

**THE CORRELATION BETWEEN USING DEEP APPROACH AND
READING COMPREHENSION OF THE FIRST YEAR
STUDENTS AT SMAN 11 PEKANBARU**



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PEKANBARU
1434 H/2013 M**

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A Thesis

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(S.Pd.)



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ABSTRAK

Resi Gusmela Sari (2013) : Hubungan antara Penggunaan Pendekatan Mendalam dan Pemahaman Membaca Siswa Tahun Pertama SMAN 11 Pekanbaru.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa sebahagian besar hasil reading pada siswa masih rendah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebahagian siswa tidak bisa menemukan gagasan utama, kata-kata sulit, menemukan ciri-ciri bahasa, dan menganalisa teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut. Penelitian ini diadakan di SMAN 11 Pekanbaru. Adapun tujuan dari penelitian ini adalah untuk mengetahui korelasi antara pendekatan mendalam dan pemahaman membaca siswa pada tahun pertama SMAN 11 Pekanbaru. Dari keseluruhan jumlah populasi adalah 300 siswa. Di karenakan jumlah populasinya sangat banyak, peneliti mengambil 10% sebagai sampelnya. Dalam hal ini, peneliti menggunakan teknik random sampling, jadi sampelnya sebanyak 30 siswa. Dalam pengumpulan data, peneliti menggunakan angket dan tes. Adapun angket digunakan untuk mengetahui pendekatan mendalam siswa dan tes digunakan untuk mencari pemahaman membaca siswa. Dalam hal ini peneliti mengumpulkan data melalui teknik regresi linear dengan metode kuadrat terkecil dan product moment.

Berdasarkan analisis yang telah dilakukan dengan menggunakan SPSS 16.0. Dapat dilihat bahwa r_o adalah 0.759 and df nya adalah 28. Berdasarkan r table, dapat dianalisis bahwa r_o lebih tinggi dari r table pada level 5% atau pada 1%. jadi peneliti dapat menyimpulkan bahwa H_o ditolak dan H_a diterima. Artinya bahwa adanya korelasi yang significant antara pendekatan mendalam dan pemahaman membaca siswa. Lalu, dapat disimpulkan bahwa penggunaan pendekatan memiliki pengaruh yang baik terhadap pemahaman membaca siswa kelas satu SMAN 11 Pekanbaru.

ABSTRACT

Resi Gusmela Sari (2013) : The Correlation between Using Deep Approach and Reading Comprehension of the First Year Students at SMAN 11 Pekanbaru.

Based on the writer's preliminary study, it was found that most of the students' reading comprehension was still less than enough. This problem was caused some factors. Such as, some of students could not find the main idea, find the meaning of unfamiliar words, identify the language features, and analyzing the reading text. So the researcher was interested in carrying out the research about this problem. The research was administered at SMAN 11 Pekanbaru. The objective of the research is to find out correlation between using deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru. The design of this research is correlation research. The total number of population was 300 students. Because the number of population was large, the researcher took 10% of the population as sample. In the case, the researcher used random sampling technique, it is 30 students. In collecting data the researcher used questionnaire and test. The questionnaire was used to obtain the students' deep approach and test was used to find out the students' reading comprehension. The data collected were analyzed with linear regression techniques with the least square method and product moment.

From the data analysis, which has been seen that r_o is 0.759 and df is 28. Based on the r_{table} , it can be analyzed that r_o is higher than r_{table} either at level of 5% or at 1%. At level of 5% r_{table} is 0.361 and at level of 1% is 0.463. So that the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is significant correlation between using deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru. Therefore, it can be concluded that using deep approach has given a better effect for students' reading comprehension of the first year students at SMAN 11 Pekanbaru.

ريسي غوسميلا ساري (2013): العلاقة بين استخدام النهج المعمق و فهم القراءة لطلاب
الصف الأول بالمدرسة المتوسطة العالية الحكومية 11

بالأساس على الدراسة الأولية، حصل بعض الطلاب على النتائج المنخفضة في درس
هذه المشكلة بسبب عدة العوامل منها: بعض الطلاب لا يقدرّون على تعيين

في أداء هذه البحث لمناقشة المشكلات السابقة. انعقد هذا البحث بالمدرسة المتوسطة العالية
الحكومية 11 . هدف في هذه البحث لمعرفة العلاقة بين استخدام النهج المعمق
و فهم القراءة لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 11 .
الأفراد في هذا البحث 300 10 في المائة من الأفراد لعينات هذا
البحث باستخدام عينة عشوائية و هي ن 30 طالبا. في جمع البيانات استخدمت الباحثة
الاستبيان و الاختبار. يستخدم الاستبيان لمعرفة النهج المعمق لدي الطلاب و يستخدم
الاختبار لمعرفة فهم الطلاب في القراءة. تجمع الباحثة البيانات بواسطة تقنية ارتداد مستقيم
على طريقة مربع صغير و فرودوك مومين.

س على تحليل البيانات من خلال البرنامج الحاسوبي س ف س س 16.0

r_0 هي 759 0 df هي 28. و الجدول يمكن تحليلها أن r_0

5 1 . (463 0 < 759 0 > 349 0)

استنتجت الباحثة أن الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة و أن هناك تأثير
هام من المنهج المعمق في فهم القراءة لدي الطلاب.

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This project paper is written and intended to fulfill on requirements for awards of degree at English Department in Faculty of Education and Teacher Training of State Islamic Sultan Syarif Kasim Riau. The researcher realizes that there are many weaknesses on this project paper. Therefore, constructions, critics and suggestions are needed to improve this research paper, the researcher expresses her gratitude and thanks to:

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Finally, the Researcher realizes that this project paper is still far from being perfect. Therefore, comments, critiques and constructive will be very much appreciated.

“May Allah SWT, the lord of Universe, bless us all, Amin Ya Robbal ‘Alamin”

Pekanbaru, December 21th 2012

The researcher,

Resi Gusmela Sari

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is the important one. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Learning outcomes in this study are the result of reading comprehension.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension¹. It means, there is a communication between the reader and the text that happens during reading. And reader should use their previous knowledge, strategy and skill to comprehend the text because the last process of reading is comprehension, so, reading comprehension is when the reader can apply it effectively. According to Kalayo Hasibuan, reading is to gain information, knowledge and to criticize a writer's ideas and style. Reading can help the students to know about the type of text and to comprehend it.

According to Murcia, reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help them to analyze texts.² Based on the definition above, the writer can conclude that reading is a skill that presents the

¹ Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp.114-115

²Marianne Celce Murcia and Lois McIntosh, *Teaching English as Second or Foreign Language*. (Massachusetts: Newbury House PublHers Inc, 1979), p.200.

authors' idea. In reading, the reader must have a good interaction with the text in order to get the meaning of the text.

Reading is one of skills that should be acquired by the students, especially in senior high school level. In order to accomplish the need of reading, School Based Curriculum (KTSP) for the first year students states the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and contextually in the text; descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review³. In this research, the writer focuses on the narrative text. In narrative text, the students should be able to identify main idea of the text, meaning word of the text, the reference, and make inference of the text. It means that the students should be able to comprehend the text and get the information from text.

Goesic in Sri Gusrida said that by helping students develop their approach in reading, the teacher would enable them to be more successful in reading and understanding by themselves⁴. It means approaches involved in teaching reading could influence the ability of students to understand the materials of reading texts.

The students can implement a good approach to arise their comprehension in reading. There are some kinds of approaches that can be used to improve reading comprehension such as surface approach, achieving and deep approach.

³Departemen Pendidikan Nasional, *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA*. (Jakarta: PT. Tiga Serangkai, 2006), p. 13

⁴Sri Gusrida. *The Effect of Using Critical Reading Technique to Improve Students Reading Mastery at the Second Year Students of SMPN Pekanbaru*. (unpublished)

One of them is Deep Approach has been mentioned above. By using this approach, reading perhaps can be running well be raised.

