

**THE EFFECT OF USING ZOOMING IN AND ZOOMING OUT
STRATEGY TOWARD READING COMPREHENSION OF
REPORT TEXT OF SECOND YEAR STUDENTS
AT STATE SENIOR HIGH SCHOOL 1
KAMPAR AIR TIRIS
KAMPAR**



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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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Thesis

Submitted as a Partial Fulfillment of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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ABSTRAK

Nurhasbi (2013). Pengaruh Penggunaan Strategi *Zooming in and Zooming out* terhadap Pemahaman Bacaan Siswa Tahun Kedua di Sekolah Menengah Atas Negeri 1 Kampar Airtiris Kabupaten Kampar.

Berdasarkan studi pendahuluan penulis, ditemukan banyak permasalahan dalam pemahaman membaca teks laporan seperti siswa tidak mampu mengidentifikasi ide pokok dari teks laporan, siswa tidak mampu mengidentifikasi *word reference* dari teks laporan, siswa tidak mampu mengidentifikasi jenis teks yang dibaca, siswa tidak mampu membuat *inference* dari teks laporan, siswa tidak mampu menemukan fakta informasi dari teks laporan. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa tahun kedua dalam pemahaman bacaan teks laporan dengan menggunakan *zooming in and zooming out strategy*, mengetahui kemampuan siswa tahun kedua dalam pemahaman bacaan teks laporan dengan tidak menggunakan *zooming in and zooming out strategy*, dan mengetahui pengaruh dari strategi *zooming in and zooming out* terhadap pemahaman bacaan teks laporan siswa tahun kedua SMA Negeri 1 Kampar Airtiris kabupaten Kampar.

Didalam penelitian ini, penulis menggunakan *quasi-experimental research*. Lokasi penelitian ini adalah SMA Negeri 1 Kampar Airtiris Kabupaten Kampar. Populasi penelitian ini adalah seluruh siswa tahun kedua. Jumlah populasi adalah 218 siswa terbagi dalam tujuh kelas. Karena populasi terlalu luas, pengambilan sampel yang digunakan adalah *random sampling*. Sehingga, penulis mengambil dua kelas IPS 1 dan IPS 2 yang terdiri dari 60 siswa. Di dalam pengumpulan data, penulis menggunakan tes. Untuk menganalisa data, penulis menggunakan SPSS 16.

Untuk menganalisa data, penulis menggunakan rumus *Independent t-test*. Hasil penganalisaan data adalah 3.742. itu dibandingkan dengan t_{table} pada level signifikan 5% (2.00) dan pada level signifikan 1% (2.65). T_o lebih tinggi daripada t_{table} . Oleh sebab itu H_o ditolak, dan H_a diterima dengan hasil $2.00 < 3.742 > 2.65$. Itu berarti bahwa ada pengaruh yang signifikan dari penggunaan strategi *zooming in and zooming out* terhadap pemahaman bacaan teks laporan pada siswa tahun kedua SMA Negeri 1 Kampar Airtiris kabupaten Kampar.

ABSTRACT

Nurhasbi (2013). The Effect of Using Zooming in and Zooming out Strategy toward Reading Comprehension of Report Text of the Second Year Students at State Senior High School 1 Kampar Airtiris Kampar Regency.

Based on the writer's preliminary study, it was found that there were many problems in comprehending the report text; the students were not able to identify the main idea of report text, the students were not able to identify word reference of report text, students were not able to identify what kinds of text involved, the students were not able to make inference of report text, the students were able to find factual information of report text. So, the writer was interested in carrying out the research about this problem.

The objectives of this research were to find out the ability of the second year students in comprehending report reading text by using zooming in and zooming out strategy, to find out the ability of the second year students in comprehending report reading text by using zooming in and zooming out strategy, and to obtain the effect of using zooming in and zooming out strategy toward reading comprehension in report text of the second year students at state senior high school 1 Kampar Airtiris kampar regency.

In this research, the writer used quasi-experimental research. The location of the research was at State Senior High School 1 Kampar Airtiris Kampar Regency. The population of the research was all of the second year students. The total number of the population was 218 students divided into seven classes. Because the population was too large, taking sample that used by the writer was random sampling. So, the writer took two social classes (XI IPS 1 and XI IPS 2), it consisted of 60 students. In collecting the data, the writer used test. To analyze the data, the writer used SPSS 16.

To analyze the data, the writer used Independent t-test formula. The result of analyzing the data was 3.742. It was compared to t_{table} at significant level 5% (2.00) and at significant level 1% (2.65). T_o was higher than t_{table} . Therefore, null hypothesis (h_0) was rejected, and alternative hypothesis (h_a) was accepted which showed $2.00 < 3.742 > 2.65$. It meant that there was significant effect of using zooming in and zooming out strategy toward reading comprehension of report text of the second year students at state senior high school 1 Kampar Airtiris Kampar regency.

(2013): تأثير استخدام استراتيجية Zooming in and Zooming Out إلى فهم الطلاب في
القراءة لطلاب الصف الثاني بالمدرسة المتوسطة العالية الحكومية 1
ايرتيريس منطقة كمبار.

لأساس على الدراسة الأولية كشف الباحث عدة المشاكل عن فهم القراءة على نصوص التقارير
منها أن الطلاب لا يقدرون على تعيين الفكرة الأساسية من نصوص التقارير، الطلاب لا يقدرون على
تعيين كلمات المرجع من نصوص التقارير، لا يقدر الطلاب على تعيين أنواع النصوص التي يقرأونها، لا
يقدر الطلاب على كتابة المرجع من نصوص التقارير، لا يقدر الطلاب على البحث عن حقائق المعلومات
من نصوص التقارير، لذلك تشوق الباحث في أداء هذه الدراسة عن المشكلات السابقة.

تهدف الدراسة لمعرفة قدرة طلاب الصف الثاني في فهم نصوص التقارير باستخدام استراتيجية
Zooming in and Zooming Out، لمعرفة قدرة طلاب الصف الثاني في فهم نصوص التقارير بدون
استخدام استراتيجية Zooming in and Zooming Out (معرفة): تأثير استخدام استراتيجية Zooming in
and Zooming Out إلى فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة المتوسطة العالية الحكومية
1 كمبار ايرتيريس منطقة كمبار.

استخدم الباحث في هذه الدراسة شبه التجربة. انعقدت الدراسة بالمدرسة المتوسطة العالية الحكومية
1 كمبار ايرتيريس منطقة كمبار. الأفراد في هذه الدراسة جميع

218 طالب و ينقسمون في سبعة فصول. ثم أخذ الباحث العينات بطريقة
عينة عشوائية و هي الفصل الثاني للعلوم الاجتماعية الأول و العلوم الاجتماعية الثاني فيهما 60 .
جمع البيانات استخدم الباحث الاختبار، و في تحليل البيانات استخدم الباحث س ف س س الإصدار السادس

في تحليل البيانات استخدم الباحث صيغة ت-الاختبار المستقل. كانت حصول تحليل البيانات هي 3 742
T₀ هي تقارن على ت- 5 (2 00) (2 65).
انت الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة و حصولها
Zooming in and Zooming out 2 00 < 3 742 < 2 65. و تعني أن هناك تأثير استخدام استراتيجية
فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة المتوسطة العالية الحكومية 1 كمبار ايرتيريس

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Pekanbaru, May 2013 M

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ According to Linda J. Dorn and Carla Soffos, reading is a complex process involving a network of cognitive actions that work together to construct meaning². So that why reading becomes an important skills that must be mastered by students in teaching and learning English, besides speaking, listening and writing because reading will be able to improve students' knowledge and it is a way that used in order to understand the material in teaching and learning English which is served textually.

