text					N
Item No.	5	10	11	16	23	22
Correct	9	9	11	9	12	
P	0.409	0.409	0.5	0.409	0.545	
Q	0.590	0.590	0.5	0.590	0.454	

Based on the table, the item numbers of question for identifying inference 5, 10, 11, 16, and 23. It shows that the proportion of correct answer for identifying inference of test item number 5 is 0.409, the proportion of correct answer for test

item 10 is 0.409, the proportion of correct answer for test item 11 is 0.5, the proportion of correct answer for test item 16 is 0.409 and the proportion of correct answer for test item 23 is 0.545. Then based on the standard level of difficulty, all items for identifying inference or “p” is >0.30 and <0.70. So, the items of identifying inference are accepted.

3. Reliability

Reliability is a necessary characteristic of good test. Riduwan says that reliability refers to the extend to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.³⁹ It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

Calculation of reliability uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richadson 20 formula and Kuder Richadson 21 formula.⁴⁰ From all of these formula, the writer then used the Hoyt Formula to calculate the reliability of the test. The formula is as follows:⁴¹

$$r_{11} = 1 - \frac{V_s}{V_T}$$

Where :

r_{11} : Instrument reliability

V_s : Variance of remains

³⁹ Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: Alfabeta, 2012, p.102

⁴⁰ Suharsimi Arikunto., *Op Cit.*, p.180

⁴¹ Riduwan, *op.cit.*,p. 113

V_r : Variance of Respondents

Based on the data the writer got:

V_s : 0.22

V_r : 0.76

$$r_{11} = 1 - \frac{V_s}{V_r}$$

$$1 - \frac{0.22}{0.76}$$

$$0.716$$

To know whether the test is reliable or not, the value of r_{11} must be compared with r product moment. The value of r_{11} is must be higher than r table. From the calculation above the value of r_{11} is 0.716. Then the significant the r table at 5% grade of significance is 0.404. While r table at 1% grade of significance is 0.515. So, it can be conclude that $0.515 < 0.716 > 0.404$. On the other word, the instrument is reliable because the value of r_{11} is higher than r table.

F. Technique of Data Analysis

In order to find out whether there is significant difference of using Sequencing strategy toward students' comprehension in reading report text, the data should be analyzed by statistical method. The technique of data analysis in this research used software of SPSS 16.

The T-table is employed to see whether or not there is significant difference between the mean score in both experimental and control groups. The

obtained value is consulted with the value of T-table at the freedom (df) = $N_1 + N_2) - 2$

Statistical hypothesis:

$$H_o = t_o < t \text{ table}$$

$$H_a = t_o > t \text{ table}$$

Criteria of hypothesis:

1. H_o is accepted if $t_o < t$ table or it can be said that there is no significant difference of using Sequencing Strategy toward students' reading comprehension on report text.
2. H_a is accepted if $t_o > t$ table or there is difference of using Sequencing Strategy toward students' reading comprehension on report text.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Description of Research Procedures

The purpose of the research was to obtain the students reading comprehension taught by using Sequencing Strategy and not taught by using Sequencing Strategy and to obtain the significant difference between the students' reading comprehension that is taught by using Sequencing Strategy and those who are not. The data were obtained from students' post test scores of experimental and control class.

Before taking the data from the sample, the writer tried one of the second year classes in order to prove whether the test was reliable or not. The result found in the try out was 0.716. It means that the test was highly reliable. Then, the writer gave pre-test to experimental class (XI IPA) and control class (XI IPS). The writer asked the students to answer some question based on the text given; the test was about report text. Then, the writer gave treatment to experimental class for eight meetings include pre-test and post test.

After giving treatments to the experimental class, the writer used the same format of questions but different text of report text to test students' reading comprehension for post test of experimental class and control class was same. The result of reading test was evaluated by concerning five components, such as:

- a. The students are able to find factual information of report text.
- b. The students are able to identify main idea of report text.