Deep approach to reading is an approach where the reader uses cognitive skills such as the interest to analyze, synthesize, solve problem, and think meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text⁵. The students focus on the author's message, the students make connections to already known concepts and principles and use their understanding for problem solving in new contexts. This approach was introduced by Biggs, and Entwistle. This approach is appropriate because it helps students to comprehend in reading the text deeply.

The deep approach correlates with an intention to understand. Specifically, there is a focus on what is signified, for example the author's argument: there is the occurrence of relation and distinction between new idea and previous knowledge; the organization and structure of content and an internal emphasis on learning, including the idea that learning helps the students construct their view of reality. These aspects suggest a subject approach with learning having helps to the students.

SMAN 11 Pekanbaru is one of the Senior High Schools in Pekanbaru. This school uses KTSP (school based curriculum) as a guide in teaching-learning process that also includes Reading subject. Reading is taught twice a week with duration of time 45 minutes for one meeting. It means that they have to learn English 160 minutes in a week. As a target that be achieved in KKM standard, 65

⁵ http://www.Itu.Qut.Edu.Au/development/curriculumde/RES_Deep-Surfece-Learning.pdf

for English. Writer can conclude that SMAN 11 Pekanbaru already carries out the teaching-learning process based on KTSP that prioritizes to develop language skills including Reading skill.

Based on statement above and the writer's preliminary study about the problem, even though the first year students of Senior High School had been taught about English four hours in a week, and they were also given some exercises and tasks especially for reading, also supported in the same strategies or techniques from their English teacher. In other hand, teacher has used various technique and strategies in teaching reading but students' reading ability is still low and the students still get difficulties in reading comprehension.

The problems faced by students above can be itemized in the following phenomena:

1. Some of the students are not able to find the main idea in narrative text.
2. Some of the students are not able to find the meaning of unfamiliar words in narrative text.
3. Some of the students are not able to identify the language features in narrative text.
4. Some of the students are not able to analyze their reading text.
5. Some of the students do not feel encouraged to synthesize their reading.
6. Some of the students do not feel motivated to solve the problem of their reading comprehension.

Based on the phenomena above, the writer would like to conduct a research entitled “The Correlation between Using Deep Approach and Reading Comprehension of the First Year Students at SMAN 11 Pekanbaru.

B. The Definition of the Term

1. Correlation

A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.

Correlation meant in this research is the relationship between deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru.

2. Deep Approach

Deep approach is an approach where the reader uses cognitive skills such as the interest to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings and construct new meanings from the text.⁶ In this research, deep approach means the approach used by students of the first year of SMAN 11 Pekanbaru in arising their interest to analyses, synthesize, solve problem, and think cognitively for their comprehension of reading text.

⁶ <http://www.cdtl.nus.edu.sg/research/learnprofile.htm>

3. Reading Comprehension

Reading comprehension is a process of interaction between the reader with the text and the reader relates the ideas of the text to prior experiences and their knowledge. According to Jack C. Richard, comprehension means an exercise given to the students to test how well they understand written or spoken language.⁷In this research, the researcher focuses on the ability of the students of the first year at SMAN 11 Pekanbaru in understanding and comprehending the reading texts.

C. The Problem

1. Identification of the Problem

Based on the background of the problem, it is very clear that most of the students at the first year students of SMA N 11 Pekanbaru still get problem in their reading comprehension. To make it clearer, the researcher identifies the problems as follows:

1. Some of the students are unable to find main idea in narrative text.
2. Some of the students are unable to find the meaning of unfamiliar word in narrative text.
3. Some of the students are unable to identify language feature in narrative text.
4. Some of the students are not interested in analyzing their reading text.
5. Some of the students feel discourage to synthesize their reading.

⁷ Jack C. Richard and Richard Schemidt, *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition. (New York: Pearson Education, 2002), p.443

6. Some of the students are unmotivated to solve the problem of their reading comprehension.

2. The Limitation of Problem

The scope of the problem is quite large, it is necessary to limit. Based on the identification of the problems above, there are some problems involving in this research. As mentioned before, some of students are not interested in analyzing their reading text, some of students feel discourage to synthesize their reading. These problems could be caused from deep approach that has been taught by teacher. Therefore, the writer limits the problem on teaching method used by the teacher. The writer tries to use a new method that is deep approach and to find how far deep approach can give significant correlation toward students' reading comprehension in narrative text at the first year students of SMAN 11 Pekanbaru.

3. The Formulation Problem

The problems of this research are formulated in the following research questions:

- a. How is the students' deep approach of the first year students at SMAN 11 Pekanbaru?
- b. How is the students' reading comprehension on narrative text of the first year students at SMAN 11 Pekanbaru?
- c. Is there any significant correlation between students' deep approach and their reading comprehension on narrative text?

D. The Objective and Significance of the Research

1. The Objective of the Research

This research should be directed to find out:

- a. To find out the students' deep approach of the first year students at SMAN 11 Pekanbaru.
- b. To find the reading comprehension on narrative text of the first year students at SMAN 11 Pekanbaru.
- c. To find whether or not there is significant correlation students' deep approach and reading comprehension on narrative text.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. To give information to the teachers, and the institutions about the correlation between deep approach toward students' comprehension in understanding the reading text especially for narrative text.
- b. To fulfill one of the requirements for undergraduate degree at English Education Department of Faculty of Tarbiyah and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.
- c. To give meaningful contribution to the English lesson or even to the English teacher to develop deep approach in teaching reading.

CHAPTER II

REVIEWING RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Reading is one of four language skills that should be mastered by English students, especially for those who are learning or studying English as second and foreign language, reading as one language skill has an important function in educational English teaching. Reading can be enjoyable activity when it is carried out efficiently. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reading the reading materials depends on her or his goal.

Many experts have given their definition about what reading really means. According Harmer, "Reading is an exercise dominated by the eyes and the brain¹. Then Ahuja and Ahuja also state that reading is both a sensory and mental process². It involves use of the eye and the mind. The eyes receive messages and brain has to work out the significance of the messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read.

¹ J. Harmer, *The Practice English Language Teaching*. (London: Longman, 1991), p.90

² Pramila Ahuja, and G.C Ahuja, *How to Increase Reading Speed Procedures and Practices*. (New Delhi: Sterling Publisher Pvt, 2001), p.5

Burnes and Page defined reading as an interactive process in which the readers engage an exchange of ideas with an author via text³. In other words, readers' understanding of the text is a kind of exchange ideas with the author. It is the process of expression and reception of meaning as the primary goal of both parties. Then, Kustaryo stated that reading is the meaningful interpretation of printed or written symbols⁴. He also stated that combination of words recognition; intellect and emotion interrelated with prior knowledge in order to understand the message communicated. Nuttall defines reading as the meaningful reading is a result of interaction between the graphic symbols that represent language and the reader's language skills, cognitive skill, and the knowledge of the world⁵. In this process, the reader tries to create meanings intended by writer.

Kalayo stated that reading is an activity with a purpose⁶. Furthermore, Revers and Temperly in Nunan suggest that there are seven main purposes for reading:

- a. To obtain information for some purpose
- b. To obtain information on how to perform some tasks for out of work of daily life.
- c. To act in a play, playing, game and puzzle.
- d. To keep in touch with friends by correspondence, or to understand business letters.

³ Burnes and G. Page, *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty, 1985), p.45

⁴ Kustaryo, *Reading Teaching Techniques for College Student*. (Jakarta: Depdikbud, 1988), p.2

⁵ Cristine Nuttall, *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book Company, 1982), p.14

⁶ Kalayo Hasibuan and Muhammad Fauzan A, *Op. Cit.*, p, 113

- e. To know when and where something will take place or what is available.
- f. To know what is happening or has happened.
- g. To get enjoyments.