According to Ellen McIntyre, reading is a comprehending. If the students can read the words of a text, but do not understand what they are reading, they are not really reading. How much and how easily readers comprehend depends on variables within and outside them. These key variables of reading comprehension include the *reader*, the *activity* of reading, and the *text*, and these three intersect to affect how well comprehension occurs.³ For example, the reader's background knowledge and vocabulary (reader) interact with his or her purposes for reading (e.g., to scan for

¹ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003),p.68

² Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension a Reading Workshop Approach*, (Portland: Stenhouse Publishers,2005),p.6

³ Ellen McIntyre et.al, *Reading Instruction for Diverse Classroom Research Based Culturally Responsive Practice*,(New York: Guilford Press,2011),p.113

information, study for a test, or read for pleasure; activity) and the type of text (Internet website, textbook, novel). Based on the explanation above, it can be concluded that the primary purpose of reading is comprehension. Consider the distinction between *comprehension* (a noun) as an outcome of our thinking, and *comprehending* (a verb) as the active process of our thinking. Although both words mean *understanding*, these distinctions are important because they can influence our teaching and assessment practices. In other words, we perceive what our brain tells us to notice. If we do not have the background experience to relate to the reading event, the message can be meaningless. Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Because of the comprehension is the final goal of teaching reading.

By comprehending, the students can catch the information or the main idea from the text that they are reading and comprehending of a text will be gotten easily if reading process can be done well. Reading seems an easy skill. But in fact, many students get difficulties in comprehending a text during reading it's self. They are confusing of what they are reading about, and it becomes a reason for them that reading is a problematic subject. Inability in comprehending a text will influence students' ability in getting good score. To be able in comprehending a text, students must be able to use reading strategy efficient and effectively.

In senior high school, including SMAN 1 Kampar Air Tiris is the one of state schools that provides reading as an important lesson that must be learned by students. In order to support students' need of reading, School Based Curriculum provides reading as one of the skills in mastery English. According to school based curriculum, pointed that in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era. It is relevant with the purpose of learning English that written in syllabus of SMAN 1 Kampar Air Tiris.

According to syllabus of SMAN 1 Kampar Air Tiris, the based competence of reading refers to ability of students in comprehend monolog text / essay, such as, report, narrative and analytical exposition accurately, fluently, and contextually in to daily life.⁴ The minimum passing grade for English subject in SMAN 1 Kampar Air Tiris was 68, if the students get the score under the standard score it means that the students do not pass. English is taught twice a week with time duration 45 minute for one hour. In teaching reading, the teachers use many techniques such as conventional technique and even some reading comprehension techniques; questioning, predicting, and reading aloud. Many techniques are used to avoid students' bored in learning English.

Based on writer's preliminary research at SMAN 1 Kampar Air Tiris the researcher found some problems that faced by the students in process of teaching-

⁴ Team of Curriculum SMAN 1 Kampar Air Tiris, *Syllabus of SMAN 1 Kampar Air Tiris 2012-2013*. (Bangkinang: Unpublished, 2012).p.4

learning, especially in reading. Some of students at SMAN 1 Kampar Air Tiris are not able to comprehend English text that they are reading, the students are not able to identify what kind of text that they are reading, the students get difficulty in answering the question based on the text, the students have a lack of vocabulary that influence the comprehension process. So that why, they read the text monotonously, without having an interaction with the text, such build the relationship between the terms in the text to catch the meaning or use their prior knowledge to guess the messages in the text. This is the one of reasons of their inability in comprehending reading texts. In addition, the teachers also provide many facilities to improve students ability in comprehend reading material. For instances, providing students with English books in library, students frame work, students will be permitted to use dictionary while reading activity to help the students to find out the difficult word, and students are excused to open many sources about the material taught such a article which taken by internet.

Based on explanation above, ideally the students have good ability in reading and the students are able to comprehend the text and they will not get the problem in teaching-learning process. But in fact, some of the students get some problems in teaching-learning process. The phenomena as mentioned above will be itemized by the researcher into the following numbers:

1. Some of the students are not able to find the main idea/topic of the report text.

2. Some of the students are not able to find factual information of the report text.
3. Some of the students are not able to identify the kind of the text involved.
4. Some of the students are not able to identify word reference of the report text.
5. Some of the students are not able to make inference of the report text.
6. Some of the students have lack of motivation in studying English.
7. Some of the students have lack of vocabulary.
8. Some of the students are not able to answer the question based on the text.

Based on the phenomena above, to improve students' reading comprehension, the students need an appropriate strategy that can help them to solve their problems. In this case, the writer would like to offer a good strategy that can be used to help students in comprehending the text, The name of that strategy is called zizo (zooming in and zooming out) strategy. Zizo (zooming in and zooming out) is a good strategy to improve reading comprehension. It is one of reading strategies that develop by Karen D. Wood and Janis M. Harmon. According to Karen D. Wood and Janis M. Harmon, zizo (zooming in and zooming out) is an instructional framework for assisting teachers in introducing and reinforcing the meaning of conceptually

important terms in a specific content area. It also guides class discussions and readings about an important term that is critical for understanding the topic at hand.⁵

Based on the explanation and problems above, the researcher is interested in conducting a research entitled **“The Effect of Using Zizo (Zooming In And Zooming Out) Strategy Toward Reading Comprehension Report Text at The Second Year Students of SMAN 1 Kampar Air Tiris”**

B. Definition of Terms

To avoid misunderstanding in comprehending this research topic, here the researcher gives definition of the terms as follows:

1. Effect

A change which is a result or consequence of an action or other cause.⁶

Whereas, in this research, the effect refers to the effect of using zizo (zooming in and zooming out) strategy toward students' reading comprehension.

2. Reading

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.⁷ Especially for this research, reading means the subject that taught to the students.

⁵ Karen D. Wood and Janis M. Harmon. *Strategies for Integrating Reading and Writing in the Middle and High School Classrooms*, (New York: National Middle School Association, 2001). p.53

⁶ Catherine Soanes and Angus Stevenson, *Concise Oxford English Dictionary*, (London : Oxford Press, 2003)

3. Comprehension

Comprehension is the mind's act or power of understanding.⁸ In this research, comprehension means students comprehension in comprehending the text.

4. Zooming In and Zooming Out

Zooming in” provides a close reading of a particular aspect of the issue; and “zooming out” contextualize the issue.⁹

Whereas in this research, zooming in and zooming out strategy refers to the strategy that is used in teaching reading comprehension.

5. Report Text

Report text is the text which presents information about something, as it is and as a result of systematic observation and analysis.¹⁰

Whereas in this research, report text refers to the text that is taught to the students.

⁷ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as A Foreign Language*,(Pekanbaru: Alaf Riau Graha UNRI Press,2007),p.114-115

⁸ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*,(Oxford: Oxford University Press,1974),p.174

⁹ Diezmann Carmel M .2005. *Supervision and Scholarly Writing: Writing to learn – Learning to write. Reflective Practice 6(4):443*.http://zizo.net/reading_strategy.pdf. retrieved on January 08, 2011

¹⁰ Tim Edukatif HTS, *Modul Bahasa Inggris*,(Surakarta: CV Hayati Tumbuh Subur) p.7

C. The Problem

1. Identification of the Problem

Based on the background above, it is known that some of the students are not able to comprehend report text of reading. There are some factors that obstruct the students to do so. The problems found can be identified as follows:

- a. Some of the students are not able to identify the main idea from report text.
- b. Some of the students are not able to identify word reference from report text.
- c. Some of the students are not able to identify what kinds of text involved.
- d. Some of the students are not able to make inference from report text.
- e. Some of the students are not able to find factual information from report text.
- f. Some of the students have lack of vocabulary.
- g. Some of the students are not able to answer the question based on the text.
- h. Some of the students have lack of motivation in studying English.

2. Limitation of the Problem

Because writer finds many problems in this research, the writer focuses and limits the problem to improve students' comprehension as follows:

- a. Some of the students are not able to identify the main idea from report text.

- b. Some of the students are not able to identify word reference from report text.
- c. Some of the students are not able to identify what kinds of text involved.
- d. Some of the students are not able to make inference from report text.
- e. Some of the students are not able to find factual information from report text.

3. Formulation of the Problem

Based on the limitation of the problems above, the writer formulated the problems as follows:

- a. How is the students' reading comprehension in reading report text taught by using zooming in and zooming out strategy?
- b. How is the students' reading comprehension in reading report text taught without using zooming in and zooming out strategy?
- c. Is there any significant effect of reading comprehension in reading report text between students' who are taught by using zooming in and zooming out strategy and those who are taught by using conventional technique?

D. Objective and Significance of the Research

1. Objective of the research

Based on formulation of the problem, the objective of the research can be seen as follows:

- a. To find out the students' reading comprehension in reading report text by using zooming in and zooming out strategy.
- b. To find out the students' reading comprehension in reading report text by using conventional technique.
- c. To find out whether there is significant effect of reading comprehension in reading report text between students who are taught by using zooming in and zooming out and students who are taught by using conventional technique.