- c. The students are able to locate the meaning of vocabularies of report text.
- d. The students are able to identify reference of report text.
- e. The students are able to identify inference of report text.

The total of pre-test and posttest for both classes were different. The total score of pre-test in experimental class was 1312, while the highest score was 76 and the lowest score was 44. The total score of pre-test in control was 1316, while the highest score was 72 and the lowest score was 44. The total score of post-test in experimental class was 1716, while the highest score was 92 and the lowest score was 56. The total score of post test in control class was 1496, while the highest score was 80 and the lowest score was 48.

B. The Data Presentation

The data of this research were obtained from the score of student's pre-test and post-test. All data were taken through the following procedures:

1. In both classes (experimental and control class), the students were asked to answer the question based on the report text given.
2. The format of test was multipel choices and the test was made based on several aspects such as finding factual information, identifying main idea, locating the meaning of vocabulary, identifying the references and making inferences from reading text.

1. The Data Presentation of Reading Comprehension (Variable Y)

a. Students' Reading Comprehension that is not Taught by Using Sequencing Strategy.

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the highest score was 72 and the lowest score was 44. The data were obtained from the research by using SPSS 16 software. The data descriptions of pre-test of reading comprehension in control class are as follows:

Table IV.2

The Frequency Distribution of Reading Comprehension Test (Pre-test) in Control Class

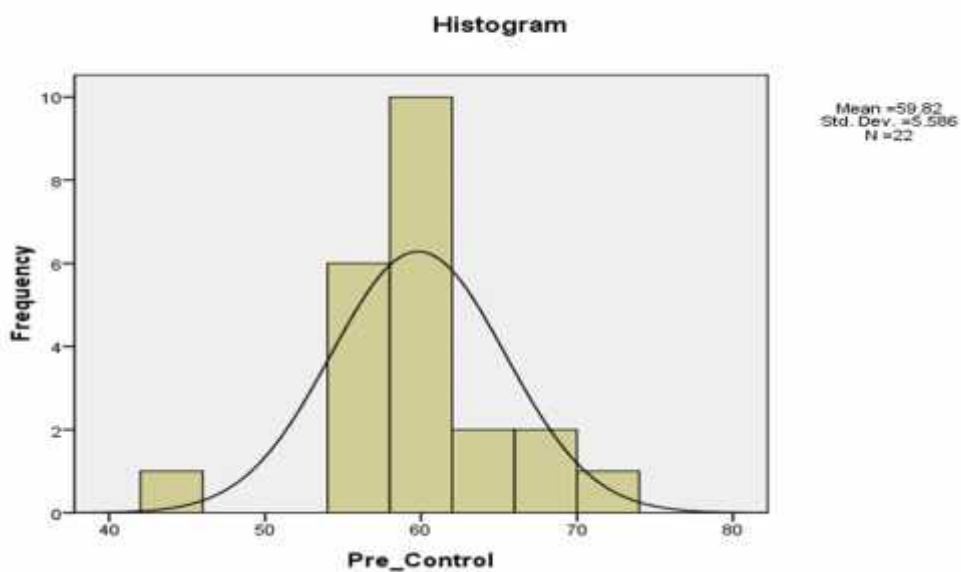
Pre_Control

	Frequency	Percent	Valid Percent	Cumulative Percent
valid 44	1	4.5	4.5	4.5
56	6	27.3	27.3	31.8
60	10	45.5	45.5	77.3
64	2	9.1	9.1	86.4
68	2	9.1	9.1	95.5
72	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Based on the table IV.1, it can be seen that there are 22 respondents. In interval 44, the frequency is 1 student (4.5%), the frequency of interval 56 is 6 students (27.3%), the frequency of interval 60 is 10 students (45.5%), the frequency of interval 64 is 2 students (9.1%), the frequency of interval 68 is 2 students (9.1%), and the frequency of interval 72 is 1 student (4.5%).