Latham as quoted by Burnes and Page stated that reading is the art of reconstructing from the printed page of the writer's idea, feelings, moods and sensory impressions. It means that the reader will try to construct the writer's idea, feeling and imagine the visual images during reading the text in understanding the meaning of the text.

By having brief discussion about reading, it seems that comprehension is the major goal of reading activity. Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text. It is stated by Burnes and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of author's message⁷. It is supported by Ahuja and Ahuja, who state that comprehension is the product of reconstructing the facts within the nervous system of the reader⁸. It means that the reader will reconstruct her or his background knowledge in understanding the text.

Dorn and Soffos stated, comprehension is a complex process regulated by cognitive, emotional, and social experiences. When individuals read, they apply a range of comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind. They state two levels of comprehension⁹:

⁷ Burnes and G. Page, *Op. Cit.*, p, 46

⁸ Pramila Ahuja, and G.C Ahuja, *Op. Cit.*, p,10

⁹ Linda Dorn and Carla Soffos, *Teaching for Deep Comprehension*. (Portlant: Stenhouse Publishers), p. 14

1. Surface level. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading.
2. Deep level. The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message 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. Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning.

In surface level, the readers only deals with the text being read. At this level, they read and get information available in the text material. But in deep level, they think deeper content information beyond the text. It is at level they find additional information and then analyze and synthesize the information and enrich the information.

There are some components in the reading comprehension skill. The components have their own characteristic. King and Stanly state that there are five components that may help students to read carefully¹⁰.

¹⁰ King and Stanley, *Building Skills for the TOEFL* (England: Longman, 1998), p.331

1. Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc in which the answer can be found in the text.

2. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. Zainil states the main idea of a paragraph is what the author wants to know about the topic¹¹. The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

3. Finding the meaning of vocabulary in context.

It means that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.

¹¹ Zainil, *Reading Theories*. (Padang: Universitas Padang, 2003), p. 43

4. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, they, this, etc.

5. Making inference from reading text

Inference is skill where the reader has to be able to read between lines, King and Stanly divide it into main attentions, draw logical inferences and make accurate prediction.

Reading comprehension as discussed above indicates that it is a complex process by which a reader tries to reconstruct a message encoded in graphic language by writer. It is an interaction between reader and author.

2. Students' Reading Comprehension

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Reading comprehension is one of the first steps towards learning a language. Reading comprehension is more important because reading English as a foreign language will be difficult without

comprehending the reading. However, the students do not know clearly which ways that can help them improve their comprehension in reading English. In fact, there are some students who still get the difficulties to comprehend the text. Teachers should help their students in comprehending texts, encouraging them to build world knowledge through reading and should teach their students to use active comprehension strategies to improve the reading comprehension.

Palincsar & Brown in Yen-Chi Fan suggest that strategic reading helps students, especially low-achieving learners, avoid comprehension failure and enhance their retention of the text¹². Deep approach aids reading comprehension because it requires students to analyze ways to delete non-essential information and combines with their prior knowledge. Deep approach help students in reading activity, it can increase their reading comprehension and make them enjoy in the classroom.

3. The Factors that Influence Students' Reading Comprehension.

There are two factors that influence students' reading comprehension and they are related one another, they are internal and external factors¹³.

a. The Internal Factor

The internal factor means the factor which comes from the reader himself or usually known as personal factor, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

¹²Yen-Chi Fan. The Effect of Comprehension Strategy Instruction on EFL Learners' Reading Comprehension. (I-Shou University : Center for General Education. 2010), p.3

¹³ Muhibbin syah, Psikologi Belajar. (Jakarta: PT. Raja Grafindo,2003), p.145

- 1) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they need something from the text.

- 2) Interest

Interest is being one of the important factors in order to increase the students' comprehension in reading. One has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

- b. The external factor

The external factor has a close relationship to read material and teacher of reading. They are related one another.

- 1) Reading material

The students' reading comprehension depends on the level of the difficulty of the text. Thus, it can influence students' comprehension in the text/paragraph given not at the right level of the difficulty of the readers or the students.

- 2) Teacher of reading

The teacher of reading should be careful in choosing the text and giving the tacks, because they are related to the students reading comprehension.

4. The Narrative Text

As writer has limited in the research that she only uses narrative text in reading comprehension, the writer will discuss briefly about narrative text. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humor. According to Syafi'i, narrative is storytelling whether tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or to explain an idea or event.

The text organization of narrative as follows¹⁴:

a. Orientation

In this part, the writer tries to set up the character, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on, for example:

Once upon a time, not far from a jungle, there lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy's fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child¹⁵.

b. Complication

The complication is the heart structure of narrative text. The complication will determine whether the text "lives" or not. If the narrative

¹⁴ Sudarwati and Eudia Grace, *Look Ahead English Course for Senior High School Students Year IX*. (Pekanbaru: Erlangga, 2007), p.74

¹⁵ OpenKnowledge, Timun Emas. (Retrieved from <http://www.indonesianfolklore.blogspot/timunemas.com> on February 20, 2011)

text considers as the “live” text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly, narrative text appears story text. In literary term, the complication structure is called conflict. It can be seen in the following example:

One day, the two stepsisters received an invitation to the ball that the king’s son was going to give at the palace. They were excited about this and spend so much time choosing the dresses they would wear. At last, the day of the ball come, and away went the sisters to it. Cinderella could not help crying after they had left.¹⁶

c. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of text. It can be seen in the following example:

A few days later, the king’s son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her stepsisters tried on the slipper. Her stepsisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

¹⁶ Understanding Types of Text. Cinderella. (Retrieved from <http://www.Understandingtext.blogspot.com> on February 20, 2011)

Narrative text is stories that concern temporal sequences, situation and events unfolding in time. Basically the generic structure of narrative text consists of three parts: orientation, complication, and resolution. In reading narrative text, the students are called to comprehend if they can find the main ideas, characters, setting, events, time signal and functional information of the text.

5. The Concept of Deep Approach

Deep approach to reading is an approach where the student uses cognitive skill such as the interest to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and construct new meaning from the text. The student focuses on the author's message, on the ideas author is trying to convey, the line of argument, and the structure of the argument. The student makes connections to already known concepts and principles and uses this understanding for problem solving in new contexts. This is approach introduced by Biggs, and Entwistle¹⁷.

The prototypes approach is generally used by students on the basis of motive, because of this attitude toward knowledge, but reasonable suspected that motive for this attitude toward students with now knowledge of relevance and students' learning approaches can be grouped into three prototypes. Student who use surface approach example, want to learn because of encouragement from the outside, among others fear not pass the result she was embarrassed. Therefore

¹⁷<http://www.itu.qut.edu.au/development/curriculumde/RES-Deep-Surface-Learning.pdf>

relaxed learning style, origin and do not know the importance of deep understanding.

The students who use general approach to achieving the extrinsic motives based on the special character called the ego is ego-enhancement great personal ambition to improve herself achievement by the index reached the highest achievement. Students learning styles is more serious than the students who use other approach. He has the skill learned in the sense of very clever and efficient in managing time and study. For him, competing with friends in the highest grade is important, so he's very disciplined, organized and systematic and planned to go forward. Students use deep approach material used because he was interested and need it (intrinsic), therefore, serious learning styles, try to understand the matter in depth and figure out how to apply it¹⁸. For these students, graduating with good grades are important, but more important is to have enough knowledge and useful for life.

When students adopt this approach, they aim at satisfying their interest in what is being learned, develop their competence in particular topics and subjects, become actively involved in learning by asking questions and wishing to apply new knowledge that they gained overcome fear and other negative feeling and associate higher level of values with learning, prefer to learn in social context such as with other students or seeking opportunities to engage the teacher in discourse. They tend to discover meaning by personal exploration, reading widely, practicing, and memorizing for meaning and understanding, interconnect new

¹⁸ Muhibbin Syah, *Psychology Belajar*. (Jakarta: Rajawali Pers, 2009), p. 139

learning with previous and related knowledge, wish to examine various points of view and become involved in creating knowledge and understanding through discussion. Elements of deep approach; intention to understand, active interest, relating ideas, gaining an overview, seeking the main points, drawing conclusion and seeing the purpose of a task.