2. Significance of the research

There are significances of the research that are mentioned by the writer as follows:

- a. To find out the effect of using zooming in and zooming out strategy toward students' reading comprehension in reading report text.
- b. To give information to the teachers and the institutions about the effectiveness of zooming in and zooming out strategy in increasing students' reading comprehension in reading, especially in reading report text.

- c. To give some contributions to the students in order to improve the students' reading comprehension in reading, especially in reading report text.
- d. To fulfill one of the partial requirements to finish the study at English Education Department of faculty of Education and Teachers' Training of UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. Nature of Reading

Reading is one of the four language skills that must be mastered by the students if they want to understand. According to Harmer, reading is one of the most important skills that should be developed inside and outside the class room. It is also one of the most common ways to get information. The reader employ a number of specific skills when reading and their success in understanding the context of what they see depends on a large extent on these specific skills.¹In addition, Richard states that reading is a complex process and depends upon learning specific skills. The purpose of teaching reading in school is both to teach children to become independent active readers and to introduce them to pleasure and knowledge which effective reading makes possible.² In short, Reading is important skill, where sometime it can be a serious problem for the most of the students even for the students at senior high school. So that is way, the students need the strategy that can influence their reading

¹ Jeremy Harmer. *The Practice of English Language Teaching*, (London : Longman, 1991), p. 130

²Richard, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Malaysia : VVP, 1992), p. 379

ability fluency, fluently, and even in improving their comprehension about certain text.

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction. As the preliminary discuss above, comprehension is the primary or main purpose of reading. Reading with comprehension means understanding what has been read. Comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating.³ Comprehension is important skill that should be available if the students want to understand about what the text is about. Brown also states about micro and macro skills for reading comprehension. It can be itemized as follows:

Micro skills for reading comprehension:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.

³ Kustaryo, S. *Reading Techniques for Collage Students*. (Jakarta; Departemen Pendidikan dan Kebudayaan. 1988), p. 12

- d. Recognize a core of words, and interpret word other patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills of reading comprehension:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning from context, and activating schemata for the interpretation of texts.⁴

Based on macro skill and micro skill above, the students really need some skills in helping them for comprehend the text. One of the skills is point 4 in macro skills of reading comprehension related to the procedure of zizo strategy such as detect the main idea, finding new information, etc. in other word, zizo strategy can help the students in comprehending the text.

b. Reading Assessment

According to H Douglas Brown, there are many ways to assess reading. The use of some tasks will determine the assessment in reading. Some of the tasks that can be used in assess reading are:

1) Reading Aloud

The test taker sees separate letter, words, and or short sentences and reads the text aloud, one by one, in the presence of an administrator. Since assessment in reading comprehension, any recognizable oral approximation of the response is considered correct.

⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman. 2003), p. 187-188

2) Written response

The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the test taker's response must be carefully treated.

3) Multiple choice

Multiple choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same / different circle the answer.⁵

Based on the explanation above, it can be seen that there are some ways how to measure or assess the students reading comprehension. After giving an appropriate strategy to the students, it hopes can help the student in increasing their comprehension toward the text that they read. After that the students will be measured for their reading comprehension whether any improvement or not. By some ways above, it can be done. One of them is by using reading test or multiple choices, after that the increasing of students' ability can be seen.

c. Three-Level Taxonomy of Reading Comprehension

According to Danny et, al., there are three levels taxonomy of reading comprehension. These levels itemized as follows:

⁵ H. Douglas Brown, *Language Assessment Principle and Classroom Practice*. (New York: Longman, 2003),p. 185

1). Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

2). Inferential Comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers— their background knowledge.

3). Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text.⁶

⁶ Danny Brassell, et. al. *Comprehension that Works Taking Students beyond Ordinary Understanding to Deep Comprehension*, (California: Shell Education. 2008)p. 17-18

The three level taxonomy of reading comprehension above explains that in each level consist of some ability that must be had by the students such as inferring the text, retell/summarize/recall the information from the text, and the last learn the students to think critically.

2. Zooming In and Zooming Out Strategy

The word of Zooming in and zooming out is consists of two words, first word is zooming in and the second one is zooming out. According to Karen D. Wood and Janis M. Harmon zooming in and zooming out is an instructional framework for assisting teachers in introducing and reinforcing the meaning of conceptually important terms in specific content area. It also guides class discussions and reading about an important term that is critical for understanding the topic at hand.⁷ It means that, zooming in and zooming out strategy can help the students in understanding or comprehending the topic critically.

Critical comprehension is the highest level of taxonomy of three-level of reading comprehension as discuss above. This strategy is based on the idea that concepts can be learned by closely examining specific features and traits (Zooming In) and by situating the concept within a larger picture (Zooming Out). In other word, Sheri, et al. state that zooming in is a strategy which provides a microscopic look and

⁷ Karen D. Wood and Janis M. Harmon, *Strategies for Integrating Reading and Writing in Middle and High School Classroom*, (New York: National Middle School association,2001)p.53

zooming out gives a panoramic view of the word.⁸ Using this strategy at different times to support comprehension of content material—before reading to activate background knowledge, during reading to rely on context for meaning, or after reading to summarize and review information about a word, term, or person.

According to Andrienne, there are five strategies to help students in comprehending non-fiction or informational text:

1. Zoom-in: Active readers recognize, locate, and are able to interpret nonfiction text features.
2. Question/infer: Active readers ask questions and make inferences to further their understanding of nonfiction texts.
3. Determine importance: Active readers are able to find main ideas in nonfiction texts.
4. Connect: Active readers make connections to experiences and background knowledge to enhance their understanding of nonfiction texts.
5. Transform (synthesize): Active readers are able to recognize a change in their own thinking, perception, or perspective through reading a piece of nonfiction text.⁹

⁸ Sheri R. Parris, et al. *Adolescent Literacy, Field Tested: Effective Solution for Every Classroom*, (New York: International Reading Association, 2009), p. 63

⁹ Andrienne Gear. *Nonfiction Reading Power: Teaching Students How to Think while They Read All Kinds of Information*. (Canada: Pembroke Publisher, 2008) p. 15

Some strategies above are used in helping the students to increase the students reading comprehension. Explanation above shows the reader must be able to choose an appropriate strategy. Zooming in can help the students to recognize, locate, and are able to interpret the text. Question/infer helps the students to comprehend the text by asking question. Determine importance helps the students to find out the main idea from the text. Connect helps the students to make connectivity toward the students background knowledge, and the last transform, the students must be able to change the information to their own thinking or perception.

Besides that, Jeff states that good readers do not just zoom in on the details at the expense of losing sight of the big picture that the author is trying to convey. Rather, good readers have the habit of frequently “zooming out” to think about the big picture- the main idea- in order to avoid getting lost.¹⁰ Zooming in and zooming out is a good way to learn about something in two different ways. The readers use this strategy to look at the details of an idea, event, or person. At the same time you use it to see how it fits into the “Big Picture.” This task uses a graphic organizer to record the information. The following explain about the two ways part:

1. Do the assigned reading and identify the main idea. (zooming in)
2. Decide what information is most and least important to the main idea
(zooming in)

¹⁰ Jeff Zwiers. *Building Reading Comprehension Habits in Grade 6-12 A Toolkit of Classroom Activities 2nd Ed.* (New York: International Reading Association. 2010)p. 174

3. Decide what is similar to the main idea (zooming out)
4. Decide what is related to the main idea (zooming out)
5. Decide what is not related to the main idea (zooming in)
6. Write a summary statement (zooming out)¹¹

The step which is explained above is divided based on the criteria of zooming in and zooming out strategy itself. It can be seen that point 1 included in zooming in process, followed by point 2 and 5 are also zooming in process. Zooming out process is shown in point 3, 4, and 5. It is because zooming in and zooming out itself consists of two ways part; zooming in and zooming out process.

3. Procedures of Teaching Zooming in and Zooming out Strategy

The following numbers as procedures of the implementation of Zooming in and Zooming Out strategy, they are:

- a. Choose the text than introduce the topic.
- b. Distribute the text and ask the students to read it with partners or individually.
- c. Ranking the important information (the most and the least important information).
- d. Divided the students into small group to determine three important information (the most and the least information).