To determine more about the pre-test in control group which consists of 22 respondents at the second year of MA Hasanah Pekanbaru, the writer describes it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.1
The Result of Control Class Pre-test



Then for the post-test of the control class, there were also 25 items of reading comprehension. From the post-test, the highest score of control group was 80 and the lowest score was 48. The data were obtained by using SPSS 16 software. The data descriptions of post-tests of reading comprehension in control class are as follows:

Table IV.3
The Frequency Distribution of Reading Comprehension Test (Post-test) in Control Class

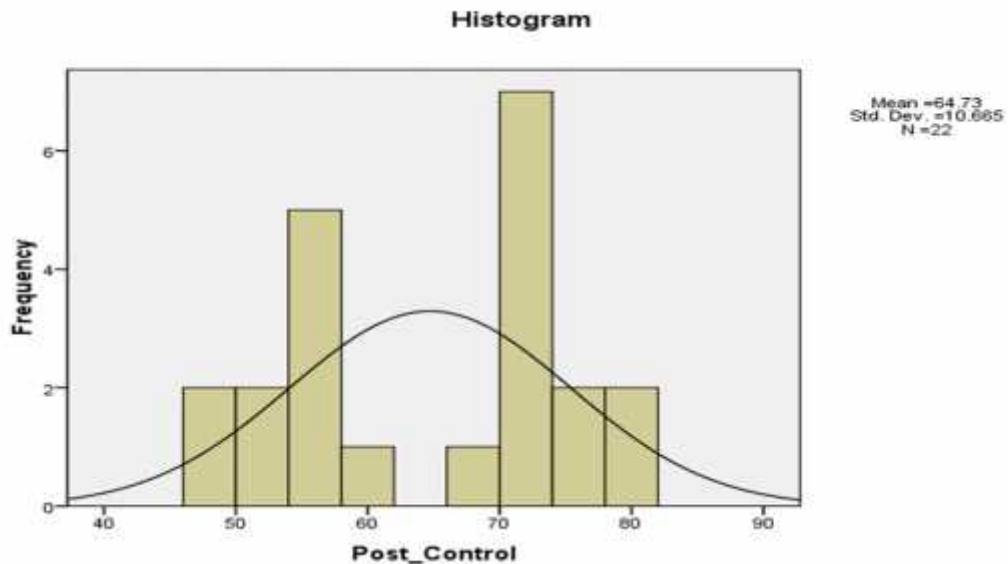
		Post_Control			
		Frequency	Percent	Valid Percent	Cumulative Percent
valid	48	2	9.1	9.1	9.1
	52	2	9.1	9.1	18.2
	56	5	22.7	22.7	40.9
	60	1	4.5	4.5	45.5
	68	1	4.5	4.5	50.0
	72	7	31.8	31.8	81.8
	76	2	9.1	9.1	90.9
	80	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Based on the table IV.2, it can be seen that there are 22 respondents. In interval 48, the frequency is 2 student (9.1%), the frequency of interval 52 is 2 students (9.1%), the frequency of interval 56 is 5 students (22.7%), the frequency of interval 60 is 1 students (4.5%), the frequency of interval 68 is 1 students (4.5%), the frequency of interval 72 is 7 students (31.8%), the frequency of interval 76 is 2 students (9.1%), and the frequency of interval 80 is 2 students (9.1%).