According to Biggs, factors that encourage students to adopt such an approach include¹⁹:

a. From the student's side:

- 1) An intention to engage the task meaningfully and appropriately. Such an intention may arise from an intrinsic curiosity or from a determination to do well.
- 2) Appropriate background knowledge.
- 3) The ability to focus at a high conceptual level, working from first principles, which in turn requires a well-structured knowledge base.
- 4) A genuine preference, and ability, for working conceptually rather than with unrelated detail.

b. From the teacher's side:

- 1) Teaching in such a way as to explicitly bring out the structure of the topic or subject.
- 2) Teaching to elicit an active response from students, e.g. by questioning, presenting problems, rather than teaching to expound information.

¹⁹ J. Biggs and Catherine Tang, *Teaching for Quality Learning at University, The Society for Research into Higher Education.* (New York: third edition, 2007), p. 24

- 3) Teaching by building on what students already know.
- 4) Confronting and eradicating students' misconceptions.
- 5) Assessing for structure rather than for independent facts.
- 6) Teaching and assessing in a way that encourages a positive working atmosphere, so students can make mistake and learn from them.
- 7) Emphasizing depth of learning, rather than breadth of coverage.

The characteristics of deep approach to learning are given by Biggs. A student who adopts a deep approach:²⁰

- a) Interested in the academic task and derives enjoyment from carrying it out.
- b) Searcher for the meaning inherent in the task (if a prose passage, the intention of the author).
- c) Personalizes the task, making it meaningful to own experience and to the real world.
- d) Integrates aspects or parts of task into a whole (for instance, relates evidence to conclusion) sees relationships between this whole and previous knowledge.
- e) Tries to theorize about the task, forms hypothesis.

The features of Deep approach can be summarized thus:

- 1) Focus is on what is signified
- 2) Related previous knowledge to new knowledge
- 3) Relates knowledge from different courses

²⁰ Dault Kember, *The Intention to both Memorize and Understand Another Approach to Learning*. (retrieved from [www.http://elechina.super-red.es/kember.pdf](http://elechina.super-red.es/kember.pdf))

- 4) Relates and distinguishes evidence and argument
- 5) Organizes and structures content into coherent whole
- 6) Emphasis is internal, from within the student

The Categories included in The Deep Approach:²¹

- a) Intention to understand; an intention to understand course material.
- b) Thinking for your-self; Tentative attempts to develop personal perspective on topics.
- c) Interest; Showing an interest in course content.
- d) Selecting and summarizing; focusing learning tasks, for example: Staying relevant to the essay topic or selecting the main idea.
- e) Relating, Organizing and Structuring; Relating ideas, organizing and structuring learning materials.
- f) Getting an overview; working to get an overview of a topic.
- g) Memorizing with understanding; either memorizing material from the course, having first understood it, or memorizing term to aid understand.
- h) Use evidence; Use evidence to support or evaluate arguments and to draw conclusion with critical comment.

Based on explanation above, it can be concluded that the deep approach correlates with an intention to understand. Specifically, there is a focus on what is signified, for example the author's argument: there is the occurrence of relation and distinction between new idea and previous knowledge; the organization and

²¹ Velda McCune and Entwistle, *The Deep Approach to Learning. Analytic Abstraction and Idiosyncratic Development*. (retrieved from <http://www.etl.tla.ed.ac.uk/docs/McCune.2000.pdf>)

structure of content and an internal emphasis on learning, including the idea that learning helps the students construct their view of reality. These aspects suggest a subject approach with learning having helps to the students.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research²². Besides, we have to analyze what the point was focused on, information the designs, finding and conclusion of the previous research, that of:

Sri Wahyuni researched about the correlation students' interest in learning English and their achievement at the first year students of Islamic Centre Al Hidayah Kampar. She found that there is no significant correlation between students' interest in Learning English and their achievement. It could be seen from the students' interest of SMA 11 Pelda Peranggas were having low interest in reading. It was on the rate score 37 which fell to poor level.

Nupriani researched about the effect of deep approach to second year students' reading comprehension at SMPN 4 Siak Hulu. She found that the mean score of students reading comprehension in experimental group which was taught by using deep approach. There was positive improvement from pre-test and post-test in experimental group. That means there was positive effect of using deep approach in students' reading comprehension at SMPN 4 Siak Hulu.

²² Syafi'i, from *Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru: LBS, 2007), p,122

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. There are variable X and variable Y. The variable X as independent variable is about the correlation deep approach. The variable Y as dependent variable is reading comprehension.

Variable X

To measure each variable, the writer identifies them in some indicators as follows:

1. The students are interested in analyzing the text
2. The students are interested in synthesizing and conveying the text
3. The students are interested in negotiating meaning on the idea
4. The students are interested in connecting the concepts and principle for problem solving
5. The students are interested in using meta-cognitive

Variable Y

To know the students' ability in reading comprehension of the first year student at SMAN 11 Pekanbaru, the writer determines some indicators for reading comprehension as the follows:

1. Students are able to find the main idea in reading narrative text.
2. Students are able to find the specific information in narrative text such as characters, time and place of the story in reading narrative text.
3. Students are able find out the meaning of vocabulary in the narrative text

4. The students are able to identify the word references in the narrative text
5. Students are able to find inferences of the narrative Text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the students who are taught by using deep approach will have better reading comprehension achievement. Furthermore, the better implementation deep approach in reading subjects, the better students' reading comprehension.

2. The Hypothesis

Ha: There is a significant correlation between using deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru.

Ho: There is no significant correlation between using deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method of this research was the correlational research that involved two variables; Deep Approach was independent variable (x), while students' reading comprehension was dependent variable (y). According to Cresswell that correlational design is procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variable by using the statistical procedure of correlational analysis. This degree of association expressed as a number, indicates whether the two variables are related or whether one can predict another.¹

B. The Location and the Time of the Research

The research was conducted at the first year students of SMAN 11 Pekanbaru. Maximally, this research was conducted from November to December 2012.

C. The Subject and Object of the Research

1. The subject of the research

The subject of the research was the first year students of SMAN 11 Pekanbaru.

¹ Jonh W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (New jersey: Pearson Prentice Hall, 2008), p.60

2. The Object of the Research

The object of the research was the correlation between deep approach and reading comprehension.

D. The Population and the Sample of the Research

The population of the research was the first year students of SMAN 11 Pekanbaru in 2012-2013 academic years. They were 300 students. If the population is bigger than 100, the sample is better to take about 10-15% or 20-25% or more than it of the population². In this research, the writer took 10% of the population as the sample. The technique used in this research was random sampling technique. The specification of the population can be seen in the table below:

Table III.1 The population of the sample

No	Class	Population and Sample	
		Students	Sample
1	X1	32	3
2	X2	28	3
3	X3	28	3
4	X4	30	3
5	X5	32	3
6	X6	30	3
7	X7	30	3
8	X8	30	3
9	X9	32	3
10	X10	28	3
Total		300	30

² Arikunto Suharmi, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006), p.134

E. The Technique of Collecting Data

In the research, the data were collected by using some techniques, they are:

1. Questionnaire

Questionnaire was used to find out of the students' deep approach. It consisted of 20 items. The questionnaire showed the ability of the students' deep approach of SMAN 11 Pekanbaru.