¹¹ <http://schools.gorge.net/whitesalmon/chs/staff/knowles/whist/u2/readingoptions.pdf>

- e. Distribute the ZIZO frame graphic organizer (teacher draw it in board).
- f. Discuss with the students about the concept/topic (similar to/related to).
- g. Discuss with the students about “what does the concept/topic not tell us?”.
- h. Ask the students to make summary statement and share it to whole class.
- i. Choose the best summary and write it in ZIZO frame in the board.¹²

The steps above are the ways how to apply the zooming in and zooming out strategy. The steps can be improved or develop by the teacher based on the student needs. From the steps above, there are some important ways that also becomes the indicators of reading comprehension; identify the information, identify the topic.

4. Report Text

Report text is the text which presents information about something, as it is and as a result of systematic observation and analysis.¹³ It has function to provide information about natural and non natural phenomena, To document, organize and store factual information on a topic, classify and describe the phenomena of our world, about a whole class of things [not about] one specific thing, about living things like plants and animals, and non-living things like phones, bikes, or oceans, to

¹² *English SOL Enhanced Scope and Sequence for Reading*. (Virginia: Department of Education 2004), p. 49.

¹³ Tim Edukatif HTS, *Modul Bahasa Inggris*, (Surakarta: CV Hayati Tumbuh Subur) p.7

describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment, to describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment.

The purpose of report text is to describe and classify information. Text report has a series of logical truth it stated the facts without personal involvement. Tense that used in report text is simple present tense and generic structures of report text consist of title; describe about the subject being discussed. General classification; stating classification of general aspect of thing like animal, public place, plant, etc. will be discussed in general. The last is description; describing the thing which will be discussed in detail.

B. Relevant Research

Syafi'i states that relevant research required to observe some precious researches conducted by other researcher in which they are relevant to our research it's self.¹⁴ Besides, writer must analyze what point that was focused on, inform the designs, finding, and conclusion of the previous research, they are:

1. Sherry L Hutchins (2009) University of Michigan University entitled "Effective Reading Intervention Strategies (zooming in and zooming out strategy) in Sixth Grade Content Areas: What Will Raise Student Reading Comprehension and vocabulary mastery?" on her research, she found that there was significant effect of

¹⁴ M. Syafi'i, S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif),p.122

using zooming in and zooming out strategy toward students reading comprehension and improving students vocabulary. According to his findings, students' learning success levels were significantly higher in the group in which zooming in and zooming out strategy were used, compared to the classical strategy. The improvement was indicated by the increase of the students' score which have a significant increasing after using the strategy. It is because the strategy is designed to guide and support the students to make interaction with the text. It can be concluded that based on the research, zooming in and zooming out strategy is useful strategy and can be applied in the teaching learning process to improve the students reading comprehension and vocabulary mastery.¹⁵

Based on the relevant research above, it can be seen that the zizo strategy was used by the previous researcher to improve students' vocabulary, but in this research the writer used zooming in and zooming out strategy in improving students reading comprehension of the second year student at State Senior High School 1 Kampar Airtiris Kampar Regency.

2. Nancy Ann Bradley (2010) faculty of the Virginia Polytechnic Institute and State University entitled "Practices and Perspectives of Primary Language Arts Teachers: A Formative Design Experiment Analyzing the Use of zooming in and

¹⁵ Sherry L Hutchins, *Effective Reading Intervention Strategies In Sixth Grade Content Areas: What Will Raise Student Reading Comprehension?*(Michigan :Michigan University Press,2009)p.24

zooming out strategy to Enhance Vocabulary Instructional Practices. He tried to apply some strategies in His research; Creative writing, Graphic organizers, Reading aloud, cue card, and Zooming in and zooming out strategy. These strategies are used to improve vocabulary mastery. Based on the research, the mastery of vocabulary has increasing or influence it is can be seen by the studies' result. It means there is an influence of zooming in and zooming out strategy and other strategies on the students' vocabulary mastery. So, the students have feel enjoy in the learning process. It means that zooming in and zooming out strategy can be used as one of the alternative to teach reading and vocabulary as well.¹⁶

Based on the relevant research above, it can be seen that the zizo strategy was used by the previous researcher to improve students' vocabulary, but in this research the writer used zooming in and zooming out strategy in improving students reading comprehension of the second year student at State Senior High School 1 Kampar Airtiris Kampar Regency.

C. Operational Concept

Operational concept is the concept that will be used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable will be used in analyzing data. In this research consists of two variables, they

¹⁶ Nancy Ann Bradley, *Practices and Perspectives of Primary Language Arts Teachers: A Formative Design Experiment Analyzing the Use of Professional Development to Enhance Vocabulary Instructional Practices.*(Virginia: Virginia Polytechnic Institute Press, 2010)p.81

are X variable and Y variable. Where the X variable as independent variable (Using Zooming In and Zooming Out Strategy) and the Y variable as dependent variable (Reading Comprehension). To operate the investigation on the variable, the researcher will work based on the following indicators:

1. Variable X

The following statement as a collection of procedures of the implementation of zooming in and zooming out strategy can be seen as following:

- a. The teacher introduces the topic and gives brainstorming about the topic.
- b. The teacher distributes the text and assigns the students read the text with partners.
- c. The teacher asks the students to find the fact from the reading.
- d. The teacher asks the students to analyze the most and the least important information from the text.
- e. The teacher discusses about three the most and the least important information from the text with the students.
- f. The teacher distributes the zoom in and zoom out frame graphic organizer and asks the students to write the list of the most and the least important information on it place.
- g. The teacher guides the students to discuss about “what things would you not expect this concept to do”?

- h. The teacher guides the students to discuss about the ideas that are similar to the topic.
- i. The teacher guides the students to discuss about the related ideas to the topic.
- j. The teacher asks the students to summarize the text.
- k. The teacher asks the students to share the summary into the whole class, and chooses the best summary.¹⁷

2. Variable Y

To know the students' reading comprehension of the second year students at state senior high school 1 Kampar Air Tiris, the writer determines some indicators for reading comprehension as following:

The indicators of Student' Reading Comprehension

- a. The students are able to identify the main idea from report text.
- b. The students are able to identify word reference from report text.
- c. The students are able to identify what kinds of text involved.
- d. The students are able to make inference from report text.
- e. The students are able to find factual information from report text.¹⁸

¹⁷ *English SOL Enhanced Scope and Sequence for Reading.*(Virginia: Department of Education 2004) p. 49

D. Assumptions and Hypotheses

1. Assumption

In this research, the researcher assumed that the using of zooming in and zooming out strategy improve students' reading comprehension, especially in reading report text.

2. Hypothesis

Ho : There is no significant effect of using zooming in and zooming out strategy toward students' comprehension in reading report text at the second year students of SMAN 1 Kampar Air Tiris.

Ha : There is significant effect of using zooming in and zooming out strategy toward students' comprehension in reading report text at the second year students of SMAN 1 Kampar Air Tiris.

¹⁸ Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press,2003)p.138-139

CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is about experimental research. According to Cresswell, experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ The design of research is quasi experimental research especially non equivalent control class design. According to Joy W. Creswell that quasi-experiments design are experimental situations in which the researcher assigns, but not randomly, participants to class because the experimenter cannot artificially create class for the experiment.² It is intended to find out the effect of using zooming in and zooming out strategy toward students' comprehension in reading report text. In this research, the researcher uses two classes as samples that one is called experimental class/class administered by using zooming in and zooming out strategy and another is control class/class administered without using zooming in and zooming out strategy.

¹ Jhon W. Cresswell, *Educational Research : Planning, Conducting And evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education,2008), p. 229

² L.R. Gay and Peter Airaisian, *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, Inc., 2000), p.36.

There are two kinds of test given in this research; pre test and post test. Pre test will be given before the treatment, and post test will be given after treatment. The types of this research can be designed as follows:

Table III.1
The Research Design

Class/Class	Pre-Test	Treatment	Post-Test
E	Test 1	X	Test 2
C	Test 1		Test 2

E : Experimental Class

C : Control Class

T1 : Pre-Test to experimental and control class

X : Receive the treatment using zizo strategy

T2 : Post-Test to experimental and control class

After giving particular treatment to the experimental class by using zooming in and zooming out strategy, the score between experimental and control class were analyzed by statistical formula. It was aimed to know there is or not the effect of variable X into variable Y.