To determine more about the post-test in control group which consists of 22 respondents at the second year of MA Hasanah Pekanbaru, the writer describes it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.2

The Result of Control Class Post-test



The writer also classifies the post-test result of control class of the respondents of the second year at MA Hasanah Pekanbaru to know the category of the students' reading comprehension score. The classification of control group' reading comprehension can be seen from the following table:

Table IV.4
The Classification of Control Group's Reading Comprehension Score of the Second Year Students at MA Hasanah Pekanbaru

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	2	9.09%
2	Good	66-79	10	45.45%
3	Enough	56-65	6	27.27%
4	Less	40-55	4	18.18%
5	Fail	30-39	-	-
Total			22	100%

Based on the table IV.3, it can be seen that there are 5 categories for students' reading comprehension of control class. The frequency of Very Good category is 2 students (9.09%), the frequency of Good category is 10 students (45.45%), the frequency of Enough category is 6 students (27.27%), the frequency of Less category is 4 students (18.18%), and there is no students who is categorized into fail category. The table shows that the highest percentage of students' classification of reading comprehension is 45.45%. Thus, the majority of the students in control class are classified as Good.

b. Students' Reading Comprehension Taught by Using Sequencing Strategy.

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of experimental class, the highest score was 76 and the lowest score was 44. The data were obtained from the research by using SPSS 16 software as follows:

**Table IV.5
The Frequency Distribution of Reading Comprehension Test (Pre-Test) in Experimental Class**

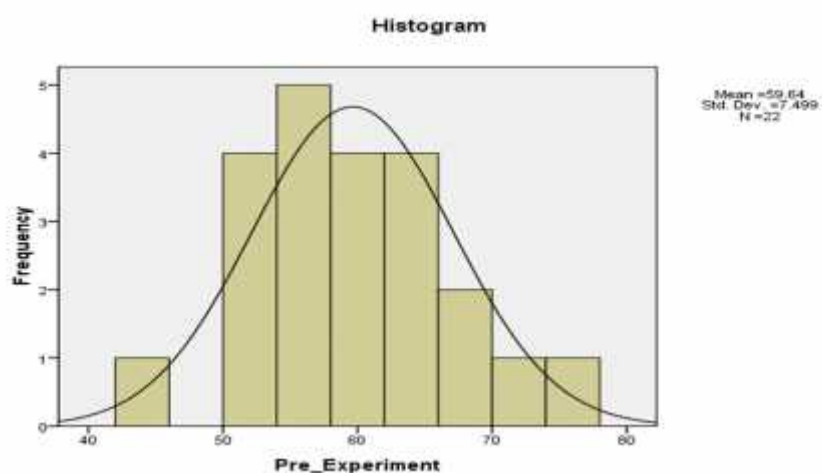
		Pre_Experiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
valid	44	1	4.5	4.5	4.5
	52	4	18.2	18.2	22.7
	56	5	22.7	22.7	45.5
	60	4	18.2	18.2	63.6
	64	4	18.2	18.2	81.8
	68	2	9.1	9.1	90.9
	72	1	4.5	4.5	95.5
	76	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Based on the table IV.4, it can be seen that there are 22 respondents. In interval 44, the frequency is 1 student (4.5%), the frequency of interval 52 is 4 students (18.2%), the frequency of interval 56 is 5 students (22.7%), the frequency of interval 60 is 4 students (18.2%), the frequency of interval 64 is 4 students (18.2%), the frequency of interval 68 is 2 students (9.1%), the frequency of interval 72 is 1 student (4.5%), and the frequency of interval 76 is 1 student (4.5%).

To determine more about the pre-test in experimental group which consists of 22 respondents at the second year of MA Hasanah Pekanbaru, the writer describes it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.3

The Result of Experimental Class Pre-test



Then for the post-test of the experimental group, there were also 25 items of reading comprehension. From the post-test, the highest score of experimental group was 92 and the lowest score was 56. The data were obtained by using SPSS

16 software. The data descriptions of post-tests of reading comprehension in experimental class is as follows:

Table IV.6
The Frequency Distribution of Reading Comprehension Test (Post-test) in Experimental Class