Table III.2 the Blue Print of Questionnaire

No	Indicators	Number of Items
1	The students' interest in analyzing the text	1,5,10,17
2	The students' interest in synthesizing and conveying the text	2,9,13,15
3	The students' interest in negotiating meaning on the idea	3,7,8,3
4	The students' interest in connecting the concepts and principle for problem solving	4,6,11,16
5	The students' interest in using meta-cognitive skill	12,14,19,20

2. Test

Reading comprehension test was used to find out of the students' reading comprehension. The test consisted of 25 items. The reading comprehension test was a standardized test taken from the exercises of the students' text book.

Before the test was given to the students, it was tried out to 30 students at the first year of SMAN 11 Pekanbaru. The test consisted of 25 questions. The students had identified the correct answer. According to Heaton, it was to know whether the test items fulfilled the standard level of difficulty (<0.30 and >0.70) and the discrimination index³. The try out was conducted to see the reliability of the test. The item difficulties show how easy or difficult a particular item is. The items that were too difficult (<0.30) and too easy (>0.70) were revised. The standard level of difficulties was measured by using formula:

$$f.v = \frac{R}{N}$$

f.v = The facility value

R = The number of correct answer

N = The number of respondents

If the index of facility value between 0.30 and 0.70 the test item can be accepted. On the other hand, if the index of the facility value is small than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students. So, it should be change to the new items that are more appropriate.

³ J.B. Heaton, *Writing English Language Test*. (New York: Longman inc, 1991), p.179

Table III.3 the Blue Print of Test

No	Indicators	Number of Items
1	The students are able to identify main idea	5,10,18,19,24
2	The students are able to find specific information	3,8,14,15,20
3	The students are able to locate the meaning of vocabulary	4,7,16,21,22
4	The students are able to identify reference	2,9,11,13,23
5	The students are able to make inference from reading text	1,6,12,17,25

F. Technique of Data Analysis

In analyzing the data dealing with the correlation between using deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru. The researcher used the analysis of bivariate product moment correlation from Pearson, because the formula taken in terms of two variables independent and dependent was correlated and scale measure of data was interval. Because the data from deep approach were ordinal data, so the researcher should change them into interval data by using formula:⁴

$$T_{1=50+10 \frac{(xi-x)}{SD}}$$

⁴ Hartono, *Analisis Item Instrument*. (Bandung: Nusa Media, 2010), p. 126

Where :

X_i = Data of ordinal variable

\bar{X} = Mean

SD = Standard Deviation

Then , to know whether there was correlation between using deep approach and reading comprehension or not. The data were analyzed by using regress linear that had formula as follows:⁵

$$\hat{Y} = a + b X$$

Where:

\hat{Y} = Dependent Variable

a = Constanta Interpreception

b = Coefficient

X = Independent Variable

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n\sum y^2 - (\sum y)^2}$$

$$b = \frac{N\sum xy - (\sum x)(\sum y)}{n\sum y^2 - (\sum y)^2}$$

And then, to known the significant correlation between two variables. The researcher used the formula of product moment correlation. The formula is as follows:⁶

$$r_{xy} = \frac{= n \sum x_i y_i - (\sum x_i) (\sum y_i)}{(n \sum x_i^2 - (\sum x)^2) (n \sum y_i^2 - (\sum y)^2)}$$

Where:

r = Index of correlation “r” product moment

⁵ Hartono, *Statistik Untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2009), p.160

⁶ *Ibid.*, p.84

N = Sample

$(\sum xy)$ = The sum of Score x and y

$(\sum x)$ = The total of Score x

$(\sum y)$ = The total of Score y

In the process of data, the researcher used the SPSS Program 16.0 version for windows. SPSS is one of the computer programs that is use to manufacture the statistical data.

G. The Validity and The Reliability of the Test

a. Validity and Reliability of the Questioner

The questioner consisted of 20 items, which should be answered by respondents (students). The students should choose one of five categories to answer the questions. They are always, often, sometimes, seldom, never.

b. Validity and Reliability of the Test

According to Hughes⁷, a test is said to be valid if it measures accurately what it is intended to measure. According to Gay⁸, validity is the appropriateness of the interpretations made for the test score. Furthermore, Gay says that there are kinds of validity. They are content validity, criterion-related, and construct validity. All of them have different use and function. The test given to the students were based on the material that they had learned.

⁷ Arthur Hughes, *Testing for Language Teachers* (London: Cambridge University Press, 1989)

⁸ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application. 6th Ed* (United Stated of America: Prentice-Hall Inc, 200), p. 161

According to Gay⁹, reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he says that to know the reliability of the test such as easy tests, short-answer test, performance and product tests, and projective test, we are concerned with interjudge reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability.

To measure the reliability of the instrument in variable y (students' reading comprehension), the writer used internal consistency through the formula of Kuder Richardson 20 as follows¹⁰:

$$r_k = \frac{K}{K-1} \frac{S_t^2 - \sum p_i q_i}{S_t^2}$$

Where :

K = the number of the items in the test

p_i = the proportion number of students' who answer item 1

S_t^2 = variance total

⁹ *Ibid*, p. 175

¹⁰ Sugiono, *Metode Penelitian Kuantitatif dan R&D*. (Bandung: Alfabeta, 2010), p.174

CHAPTER 1V

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The data of the research were the score of the students, In this chapter, there were two kinds of variable in this paper, namely: independent variable (X) and dependent variable (Y). Independent variable referred to the students' deep approach which was investigated by using questioner, there were 20 items given to students, and every item was measured by using scale (always, often, sometime, seldom, never) with range score 5-4-3-2-1 for each. However, the test for variable Y referred to students' reading comprehension. The each test consisted of a topic, which was taken from the reading textbook of the students at the school.

The data were presented as the result of questionnaires conducted toward the students. The writer presented the result of questionnaire in the following tables:

1. The Data of Students' Deep Approach

To know the data about the students' deep approach, it can be seen in the following:

Table IV. 1
The students are interested in analyzing the text

No	Alternative Answer	Frequency	Percentage
1	Always	10	33%
	Often	2	6%
	Sometimes	15	50%
	Seldom	3	10%
	Never	-	-
	Total	30	100%

From the table above, there are 10 students (33%) who always interested in analyzing the text, 2 students (6%) who are often interested in analyzing the text, 15 students (50%) who are sometimes interested in analyzing the text, 3 students (10%) who are seldom interested in analyzing the text. and there is no students who is never interested in analyzing the text.

Table IV.2
The students are interested in synthesizing and conveying the text

NO	Alternative Answer	Frequency	Percentage
2	Always	7	24%
	Often	2	6%
	Sometimes	7	24%
	Seldom	9	30%
	Never	5	16%
	Total	30	100%

The table IV.2, shows that there are 7 students (24%) who are always interested in synthesizing and conveying the text, 2 students (6%) who are often interested in synthesizing and conveying the text, 7 students (24%) who are

sometimes interested in synthesizing and conveying the text, 9 students (30%) who are seldom interested in synthesizing and conveying the text. and 5 students (16%) who are never interested in synthesizing and conveying the text.

Table IV. 3

The students are interested in negotiating meaning on the idea of the text

No	Alternative Answer	Frequency	Percentage
3	Always	5	16%
	Often	8	26%
	Sometimes	9	30%
	Seldom	4	13%
	Never	5	16%
	Total	30	100%

From the table above, there are 5 students (16%) who are always interested in negotiating on the idea of the text, 8 students (26%) who are often interested in negotiating meaning on the idea of the text, 9 students (30%) who are sometimes interested in negotiating meaning on the idea of the text, 4 students (13%) who are seldom interested in negotiating meaning on the idea of the text. and 5 students (16%) who are never interested in negotiating meaning on the idea of the text.

Table IV.4**The students like connecting the concepts and principle for problem solving**

No	Alternative Answer	Frequency	Percentage
4	Always	6	20%
	Often	9	30%
	Sometimes	3	10%
	Seldom	5	16%
	Never	7	24%
	Total	30	100%

The table IV.4, shows that there are 6 students (20%) who always like connecting the concepts and principle for problem solving, 9 students (30%) who often like connecting the concepts and principle for problem solving, 3 students (10%) who sometimes like connecting the concepts and principle for problem solving, 5 students (16%) who seldom like connecting the concepts and principle for problem solving, and 7 students (24%) who never like connecting the concepts and principle for problem solving .