B. Location of the Research

The location of this research was at the second year students of SMAN 1 Kampar Air Tiris. This school located in Air tiris district, this research was conducted from January until February 2013.

C. Subject and Object of the Research

Subject of the research was the second year students of SMAN 1 Kampar Air Tiris. The object of this research was the effect of using zooming in and zooming out strategy toward students' reading comprehension of report text.

D. Population and Sample of the Research

The population of this research was the second year students of SMAN 1 Kampar Air Tiris in 2012-2013 academic years that covered 218 students from seven classes. Three classes for science program and four classes for social program. Because of the population was too large, the researcher took the sample by using random sampling. The total number of population for this research will be shown on table 3.2.

Table III.2
The Population of the Research

No	Class	Total of Population
1	XI Science 1	30
2	XI Science 2	30
3	XI Science 3	32
4	XI Social 1	30
5	XI Social 2	30
6	XI Social 3	33
7	XI Social 4	33
	Total	218

Sample for this research will be shown on table 3.3. In this research, the researcher took two classes only. The classes which were taken as sample class were from social program: IPS 1 and IPS 2

Table III.3
The Total Number of Sample of the Second Year Students of SMAN 1 Kampar Air Tiris 2012-2013

No	Class	Male	female	Total
1	XI IPS 1	11	19	30
2	XI IPS 2	12	18	30
	Total			60

E. Technique of Collecting Data

In this research, the researcher used the test as an instrument to collect the data needed. These instrument is used to find out how the students' reading comprehension on report text taught by using zooming in and zooming out strategy and whether there is significant effect of using this strategy or not.

There were two kinds of tests, pre-test and post-test.

a) Pre-test

At the beginning, both classes: experimental and control class taken pre-test in order to find out their ability in reading comprehension.

b) Post-test

Post test was administered toward experimental and control class at the end of course. It is aimed to see whether there is significant effect of using zooming in and zooming out strategy toward students' reading comprehension or not.

According to Hughes, there are many techniques that can assess the students' reading comprehension but the researcher used multiple choices technique consist of 25 items. Multiple choices technique is a technique that will be designed by using four choices and the participant will choose one correct answer.³ This technique can assess the student's reading comprehension. All of the items were tried out to all of the students in order to know the validity and reliability of the test.

³Arthur Hughes, *Testing for Language Teachers, Second Edition*, (Cambridge, Cambridge University press, 2005)p. 245

Table III.4
Blue Print of Reading Comprehension

No	Indicators	Number
1.	Students are able to find factual information from the report text.	2, 7, 12, 17, 22
2.	Students are able to identify the main idea of the report text.	1, 6, 11, 16, 21
3.	Students are able to identify what kinds of text involved.	4, 9, 14, 19, 24
4.	Students are able to make inference from the report text.	3, 8, 13, 18, 23
5.	The students are able to identify word reference from the report text.	5, 10, 15, 20, 25

After the students did the test, the researcher 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.5
The Classification of Students' Score⁴

Score	Categories
80-100	Very good
70-79	Good
60-69	Enough
50-59	Less
40-49	Bad

⁴ Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT Rafindo Persada, 2007) p. 32

1. Validity of the Test

Before the tests were given to the sample of this research, both of the tests were tried out to 25 students of the second year students on the other class, out of the samples. 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 measure⁵. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:⁶

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

Where

P : Index of difficulty or facility value

B : the number of correct answers

JS : the number of examiners or students

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”,

⁵ Arthur Hughes, *Op Cit.* p. 26

⁶ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: Bumi Aksara), 2009. p 208

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

Table III.6
The Students are able to Identify Main Idea

Variable	Identifying Main Idea					JS
Item No.	1	6	11	16	21	30
B	16	13	11	18	11	
P	0.53	0.43	0.37	0.6	0.4	
Q	0.47	0.57	0.63	0.4	0.6	

Based on the table, the item numbers of question for identifying main idea are 1, 6, 11, 16, and 21. It shows that the proportion of correct answer for identifying main idea of test item number 1 was 0.53, the proportion of correct answer for test item number 6 was 0.43, the proportion of correct answer for test item number 11 was 0.37 the proportion of correct answer for test item number 16 was 0.6, and the proportion of correct answer for test item number 21 was 0.4. The total correct answer of identifying main idea is 0.466. 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.7
The Students are able to Find Factual Information

Variable	Finding Factual Information					JS
Item No.	2	7	12	17	22	30
B	19	14	21	12	16	
P	0.63	0.5	0.7	0.4	0.53	
Q	0.37	0.5	0.3	0.6	0.47	

Based on the table, the item numbers of question for finding the factual information are 2, 7, 12, 17 and 22. It shows that the proportion of correct answer for finding factual information of test item number 2 was 0.63, the proportion of correct answer for test item number 7 was 0.5, the proportion of correct answer for test item number 12 was 0.7, the proportion of correct answer for test item number 17 was 0.4 and the proportion of correct answer for test item number 22 was 0.53. The total correct answer of finding factual information is 0.55. 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.8
The Students are able to Make Inference

Variable	Making Inference					JS
B	3	8	13	18	23	30
Correct	21	14	17	14	21	
P	0.7	0.43	0.57	0.43	0.7	
Q	0.3	0.57	0.43	0.57	0.3	

Based on the table, the item numbers of question for making inference are 3, 8, 13, 18, and 23. It shows that the proportion of correct answer making inference of test item number 3 was 0.7, the proportion of correct answer for test item number 8 was 0.43, the proportion of correct answer for test item number 13 was 0.57, the proportion of correct answer for test item number 18 was 0.43 and the proportion of correct answer for test item number 23 was 0.7. The total correct answer of making

inference is 0.56. Then, based on the standard level of difficulty, all items for making inference or “p” is $>0,30$ and $<0,70$. So, the items of making inference are accepted.

Table III.9
The Students are able to identify what kind of text involved

Variable	What kind of text involved					JS
Item No.	4	9	14	19	24	30
B	21	16	13	11	11	
P	0.7	0.53	0.43	0.37	0.37	
Q	0.3	0.47	0.57	0.63	0.63	

Based on the table, the item numbers of question for locating meaning of vocabulary are 4, 9, 14, 19, and 24. It shows that the proportion of correct answer for locating meaning of vocabulary of test item number 4 was 0.7, the proportion of correct answer for test item number 9 was 0.53, the proportion of correct answer for test item number 14 was 0.43, the proportion of correct answer for test item number 19 is 0.37 and the proportion of correct answer for test item number 24 was 0.37. The total correct answer of locating meaning of vocabulary is 0.48. 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.10
The Students are able to Identify word Reference

Variable	Identifying Reference					JS
Item No.	5	10	15	20	25	30
B	21	19	11	15	19	
P	0.7	0.63	0.37	0.5	0.63	
Q	0.3	0.37	0.63	0.5	0.37	

Based on the table, the item numbers of question for identifying reference are 5, 10, 15, 20, and 25. It shows that the proportion of correct answer for identifying reference of test item number 5 was 0.7, the proportion of correct answer for test item number 10 is 0.63, the proportion of correct answer for test item number 15 was 0.37, the proportion of correct answer for test item number 20 was 0.5 and the proportion of correct answer for test item number 25 was 0.63. The total correct answer of identify inference was 0.57. Then, based on the standard level of difficulty, all items for identify reference or “p” is $>0,30$ and $<0,70$. So, the items of identify references are accepted.

2. Reliability

Reliable instrumentation showed that there was a trustworthy or reliable test to take the data. In this research, the researcher used Kuder-Richardson (K.R 20)⁷ formula to measure the reliability of test.

$$r_i = \frac{k}{(k-1)} \left[\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right]$$

Note:

K : total items

p_i : proportion the correct scores

q_i : $1-p_i$

S_t^2 : total variances

⁷ Sugiyono. *Statistik Untuk Penelitian*. (Bandung : ALFABETA,). p.359

The good quality of instruments is determined by the instrument reliability. On the other hand, if the instrument is reliable, it has good quality. To know the instrument is reliable or not, the researcher used Kuder-Richardson (KR-20). Reliability is a necessary characteristic of a good test. Reliability is used to measure the quality of the test scores and the consistency of the test. The data can be seen at appendix.