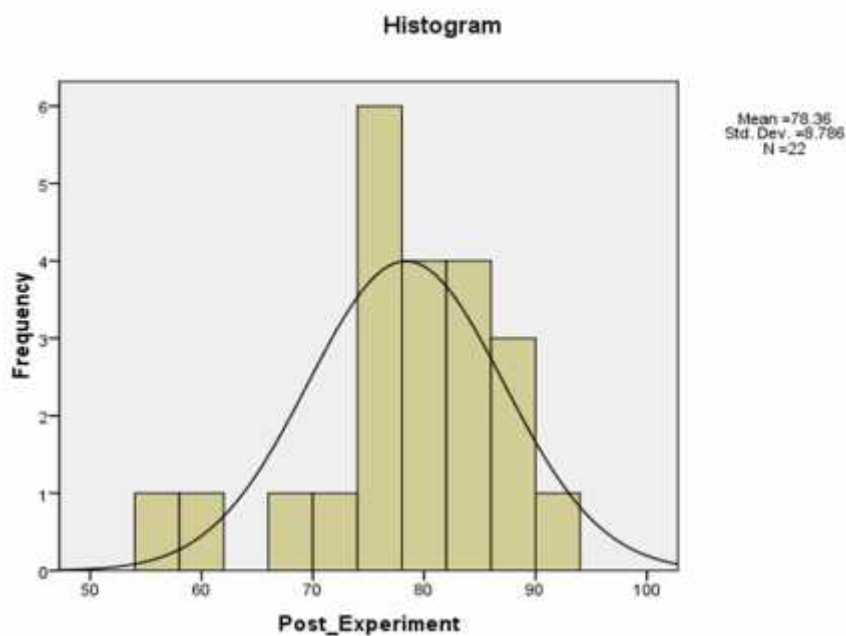
Post_Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
valid	56	1	4.5	4.5	4.5
	60	1	4.5	4.5	9.1
	68	1	4.5	4.5	13.6
	72	1	4.5	4.5	18.2
	76	6	27.3	27.3	45.5
	80	4	18.2	18.2	63.6
	84	4	18.2	18.2	81.8
	88	3	13.6	13.6	95.5
	92	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Based on the table IV.5, it can be seen that there are 22 respondents. In interval 56, the frequency is 1 student (4.5%), the frequency of interval 60 is 1 student (4.5%), the frequency of interval 68 is 1 student (4.5%), the frequency of interval 72 is 1 student (4.5%), the frequency of interval 76 is 6 students (27.3%), the frequency of interval 80 is 4 students (18.2%), the frequency of interval 84 is 4 students (18.2%), the frequency of interval 88 is 3 student (13.6%), and the frequency of interval 92 is 1 student (4.5%).

To determine more about the post-test in experimental group which consists of 22 respondents at the second year of MA Hasanah Pekanbaru, the writer describes it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.4

The Result of Experimental Class Post-test



The writer then also classifies the post-test result of experimental class of the respondents of the second year at MA Hasanah Pekanbaru to know the category of the students' reading comprehension score. The classification of experimental group reading comprehension can be seen from the following table:

Table IV.7
The Classification of Experimental Group's Reading Comprehension Score
of the Second Year Students at MA Hasanah Pekanbaru

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	12	54.54%
2	Good	66-79	8	36.36%
3	Enough	56-65	2	9.09%
4	Less	40-55	-	-
5	Fail	30-39	-	-
Total			22	100%

Based on the table IV.6, it can be seen that there are 5 categories for students' reading comprehension of control class. The frequency of Very Good category is 12 students (54.54%), the frequency of Good category is 8 students (36.36%), the frequency of Enough category is 2 students (9.09%), and there is no students who is categorized into less and fail category. The table shows that the highest percentage of students' classification of reading comprehension is 54.54%. Thus, the majority of the students in control class are classified as Very Good.

c. The Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and controll class. The data of mean and deviation for both classes were obtained by using SPSS 16 software. The Mean and standart deviation of both classes can be seen as follows:

Table IV.8
The Mean and Standard Deviation of Pre-test in Experimental and Control Class