Table IV.5**The students fully pay attention to the teachers' explanation about analyzing the text**

No	Alternative Answer	Frequency	Percentage
5	Always	11	36%
	Often	9	30%
	Sometimes	6	20%
	Seldom	4	13%
	Never	-	-
	Total	30	100%

From the table above, there are 11 students (36%) who always fully pay attention to the teachers' explanation about analyzing the text, 9 students (30%) who often fully pay attention to the teachers' explanation about analyzing the text, 6 students (20%) who sometimes fully pay attention to the teachers' explanation about analyzing the text, 4 students (13%) who seldom fully pay attention to the teachers' explanation about analyzing the text, and there is no students who never fully pay attention to the teachers' explanation about analyzing the text.

Table IV.6
The students are interested in solving and finding the answer of every question in the task

No	Alternative Answer	Frequency	Percentage
6	Always	6	20%
	Often	4	13%
	Sometimes	16	53%
	Seldom	3	10%
	Never	1	3%
	Total	30	100%

The table IV.6, shows that there are 6 students (20%) who are always interested in solving and finding the answer of every question in the task, 4 students (13%) who are often interested in solving and finding the answer of every question in the task, 16 students (53%) who are sometimes interested in solving and finding the answer of every question in the task, 3 students (10%) who are seldom interested in solving and finding the answer of every question in the task, and 1 student (3%) who is never interested in solving and finding the answer of every question in the task.

Table IV.7**The students like to negotiate the author's message in the text**

No	Alternative Answer	Frequency	Percentage
7	Always	3	10%
	Often	7	24%
	Sometimes	6	20%
	Seldom	2	6%
	Never	12	40%
	Total	30	100%

Based on the table IV.7, shows that there are 3 students (10%) who are always like to negotiate the author's message in the text, 7 students (24%) who often like to negotiate the author's message in the text, 6 students (20%) who sometimes like to negotiate the author's message in the text, 2 students (6%) who seldom like to negotiate the author's message in the text, and 12 students (40%) who never like to negotiate the author's message in the text.

Table IV.8**The students concentrate although their friends are making noise when teacher explain about negotiating meaning on the idea**

No	Alternative Answer	Frequency	Percentage
8	Always	7	24%
	Often	5	16%
	Sometimes	9	30%
	Seldom	6	20%
	Never	3	10%
	Total	30	100%

The table IV.8, show that there are 7 students (24%) who always concentrate although their friends are making noise when teacher explain about negotiating meaning on the idea, 5 students (16%) who often concentrate although their friends are making noise when teacher explain about negotiating meaning on the idea, 9 students (30%) who sometimes concentrate although their friends are making noise when teacher explain about negotiating meaning on the idea, 6 students (6%) who seldom concentrate although their friends are making noise when teacher explain about negotiating meaning on the idea, and 3 students (10%) who never concentrate although their friends are making noise when teacher explain about negotiating meaning on the idea.

Table IV.9

The students like to convey the meaning of the text

No	Alternative Answer	Frequency	Percentage
9	Always	4	13%
	Often	9	30%
	Sometimes	13	44%
	Seldom	3	10%
	Never	1	3%
	Total	30	100%

The table IV.9, shows that there are 4 students (13%) who always like to convey the meaning of the text, 9 students (30%) who often like to convey the meaning of the text, 13 students (44%) who sometimes like to convey the meaning of the text, 3 students (10%) who seldom like to convey the meaning of the text, and 1 students (3%) who never like to convey the meaning of the text.

Table IV.10**The students feel joyful to comprehend the reading text**

No	Alternative Answer	Frequency	Percentage
10	Always	10	33%
	Often	6	20%
	Sometimes	4	13%
	Seldom	5	16%
	Never	5	16%
	Total	30	100%

The table IV.10, shows that there are 10 students (33%) who always feel joyful to comprehend the reading text, 6 students (20%) who often feel joyful to comprehend the reading text, 4 students (13%) who sometimes feel joyful to comprehend the reading text, 5 students (16%) who seldom feel joyful to comprehend the reading text, and 5 students (16%) who never feel joyful to comprehend the reading text.

Table IV.11**If the students face troubles during reading, they find the solution by referring to their last event**

N0	Alternative Answer	Frequency	Percentage
11	Always	9	30%
	Often	9	30%
	Sometimes	6	20%
	Seldom	6	20%
	Never	-	-
	Total	30	100%

From the table above, there are 9 students (30%) who always face troubles during reading, they find the solution by referring to their last event, 9 students (30%) who often face troubles during reading, they find the solution by referring to their last event, 6 students (20%) who sometimes face troubles during reading, they find the solution by referring to their last event, 6 students (20%) who seldom face troubles during reading, they find the solution by referring to their last event, and there is no student who never faces troubles during reading, they find the solution by referring to their last event.

Table IV.12

The students concentrated to read English text

No	Alternative Answer	Frequency	Percentage
12	Always	7	24%
	Often	4	13%
	Sometimes	11	36%
	Seldom	8	26%
	Never	-	-
	Total	30	100%

From the table above, there are 7 students (24%) who always concentrated to read English text, 4 students (13%) who often concentrated to read English text, 11 students (36%) who sometimes concentrated to read English text, 8 students (26%) who seldom concentrated to read English text, and there is no student who never concentrated to read English text.

Table IV.13**The students like to explain the text to their friend**

No	Alternative Answer	Frequency	Percentage
13	Always	4	13%
	Often	5	16%
	Sometimes	8	26%
	Seldom	4	13%
	Never	9	30%
	Total	30	100%

Based on the table IV.13, shows that there are 4 students (13%) who always like to explain the text to their friend, 5 students (16%) who often like to explain the text to their friend, 8 students (26%) who sometimes like to explain the text to their friend, 4 students (13%) who seldom like to explain the text to their friend, and 9 students (30%) who never like to explain the text to their friend.

Table IV.14**The students like making summary of the material in order to make easy in reviewing the material**

No	Alternative Answer	Frequency	Percentage
14	Always	11	36%
	Often	2	6%
	Sometimes	4	13%
	Seldom	11	36%
	Never	2	6%
	Total	30	100%

The table IV.14, shows that there are 11 students (36%) who always like making summary of the material in order to make easy in reviewing the material, 2 students (6%) who often like making summary of the material in order to make easy in reviewing the material, 4 students (13%) who sometimes like making summary of the material in order to make easy in reviewing the material, 11 students (36%) who seldom like making summary of the material in order to make easy in reviewing the material, and 2 students (6%) who never like making summary of the material in order to make easy in reviewing the material.

Table IV.15

The students like to collect the author's idea and their idea in the text

No	Alternative Answer	Frequency	Percentage
15	Always	11	36%
	Often	3	10%
	Sometimes	8	26%
	Seldom	2	6%
	Never	6	20%
	Total	30	100%

Based on the table IV.15, shows that there are 11 students (36%) who are always like to collect the author's idea and their idea in the text, 3 students (10%) who often like to collect the author's idea and their idea in the text, 8 students (26%) who sometimes like to collect the author's idea and their idea in the text, 2 students (6%) who seldom like to collect the author's idea and their idea in the text, and 6 students (20%) who never like to collect the author's idea and their idea in the text.

Table IV.16
The students like to make connection between previous knowledge and new information from the text

No	Alternative Answer	Frequency	Percentage
16	Always	2	6%
	Often	19	63%
	Sometimes	6	20%
	Seldom	1	3%
	Never	2	6%
	Total	30	100%

The table IV.16, shows that there are 2 students (6%) who always like to make connection between previous knowledge and new information from the text, 19 students (63%) who often like to make connection between previous knowledge and new information from the text, 6 students (20%) who sometimes like to make connection between previous knowledge and new information from the text, 1 student (3%) who seldom like to make connection between previous knowledge and new information from the text, and 2 students (6%) who never like to make connection between previous knowledge and new information from the text.