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

$$X_t^2 = 5566 - \frac{(394)^2}{30}$$

$$X_t^2 = 5566 - \frac{155236}{30}$$

$$X_t^2 = 5566 - 5174.533$$

$$X_t^2 = 391.467$$

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

$$S_t^2 = \frac{391.467}{30}$$

$$S_t^2 = 13.0489$$

$$r_1 = \frac{k}{(k-1)} \left[\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right]$$

$$r_i = \frac{25}{(25 - 1)} \left[\frac{13.0489 - 5.864}{13.0489} \right]$$

$$r_i = \frac{25}{24} \left[\frac{7.1849}{13.0489} \right]$$

$$r_i = \frac{25}{24} [0.550]$$

$$r_i = 0.572$$

Knowing the reliability of the test, r_i must be compared with r product moment, r_i must be higher than r_{table} , on the other hand $r_i > r_t$, the significant 5% is 0.349 and degree of significant 1% is 0.449. While, on statistic above, the score of reliability of the test is 0.586. From the data above, we can find $0.444 < \mathbf{0.572} > 0.449$. So, it can be analyzed that r_i is higher than r_t . on the other hand, the instruments test are reliable. It means that the test was reliable and suitable to give to the students. According to Suharsimi Arikunto there is the interpretation of reliability as follow:

- a. Between 0.800 – 1.000 : Very high
- b. Between 0.600 – 0.800 : High
- c. Between 0.400 – 0.600 : Enough**
- d. Between 0.200 – 0.400 : Low
- e. Between 0.000 – 0.200 : Very low⁸

⁸ Suharsimi Arikunto. *Op Cit.* p.75

F. Technique of Data Analysis

The technique of data analysis was used in this research was T-test formula. According to Hartono, T-test is one of the statistic test that is used to know whether any or not the different significance of two samples of mean in two variables⁹. The researcher used formula in Hartono as follows:⁵⁶

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o : The value of t–obtained

Mx : Means score of experimental sample

My : Mean score of control sample

SDx : Standard deviation of experimental class

SDy : Standard deviation of control class

N : Number of students

The t-table is employed to see whether there is a significant difference between the mean score of both experimental and control or not. The t-obtained value is consulted with the value of t-table at the degree of freedom $(df) = (N_1+N_2) - 2$. Then to know whether H_a and H_o is rejected or accepted, the hypotheses are statistically formulated as follows:

⁹ Horton, *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2006), p. 208

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

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

H_a is accepted if $t_o > t\text{-table}$ or there is a significant effect of using zooming in and zooming out strategy toward students' reading comprehension of the second year students at SMAN 1 Kampar Air tiris of Kampar Regency.

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect of using zooming in and zooming out strategy toward students' reading comprehension of the second year students at SMAN 1 Kampar Air tiris of Kampar Regency.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of this research is to obtain the data of students' reading comprehension taught by using zooming in and zooming out strategy and taught without using zooming in and zooming out strategy, and also the significant effect of students' reading comprehension taught by using zooming in and zooming out strategy. The data were obtained from students' post-test scores of experimental and control class. The procedures of this research are as follows:

1. Before administering the test, the researcher examined whether the test was reliable or not.
2. The researcher gave pre test to XI IPS 1. The researcher asked the students to answer some questions based on the text given.
3. Then, the researcher gave treatments to experimental class for eight meetings by using zooming in and zooming out strategy and in control class by using conventional strategy (three phases activity).
4. After giving treatments to experimental class, the researcher used the same format questions but in different number to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using zooming in and zooming out strategy, the researcher

used the same format of questions and different number for the post-test as well.

The result of reading test was evaluated by concerning five components, such as;

1. Students are able to find factual information from the report text.
2. Students are able to identify the main idea of the report text.
3. Students are able to identify what kinds of text involved.
4. Students are able to make inference from the report text.
5. The students are able to identify word reference from the report text.

B. The Data Presentation

The data of this research were gotten from the score of students' pre-test and post-test. There were two data of reading comprehension served by the researcher. They were the data of students' reading comprehension taught by using zooming in and zooming out strategy and the data of students' reading comprehension taught by using conventional strategy, and they were as follows:

1. The Data Presentation of Students' Reading Comprehension Who Are Taught by Using Zooming in and Zooming out Strategy

The data of students' reading comprehension by using zooming in and zooming out strategy were gotten from pre-test and post-test of IPS 1 as an experimental class taken from the sample of this class (30 students). The researcher

taught directly for 8 meetings in the experimental class. The data can be seen from the data below:

Table IV.1
The Score of the Students' Reading Comprehension Taught by using ZIZO

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	64	76	12
2	Student 2	68	80	12
3	Student 3	60	68	8
4	Student 4	72	76	4
5	Student 5	60	68	8
6	Student 6	52	68	16
7	Student 7	72	76	4
8	Student 8	76	84	8
9	Student 9	68	72	4
10	Student 10	72	76	4
11	Student 11	76	88	12
12	Student 12	64	72	8
13	Student 13	68	76	8
14	Student 14	64	68	4
15	Student 15	72	76	4
16	Student 16	52	56	4
17	Student 17	60	68	8
18	Student 18	68	72	4
19	Student 19	64	68	4
20	Student 20	52	56	4
21	Student 21	56	64	8
22	Student 22	64	68	4
23	Student 23	64	84	20
24	Student 24	60	68	8
25	Student 25	64	76	12
26	Student 26	72	84	12
27	Student 27	60	72	12
28	Student 28	64	68	4
29	Student 29	60	76	16
30	Student 30	64	76	12
Total		1932	2180	248

From the TableIV.1, the researcher found that the total score of pre-test in experiment class was 1932 while the highest was 76 and the lowest was 52. The total of the score of post test in the experimental class was 2180 while the highest was 88 and the lowest was 56. It means that the students had significant increasing of the reading comprehension. It was proved a total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

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

pre.experiment				
Students' Score	Frequency	Percent	Valid Percent	Cumulative Percent
52	3	10.0	10.0	10.0
56	1	3.3	3.3	13.3
60	6	20.0	20.0	33.3
64	9	30.0	30.0	63.3
68	4	13.3	13.3	76.7
72	5	16.7	16.7	93.3
76	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The table IV.2 shows the frequency distribution of experimental class before treatment. The output from 30 respondents, the valid percent with the interval of 52 was 10.0 %, the interval of 56 was 3.3 %, the interval of 60 was 20.0%, the interval of 64 was 30.0%, the interval of 68 was 13.3%, the interval of 72 was 16.7%.

Table IV.3
The Frequency Distribution Posttest of Experimental Class

post.experiment				
Students' Score	Frequency	Percent	Valid Percent	Cumulative Percent
56	2	6.7	6.7	6.7
64	1	3.3	3.3	10.0
68	9	30.0	30.0	40.0
72	4	13.3	13.3	53.3
76	9	30.0	30.0	83.3
80	1	3.3	3.3	86.7
84	3	10.0	10.0	96.7
88	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The table IV.3 shows the frequency distribution of the experimental class after treatment. The output from 30 respondents, the valid percent with the interval of 56 was 6.7 %, the interval of 64 was 3.3%, the interval of 68 was 30.0%, the interval of 72 was 13.3%, the interval of 76 was 30.0%, the interval of 80 was 3.3%, the interval of 84 was 10.0 %, the interval of 88 was 3.3%.

2. Data presentation of the students' Reading Comprehension who are taught by using Conventional strategy

The data of reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of class XI IS 2 as a control class taken of the sample in this class (30 Students). The data can be seen from the table below:

Table IV. 4
The score of the students' Reading Comprehension taught by using Conventional strategy

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	68	64	-4
2	Student 2	68	72	4
3	Student 3	60	68	8
4	Student 4	52	56	4
5	Student 5	60	64	4
6	Student 6	72	84	12
7	Student 7	60	64	4
8	Student 8	52	56	4
9	Student 9	64	72	8
10	Student 10	64	72	8
11	Student 11	76	80	4
12	Student 12	72	76	4
13	Student 13	60	68	8
14	Student 14	60	68	8
15	Student 15	64	68	4
16	Student 16	64	72	8
17	Student 17	64	76	12
18	Student 18	72	68	-4
19	Student 19	56	52	-4
20	Student 20	64	60	-4
21	Student 21	72	64	-8
22	Student 22	68	72	4
23	Student 23	68	76	8
24	Student 24	52	56	4
25	Student 25	64	60	-4
26	Student 26	52	56	4
27	Student 27	76	80	4
28	Student 28	68	64	-4
29	Student 29	64	68	4
30	Student 30	60	68	8
	Total	1916	2024	108

From the Table IV.4, the researcher found that the total score of pre-test in the control class was 1916 while the highest was 76 and the lowest was 52. The total of the score of post test in the control class was 2024 while the highest was 84 and the lowest was 56. It means that the students had little increasing of their reading comprehension.