	Mean	Standart Deviation
Pre-test of Experiment	59.64	7.499
Pre-test of Control	59.82	5.586

Then, the writer input the square value of standart deviation (SD^2) into the formula as follows:

$$F_o = \frac{S_b^2}{S_u^2}$$

$$F_o = \frac{7.499}{5.586} = \frac{56.23}{31.20} = 1.8022$$

Based on the statistic above, it can be seen that F obtained is 1.8022. Then, determining homogeneity of the test $F_o < F_t < F$ table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$Df = (N_1 + N_2) - 2$$

$$= (22 + 22) - 2$$

$$= 42$$

The degree of freedom is 42, see appendix to know the degree of significant 1% and 5%. The degree significant 1% is 2.72 and the degree of significant 5% is 2.02. So, it can be analyzed that $2.02 > 1.8022 < 2.72$. On the other hand $F_t < F_o$. In conclusion, the test is homogeny.

C. Data Analysis

1. The Data Analysis of Reading Comprehension

To determine the students' reading comprehension who are taught by using Sequencing Strategy and the students who are not taught by using Sequencing Strategy, the writer took the data from the result of post-test from both classes. The data were obtained by using SPSS 16. The data of mean, median and standard deviation from the post-test of experimental class and control class can be seen from the following table:

Table IV.9
Mean, Median, and Standart Deviation of Post-test in experimental and Control Class

	Mean	Median	Standard Deviation
Post-test of Experimental Class	78.36	80.00	8.786
Post-test of Control Class	64.73	70.00	10.665

Then, the mean of post-test from experimental and contril class are classified in order to determine the category of the students' reading comprehension. The classification table can be seen as follow:

The Classification of Students' Score

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

Based on the table above, the mean of post-test of experimental class is 78.36. It means the students' reading comprehension that is taught by using Sequencing Strategy is categorized into Good Level. While for the Mean of post-test of control class is 64.73. It means that the students' reading comprehension that is not taught by using Sequencing Strategy is categorized into Enough level.

2. The Data Analysis of the Difference of the Students' Reading Comprehension between the Students that is not Taught and that is Taught by Using Sequencing Strategy

In this part, the writer shows the pre-test, post-test and the gain of experimental class and also the control class. The data were taken from 22 respondents of experimental class and 22 respondents of control class. The data can be seen from the following table.

Table IV.10**Students' Reading Comprehension Score**

No	Students	Experimental Class		Gain	Control Class		Gain
		Pre-Test	Post-Test		Pre-Test	Post-Test	
1	Student 1	76	92	16	56	60	4
2	Student 2	68	84	16	60	56	-4
3	Student 3	56	76	20	72	56	-16
4	Student 4	64	76	12	60	72	12
5	Student 5	56	88	32	56	72	16
6	Student 6	52	80	28	60	52	8
7	Student 7	56	60	4	60	48	-12
8	Student 8	60	84	24	60	68	-12
9	Student 9	56	84	28	68	72	4
10	Student 10	52	56	4	64	72	4
11	Student 11	44	76	32	60	72	4
12	Student 12	52	76	24	64	80	16
13	Student 13	64	88	24	60	76	16
14	Student 14	64	76	12	68	76	8
15	Student 15	60	84	24	44	80	36
16	Student 16	56	88	32	60	56	-4
17	Student 17	60	72	12	56	48	8
18	Student 18	52	68	8	60	52	-8
19	Student 19	60	76	16	56	72	16
20	Student 20	64	80	16	56	72	16
21	Student 21	68	80	12	60	56	-4
22	Student 22	72	80	8	56	56	-4
Total		$\Sigma = 1312$	$\Sigma = 1716$	$\Sigma = 404$	$\Sigma = 1328$	$\Sigma = 1496$	$\Sigma = 104$

From the table above, the calculation of total score of experimental class in pre-test is 1312 and the total score of experimental class in post-test is 1716. The gain of experimental class is 404. While the calculation of total score of control class in pre-test is 1328 and the total score of control class in post-test is 1496. The gain of control class is 104.