Table IV.17**The students like to finish their exercise by themselves seriously**

No	Alternative Answer	Frequency	Percentage
17	Always	11	36%
	Often	4	13%
	Sometimes	11	36%
	Seldom	4	13%
	Never	-	-
	Total	30	100%

From the table above, there are 11 students (36%) who always like to finish their exercise by themselves seriously, 4 students (13%) who often like to finish their exercise by themselves seriously, 11 students (36%) who sometimes like to finish their exercise by themselves seriously, 4 students (13%) who seldom like to finish their exercise by themselves seriously, and there is no student who never likes to finish their exercise by himself seriously.

Table IV.18**The students like to discuss about the exercise with their friends**

No	Alternative Answer	Frequency	Percentage
18	Always	5	16%
	Often	15	50%
	Sometimes	5	16%
	Seldom	5	16%
	Never	-	-
	Total	30	100%

From the table above, there are 5 students (16%) who always like to discuss about the exercise with their friends, 15 students (50%) who often like to discuss about the exercise with their friends, 5 students (16%) who sometimes like to discuss about the exercise with their friends, 5 students (16%) who seldom like to discuss about the exercise with their friends, and there is no student who never likes to discuss about the exercise with his friends.

Table IV.19

The students like to read English book before Learning English

No	Alternative Answer	Frequency	Percentage
19	Always	3	10%
	Often	9	30%
	Sometimes	2	6%
	Seldom	5	16%
	Never	11	36%
	Total	30	100%

Based on the table IV.19, shows that there are 3 students (10%) who always like to read English book before Learning English, 9 students (30%) who often like to read English book before Learning English, 2 students (6%) who sometimes like to read English book before Learning English, 5 students (16%) who seldom like to read English book before Learning English, and 11 students (36%) who never like to read English book before Learning English.

Table IV.20**The students like to review the materials given by the teacher**

No	Alternative Answer	Frequency	Percentage
20	Always	8	26%
	Often	3	10%
	Sometimes	5	16%
	Seldom	9	30%
	Never	5	16%
	Total	30	100%

The table IV.20, show that there are 8 students (26%) who always like to review the materials given by the teacher, 3 students (10%) who often like to review the materials given by the teacher, 5 students (16%) who sometimes like to review the materials given by the teacher, 9 students (30%) who seldom like to review the materials given by the teacher, and 5 students (16%) who never like to review the materials given by the teacher .

Table IV. 21**The Recapitulation of the Students' Deep Approach**

Table	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
T.1	10	33%	2	6%	15	50%	3	10%	-	-
T.2	7	24%	2	6%	7	24%	9	30%	5	16%
T.3	5	16%	8	26%	9	30%	4	13%	5	16%
T.4	6	20%	9	30%	3	10%	5	16%	7	24%
T.5	11	36%	9	30%	6	20%	4	13%	-	-
T.6	6	20%	4	13%	16	53%	3	10%	1	3%
T.7	3	10%	7	24%	6	20%	2	6%	12	40%
T.8	7	24%	5	16%	9	30%	6	20%	3	10%
T.9	4	13%	9	30%	13	44%	3	10%	1	3%
T.10	10	33%	6	20%	4	13%	5	16%	5	16%
T.11	9	30%	9	30%	6	20%	6	20%	-	-
T.12	7	24%	4	13%	11	36%	8	26%	-	-
T.13	4	13%	5	16%	8	26%	4	13%	9	30%
T.14	11	36%	2	6%	4	13%	11	36%	2	6%
T.15	11	36%	3	10%	8	26%	2	6%	6	20%
T.16	2	6%	19	63%	6	20%	1	3%	2	6%
T.17	11	36%	4	13%	11	36%	4	13%	-	-
T.18	5	16%	15	50%	5	16%	5	16%	-	-
T.19	3	10%	9	30%	2	6%	5	16%	11	36%
T.20	8	26%	3	10%	5	16%	9	30%	5	16%
Total	140	462%	134	442%	154	436%	99	323%	74	242%

In order to clarify the data, the researcher also tried to find out the rater of the students' deep approach by using the following formula:

$$MX = \sum \frac{FX}{N}$$

Based on the table, it has been known that:

Always FX = 140

Often FX= 134

Sometimes FX= 154

Seldom FX= 99

Never FX= 74

Table IV. 22
The Data of the Questioner of the Students' Deep Approach

No	Name	Score
1	Students 1	50
2	Students 2	82
3	Students 3	53
4	Students 4	60
5	Students 5	56
6	Students 6	53
7	Students 7	53
8	Students 8	53
9	Students 9	75
10	Students 10	62
11	Students 11	66
12	Students 12	55
13	Students 13	56
14	Students 14	67
15	Students 15	87
16	Students 16	73
17	Students 17	83
18	Students 18	65
19	Students 19	80
20	Students 20	57
21	Students 21	53
22	Students 22	80
23	Students 23	60
24	Students 24	88
25	Students 25	55
26	Students 26	83
27	Students 27	60
28	Students 28	61
29	Students 29	66
30	Students 30	75

2. The Data of Students' Reading Comprehension

To know the data about the students' reading comprehension, it can be seen in the following:

Table.IV.23**The Students' Score and the Categories of Reading Comprehension**

No	Name	Correct Answer	Score	Level Ability
1	Students 1	19	76	Good
2	Students 2	22	88	Very Good
3	Students 3	19	76	Good
4	Students 4	19	76	Good
5	Students 5	21	84	Very Good
6	Students 6	17	68	Enough
7	Students 7	20	80	Very Good
8	Students 8	17	68	Enough
9	Students 9	23	92	Very Good
10	Students 10	18	72	Good
11	Students 11	21	84	Very Good
12	Students 12	21	84	Very Good
13	Students 13	21	84	Very Good
14	Students 14	20	80	Very Good
15	Students 15	23	92	Very Good
16	Students 16	21	84	Very Good
17	Students 17	23	92	Very Good
18	Students 18	20	80	Very Good
19	Students 19	21	84	Very Good
20	Students 20	18	72	Good
21	Students 21	17	68	Enough
22	Students 22	21	84	Very Good
23	Students 23	20	80	Very Good
24	Students 24	23	92	Very Good
25	Students 25	19	76	Good
26	Students 26	21	84	Very Good
27	Students 27	19	76	Good
28	Students 28	19	76	Good
29	Students 29	21	84	Very Good
30	Students 30	20	80	Very Good

Based on the table above, it is know that the highest score is 92 and the lowest score is 68, from the result of reading comprehension test above, there

were 19 students who got very good scores, 8 students who got good, 3 students who got enough score.

B. The Data Analysis

1. The Students' Deep Approach

Since the purpose of this study was to answer formulation of the problems on the correlation between using deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru. It was needed to look for the result after the obtained data were measured. Below is the presentation of computing the obtained data

$$\text{Always} \quad FX = 140 \times 5 = 700$$

$$\text{Often} \quad FX = 134 \times 4 = 536$$

$$\text{Sometimes} \quad FX = 154 \times 3 = 462$$

$$\text{Seldom} \quad FX = 99 \times 2 = 198$$

$$\text{Never} \quad FX = 74 \times 1 = 74$$

The recapitulation is:

$$140+134+154+99+74= 601 \text{ (N)}$$

$$700+536+462+198+74= 1870 \text{ (F)}$$

It can be calculated by using formula as follows:

$$P = \frac{F}{N} \times 100:5$$

$$P = \frac{1870}{601} \times 100:5$$

$$P = 62\%$$

Therefore, the percentage of the students' deep approach is 62%. It can be concluded that the students' deep approach in reading comprehension at SMAN 11 Pekanbaru is enough level.