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

Pre.control				
Students' Score	Frequency	Percent	Valid Percent	Cumulative Percent
52	4	13.3	13.3	13.3
56	1	3.3	3.3	16.7
60	6	20.0	20.0	36.7
64	8	26.7	26.7	63.3
68	5	16.7	16.7	80.0
72	4	13.3	13.3	93.3
76	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The table IV.5 shows the frequency distribution of the control class, the score of pre-test. The output from 30 respondents, the valid percent with the interval of 52 was 13.3%, the interval of 56 was 3.3%, the interval of 60 was 20.0%, the interval of 64 was 26.7%, the interval of 68 was 16.7%, the interval of 72 was 13.3%, the interval of 76 was 6.7%.

Table IV.6
The Frequency Distribution Posttest of Control Class

Post.control				
Students' Score	Frequency	Percent	Valid Percent	Cumulative Percent
52	1	3.3	3.3	3.3
56	4	13.3	13.3	16.7
60	2	6.7	6.7	23.3
64	5	16.7	16.7	40.0
68	7	23.3	23.3	63.3
72	5	16.7	16.7	80.0
76	3	10.0	10.0	90.0
80	2	6.7	6.7	96.7
84	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The table IV.6 shows the frequency distribution of the control class, the score of posttest. The output from 30 respondents, the valid percent with the interval of 52 was 3.3 %, the interval of 56 was 13.3%, the interval of 60 was 6.7%, the interval of 64 was 16.7%, the interval of 68 was 23.3%, the interval of 72 was 16.7%, the interval of 76 was 10.0%, the interval of 80 was 6.7%, the interval of 84 was 3.3%.

C. The Data Analysis

1. Analysis of reading comprehension after being taught by using ZIZO strategy

The following table is the description the mean of pre-test and post-test at experimental class.

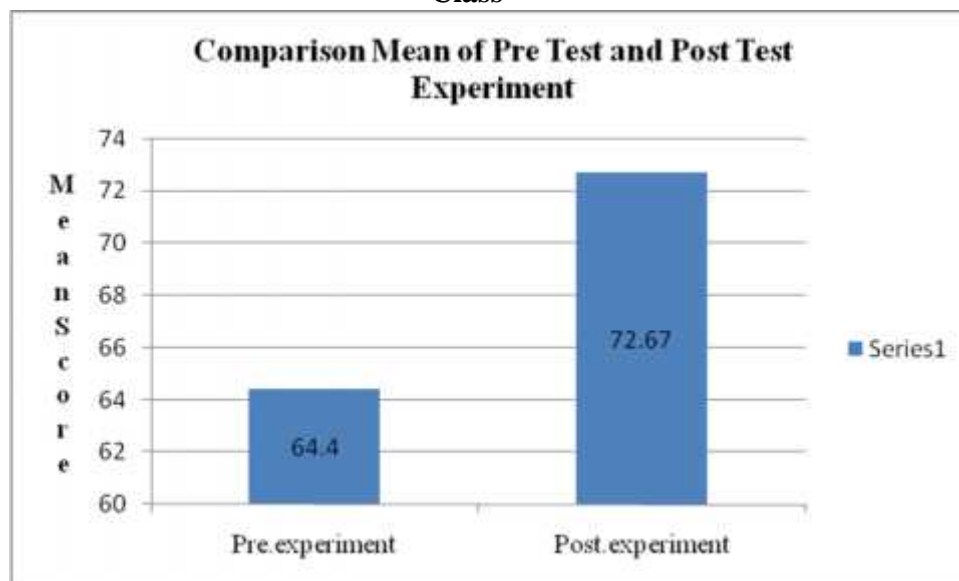
Table IV. 7
The Mean and Standard Deviation of Pre-test and Post-test at Experimental Class

Group Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
pre.experiment	1	30	64.40	6.589	1.203
post.experiment	2	30	72.67	7.434	1.357

Based on the table above, it could be seen that the mean score in experimental class from pre-test was 64.40 and from post-test was 72.67. The standard deviation from pre-test was 6.589, while standard deviation of post-test was 7.434. Standard error mean from pre-test was 1.203 and post-test was 1.357.

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

Histogram IV. 1
The Mean and Standard Deviation of Pre-test and Post-test at Experimental Class



The diagram column above describes about the improvement between mean of students' score in comprehending the report text before and after giving treatment at experimental class. Before giving a treatment, the students' mean were about 64.4, it was known by taking pre-test at the beginning. While, after giving treatment the mean score of students' reading comprehension in report text improved. The improvement of students score after giving treatment can be indicated as follows: the mean of the students' score were about 72.67 at the post-test. It means that improvement mean of the students' score from pre-test to post-test were about 8.27 point. In other words, the improvement of mean score of pre-test to post-test at experiment class were about 13%.

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

Table IV. 8
The Classification of Experimental Class¹

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	5	17%
2	Good	70-79	13	43%
3	Enough	60-69	10	33%
4	Less	50-59	2	7%
5	Bad	0-49	0	0%
	Total		30	100%

Based on the table above, classification of experimental class of State Senior High School 1 Kampar Air Tiris the output from 30 students showed that the category number 1, there was 5 frequency (17%), the category number 2, there was 13 frequency (43%), the category number 3, there was 10 frequency (33%), the category number 4, there was 2 frequency (7%), the category number 5, there was 0 frequency (0%). Thus, the majority of students in this regard were classified as **Good category**.

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

2. The Analysis Improvement of Reading Comprehension at Control Class

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

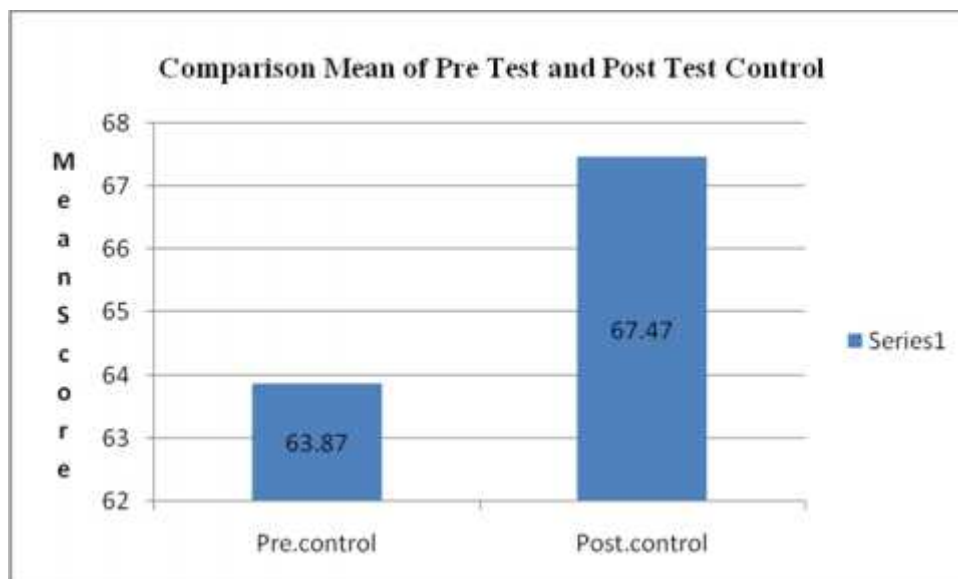
Table IV.9
The Mean and Standard Deviation of Pre-test and Post-test at Control Class

Group Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
Pre.control	1	30	63.87	6.847	1.250
post.control	2	30	67.47	7.982	1.457

Based on the table above, it could be seen that the mean score in control class from pre-test was 63.87 and from post-test was 67.47. The standard deviation from pre-test was 6.847, while standard deviation of post-test was 7.982. Standard error mean from pre-test was 1.250 and post-test was 1.457.