To determine the data analysis of differences of the students' reading comprehension in report text between the students that are not taught and those who are taught by using Sequencing Strategy, the writer then used t-test by using SPSS 16. The data of t-test can be seen from the table as follows:

Table IV.11
The Result of t-test

Group Statistics					
	control	N	Mean	Std. Deviation	Std. Error Mean
experiment	1	22	78.36	8.786	1.873
	2	22	64.73	10.665	2.274

The output of group statistics shows that the mean of the post-test of the experimental class is 78.36 and the mean of the post-test of the control class is 64.73. and N (number of the case) is 22 for experimental class and 22 for control class. The standard deviation for experimental class is 8.786 and the standard deviation for control class is 10.665. standard error mean of experimental class is 1.873 and standard error mean of the control class is 2.274.

Table IV.12
Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference	
									Lower	Upper
experiment	Equal variance s assumed	4.927	.032	4.629	42	.000	13.636	2.946	7.691	19.581
	Equal variance s not assumed			4.629	40.516	.000	13.636	2.946	7.685	19.588

From the table IV.12 above, the output of independent sample test shows that the t-test result is 4.629, its df is 42, significant is 0.000, mean difference is 13.363, standard error is 2.946, the lower different interval is 7.691 and the upper different interval is 19.581.

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

1. By comparing to (t-obtained) to t table. From df=42, it is found that the level of significance of 5% is 2.02 and the level of significant 1% is 2.72. it can be seen than $2.02 < 4.629 > 2.72$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.

2. By orienting the number of significance. If probably is >0.05 , null hypothesis (H_0) is accepted. If probably is <0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained and gathered from SPSS 16, it shows that t_o is higher than t-table. The finding of t_o is 4.629 while the level of significant of 5% is 2.02 and the level of significant of 1% is 2.72. It can be read that $2.02 < 4.629 > 2.72$. Thus, the writer can conclude that H_a is accepted and H_0 is rejected. In the other word, there is significant difference of using Sequencing Strategy toward the Reading Comprehension of the Second year Students at MA Hasanah Pekanbaru.

Degree of significant 1% and 5%. The degree significant 1% is 2.72 and the degree of significant 5% is 2.02. So, it can be analyzed that $2.02 > 1.8022 < 2.72$. On the other hand $F_t < F_o$. In conclusion, the test is homogeny.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

There are three conclusion of this research based on the objectives of the research:

1. The first is to find out students' reading comprehension that is taught by using Sequencing Strategy. After conducting the research, the students' reading comprehension is taught by using Sequencing Strategy of the second year students at MA Hasanah Pekanbaru and to find out students' reading comprehension that is not taught by using Sequencing Strategy. After Conducting the research, the students' reading comprehension that is not taught by using Sequencing Strategy of the second year students of MA Hasanah Pekanbaru is categorized as Enough level (64.73)
2. The last question is to investigate whether any significant difference or not of the students' reading comprehension that is not taught and that is taught by using Sequencing Streategy of the second year students at MA Hasanah Pekanbaru. After conducting the research, the writer found that there is significant effect of the students' reading comprehension that is not taught and that is taught by using Sequencing Strategy of the second year students at MA Hasanah Pekanbrau.

B. Suggestion

Considering the difference of using Sequencing Strategy toward students' reading comprehension , the writer would like to give some suggestion as follows:

1) Suggestion for the School:

- 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.

2) Suggestion for the Teacher of English:

- a. It is recommended to teacher to use Sequencing Strategy in teaching and learning process.
- b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build favorable atmosphere at times of teaching-learning process conducted, because the conducive condition in teaching would become one asset to carry the success of material to be taught.

3) Suggestion for the students:

- a. The students should try to understand about using Sequencing Strategy in reading text.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.

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

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