Moreover, to get data of mean, maximum, median and standard deviation of variable X "deep approach" and variable Y "students' reading comprehension", the researcher used SPSS 16.0 to calculate and to analyze the data gained from those variables.

Table IV.24

Descriptive Statistic

Mean	65.56
Standard Deviation	11.93

The table IV.24 present descriptive statistic of students' reading comprehension. It can be seen that its mean is 65.56, and its standard deviation is 11.93

2. The Students' Reading Comprehension

Table 1V.25

Descriptive Statistic

Mean	80.54
Standard Deviation	7.025

The table IV.25 presents descriptive statistic of students' reading comprehension. It can be seen that its mean is 80.54, and its standard deviation is 7.025.

To make clear about the percentage of students' reading comprehension, it can be seen in the following table:

Table 1V.26

The Percentage of the Students' Reading Comprehension

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Very Good	19	63.34%
2	Good	8	26.66%
3	Enough	3	10.00%
4	Less	-	-
5	Bad	-	-
	Total	30	100%

The table shows the frequency of score ranges of respondents in reading comprehension. 63.34% of the respondents is classified into very good level, 26.66% of respondents is classified into good level, 10.00% of respondents is classified into enough level, there is no respondents is classified into less and bad level.

a. Changing Ordinal Data into Interval Data

To get data dealing with the correlation between using deep approach and reading comprehension, the data of deep approach had to be changed into interval scale since it was analyzed by using regression formula:

$$T_{1=50+10} \frac{(x_i - \bar{x})}{SD}$$

1. The ordinal data of 50 of the first group was changed into interval data by using the formula:

$$T_{1=50+10} \frac{(50 - 65.56)}{11.93} = 36.95$$

2. The ordinal data of 82 of the second group was changed into interval data by using the formula:

$$T_{1=50+10} \frac{82 - 65.56}{11.93} = 63.78$$

And so on: in appendix

Furthermore, only the interval data were to be analyzed. Testing requirements analysis showed that the score of each variable research had met the requirements for the use of further statistical testing. The purpose of proving this hypothesis was performed to see the great influence of the variable x to the variable y. in this data analysis technique the researcher used SPSS 16.0.

b. Linearity Test

The hypothesis tested was:

Ho : The distribution of the data studied does not follow a linear form

Ha : The distribution of the observed data follows a linear form

Basic decision making:

If the probability > 0.05 H_0 is accepted

If the probability < 0.05 H_a is rejected

By using SSPSS 16.0 the following result are obtained.

Table IV.27

Analysis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	825.674	1	825.674	38.163	.000 ^a
Residual	605.792	28	21.635		
Total	1431.467	29			

a. Predictors : (Constant), deep approach

b. Dependent Variable : reading comprehension

From the calculation, it was obtained that linearity test of F count is 38.162 with a degree of probability 0.000. Since the probability of < 0.05 then the distribution of observed data follows a linear form (H_a is received, H_0 is rejected). In the other words, the regression model could be used to predict the deep approach.

This suggested that to find the significance of the correlation between two variables could use the product moment correlation formula.

c. Regression Equation

For more details of the calculation of regression coefficients with SPSS 16.0 computer program, it can be seen in the following table:

Table IV.28
Coefficient Regression Linear

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.222	4.820		10.626	.000
	Questionnaire	.447	.072	.759	6.178	.000

a. Dependent Variable: reading comprehension

$$Y = 51.222 + 0.447X$$

The result are obtained by analysis of the linear regression equation $Y = 51.222 + 0.447X$. It means that every one-unit increase occurred in the variable X (Deep approach), then there is an increase in the variable Y (Reading comprehension) for 0.447.

C. The Correlation between Using Deep Approach and Reading Comprehension

After altering ordinal data into interval data, then the interval data obtained through the questionnaire of the deep approach and test for investigating the reading comprehension was analyzed by using SPSS. 16.0 Version to obtain the regression.

There were two hypotheses in this research; they are the alternative Hypothesis (Ha) and null Hypothesis (Ho). The Ha is there is a significant correlation between deep approach and reading comprehension, whereas, the Ho is there is no significant correlation between deep approach and reading comprehension. It can be seen following the table:

Table IV.29

The Correlation between Using Deep Approach and Reading Comprehension

		Deep Approach	Reading Comprehension
Deep Approach	Pearson correlation	1	.759
	Sig. (1-tailed)		.000
	N	30	30
Reading Comprehension	Pearson Correlation	.759	1
	Sig. (1-tailed)	.000	
	N	30	30

Based on the table, the correlation between using deep approach and reading comprehension shows the correlation (r) based on Pearson correlation is 0.759. The result of the test from the two variables can be seen in the following table:

Table IV.30
Correlation Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759 ^a	.577	.562	4.65139

From the table IV.30, it can conclude that correlation coefficient between deep approach (x) and reading comprehension (y) which the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i) (\sum y_i)}{(n \sum x_i^2 - (\sum x_i)^2) (n \sum y_i^2 - (\sum y_i)^2)}$$

From the table above, it shows that the correlation coefficient between deep approach and reading comprehension is 0.759. And R square 0.577.

Based on the table IV.30 above, correlation coefficient variable of deep approach and reading comprehension is 0.759. With the sig. (1-tailed) is 0.000.

The interpretation is as follow:

1. Ho is accepted if $r_{obs} \leq r_{table}$ or there is no significant correlation between using deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru.

2. H_a accepted if $r_o \geq r_{table}$ or there is a significant correlation between using deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru.

Determine critical value by calculating $df = N - nr$

Where:

df : Degree of freedom

N : Number of sample

nr : Number of variable

$df = N - nr$

$$= 30 - 2 = 28$$

From the table above, it can be seen that r_o is 0.759 and df is 28. The r_o obtained is compared to r_{table} either at level of 5% or 1%. At level of 5%, r_{table} is (0.361) and at level of 1%, r_{table} is (0.463). Based on the r_{table} . It can be analyzed that r_o is higher than r_{table} either at level of 5% or 1%. In other words, we can state $(0.361 < 0.759 > 0.463)$. So that the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is positive and significant correlation between X and Y (students' deep approach and reading comprehension of the first year students at SMAN 11 Pekanbaru).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher would like to conclude about what had been discussed in the previous chapter, and then to recommend some suggestion concerning with the correlation between using deep approach and reading comprehension on narrative text of the first year students at SMAN 11 Pekanbaru.

Based on what had been discussed as well as presented in the previous chapter, the conclusions that can be explained for this research as follows:

1. The students' deep approach is categorized into enough level. It can be seen from the data presentation above that the students' deep approach of the first year students at state senior high school 11 Pekanbaru.
2. The students' reading comprehension in narrative text is categorized into very good level. It can be seen from the data presentation above that the students' deep approach of the first year students at state senior high school 11 Pekanbaru.
3. There is a significant correlation between using deep approach and reading comprehension on narrative text of the first year students at SMAN 11 Pekanbaru.

B. Suggestion

After carrying out the research, it seems very crucial for the research to give suggestion related to the research finding to the English teacher or students in order that they are successful in teaching and learning English, especially for the reading as one of the English productive skills, and by using deep approach the students will be easy in Learning English especially reading comprehension. Therefore, it seems very important for researcher to give some suggestion to the teachers and the students.

1. Suggestion for the teacher

- a. The teachers have an important role to apply technique in teaching, which is expected to be more helpful in improving the students' reading comprehension.
- b. The teachers must be more creative to find out the new method that is suitable for the students' learning style especially in reading.
- c. The teachers should give motivation and attention to encourage the students' interest in reading course as one of the language skills.

2. The Suggestion for students

- a. The students have to more practice in various kinds of text.
- b. The students should improve and increase their ability in understanding text.
- c. Do not be reluctant to read the English books, even though they are hard to understand.

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