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

Histogram IV. 2
The Mean and Standard Deviation of Pre-test and Post-test at Experimental Class



The diagram column above describes about the differences between mean of students' score in comprehending the report text before and after giving research at control class. Firstly, the students' reading comprehension report text mean were about 63.87, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' reading comprehension report text were about 67.47. It means that there is short improvement at class control namely 3.6 point or the improvement were about 6% from score mean of pre-test to the score mean of post-test at control class. It caused there were some of students' score did not better improvement, there were 7 students got decrease of their score. So, in this class was no better improvement of students' reading comprehension report text.

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

Table IV. 10
The Classification of Control Class²

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	3	10%
2	Good	70-79	8	27%
3	Enough	60-69	14	47%
4	Less	50-59	5	17%
5	Bad	0-49	0	0%
	Total		30	100%

Based on the table above, classification of control class of the second year students at State Senior High School 1 Kampar Air Tiris the output from 30 students showed that the category number 1, there was 3 frequency (10%), the category number 2, there was 8 frequency (27%), the category number 3, there was 14 frequency (47%), the category number 4, there was 5 frequency (17%), the category number 5, there is 0 frequency (0%). Thus, the majority of students in this regard are classified as **Enough category**.

² Anas Sudijono. *Ibid.* p. 32

3. The Analysis of Significant Differences of the Students' Reading Comprehension Report Text between Experiment and Control Class

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

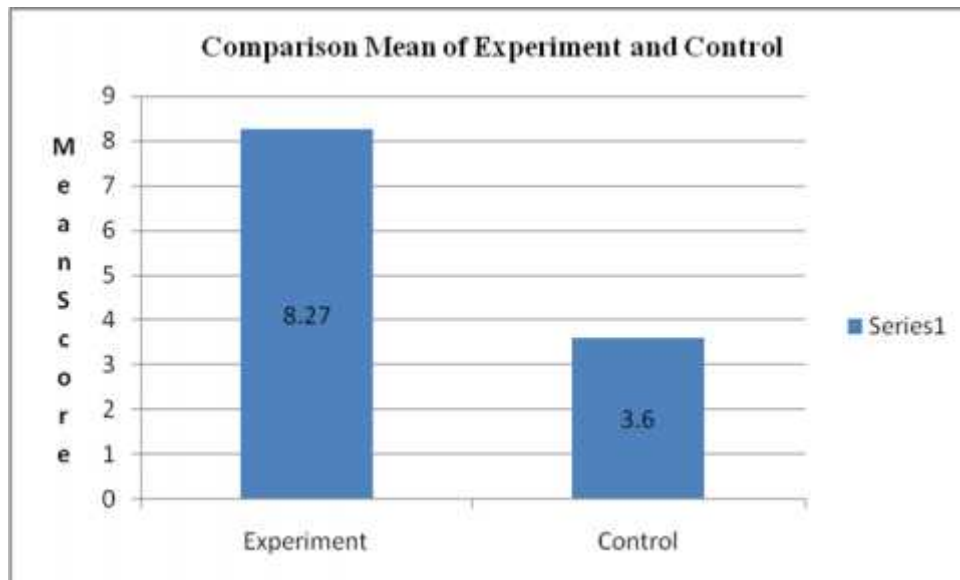
Table IV.11
The Analysis Statistics of the Difference mean of Students' Reading Comprehension in Experimental Class between Control Class

Group Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
Experiment	1	30	8.27	4.448	.812
Control	2	30	3.60	5.184	.946

Based on the above table, it can be seen that the total students from the experimental class was 30 and the control class was 30, the mean of the experimental class was 8.27, and mean of the control class was 3.60. Standard deviation from the experimental class was 4.448, while standard deviation from the control class was 5.184. Standard error mean experimental class was, .812 and the control class was .946.

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

Histogram IV. 3
The Mean and Standard Deviation of Pre-test and Post-test at Experimental Class



From the diagram column above, it could be seen that there were differences which significant from experimental class and control class after giving post-test at the each class. Where, in experimental class the mean score of students' reading comprehension report text was about 8.27 point and in control class the mean score of students' reading report text was about 3.6 point. Based on the description before, it means that the mean score of experimental class was higher than the mean score of control class, and the mean score of control class was shorter than the mean score of experiment class.

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

Table IV. 12

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Control	Equal variances assumed	.108	.744	3.742	58	.000	4.667	1.247	2.170	7.163
	Equal variances not assumed			3.742	56.694	.000	4.667	1.247	2.169	7.164

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

Ho: Variance Population Identical

Ha: Variance Population not accepted

If Probability > 0.005, Ho is accepted

If Probability < 0.005, Ha is rejected

³ Hartono. *SPSS 16.0 Analisis Data Statistik dan Penelitian*. (Pekanbaru: Pustaka Pelajar). P.159

From the table above, it can be seen that t_o 3.742 and df 58. The $t_{\text{observation}}$ obtained is compared to t table either at 5% or 1%. At level of 5%, t table is 2.00 and at level of 1%, t table is 2.65. Based on t table, it can be analyzed that $t_{\text{observation}}$ is higher than t table either at level of 5 % or 1%. In other words, we can read $2.00 < 3.742 > 2.00$. So the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is significant effect of using zooming in and zooming out strategy toward students reading comprehension of the second year students at Senior High School 1 Kampar Air Tiris Kampar Regency.

To identify the level of the effect of using zizo strategy toward reading comprehension of the second year students, it was done by calculating coefficient (r^2) by using the following formula⁴:

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

$$r^2 = \frac{(3.742)^2}{(3.742)^2 + 60 - 2}$$

$$r^2 = \frac{14.0025}{14.0025 + 58}$$

$$r^2 = \frac{14.0025}{72.0025}$$

$$r^2 = 0.1944$$

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

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

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

$$Kp = 0.1944 \times 100\%$$

$$Kp = 19.44\%$$

Based on the analysis data about the students' ability in comprehending text, it showed that mean of the students' ability in comprehending report text taught using zizo strategy was higher than mean of the students' ability in comprehending report text taught without using zizo strategy.

Then, the percentage of coefficient effect was 19.44%. It means that the effect of using zizo strategy had low significant toward reading comprehension. The other factors (80.56%) were affected by internal and external factor. The internal factor consist of organ of body, intelligence, attitude, interest talent, readiness, and motivation ; and external factor affected by students' environment as family, equipment, and atmosphere.

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

1. The students' ability of the second year students taught by using zizo strategy had higher score.

2. The students' ability of the second year students taught without using zizo strategy had lower score. It was affected by different treatment used in teaching learning process.
3. There is a significant effect of using zizo strategy toward the reading comprehension of the second year students at SMAN 1 Kampar Airtiris Kampar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is one of the skills in which students should master it in learning English. After analyzing the data, the researcher decided that there were three conclusions of this research based on the objectives of the research:

1. The students' reading comprehension taught by using Zooming in and Zooming out strategy toward reading comprehension of report text at state senior high school 1 Kampar Airtiris Kampar was categorized as good level.
2. The students' reading comprehension taught without using Zooming in and Zooming out strategy toward reading comprehension of report text at state senior high school 1 Kampar Airtiris Kampar was categorized as enough level.
3. There was a significant effect in reading comprehension between the students who were taught without using Zooming in and Zooming out strategy and those who were not taught by using Zooming in and Zooming out strategy toward students' reading comprehension of report text at state senior high school 1 Kampar Airtiris Kampar.

Based on research finding above, it can be concluded that the using of zizo strategy has an effect toward students reading comprehension of report text at

SMAN 1 Kampar Airtiris Kampar regency. It was proved from the result of students reading tes was categorized as enough level.

B. Suggestion

Considering the effect of using Zooming in and Zooming out strategy toward students' reading comprehension, the researcher would like to give some suggestions as follows:

1. Suggestions for the teacher:
 - a. It is recommended to teacher to use Zooming in and Zooming out strategy in teaching and learning process of reading comprehension.
 - b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
 - c. The teacher should build a 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.
2. Suggestion for the students:
 - a. The students should try to understand the use of Zooming in and Zooming out 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 researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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