

**THE EFFECT OF USING KNOWLEDGE CHART STRATEGY
TOWARD READING COMPREHENSION ON NARRATIVE
TEXT OF THE SECOND YEAR STUDENTS
AT MAN KAMPAR**



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1435 H/2013 M**

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A Thesis

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(S.Pd.)



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ABSTRACT

Nora Selvi Yulita, (2013): The Effect of Using Knowledge Chart Strategy toward Reading Comprehension on Narrative Text of the Second Year Students at MAN Kampar

Problems experienced by students at MAN Kampar in reading comprehension really needed the good solution. After doing preliminary observation there, some of the second year students still had problems in comprehending narrative text. The purpose of this research was to find out a significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar. The type of research was quasi-experimental research. The subject of this research was the second year students at MAN Kampar. In this research, the researcher took two classes; experimental and control class from the two classes of social major. There were 60 students as sample from 104 students of population after doing clustering sample randomly. In collecting the data, the researcher used multiple choices test. In analyzing the data, the researcher used *independent t-test formula* operated by SPSS 16 version.

Finally, the researcher found that the mean score of students' reading comprehension of post-test in experimental class was higher than post-test in control class. Furthermore, the category of the students' reading comprehension improvement in experimental class was good, while in control class was enough. In other words, null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted. Briefly, there was a significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar. It could be concluded that, Knowledge Chart strategy could improve students' reading comprehension on narrative text.

ABSTRAK

Nora Selvi Yulita, (2013): “Pengaruh Penggunaan Strategi Knowledge Chart terhadap Pemahaman Membaca Teks Naratif pada Siswa Kelas Dua di MAN Kampar.”

Permasalahan yang dialami oleh siswa MAN Kampar dalam memahami bacaan sangat membutuhkan jalan keluar yang tepat. Setelah melakukan observasi disana, beberapa dari siswa kelas dua masih mempunyai masalah-masalah dalam memahami teks naratif. Tujuan dari penelitian ini adalah untuk menemukan pengaruh dari menggunakan Strategi Knowledge Chart terhadap pemahaman membaca teks naratif pada siswa kelas dua di MAN Kampar. Tipe dari penelitian ini adalah penelitian kuasi eksperimen. Subjek dari penelitian ini adalah siswa kelas dua di MAN Kampar. Dalam penelitian ini, peneliti mengambil dua kelas; kelas eksperimen dan kelas control dari dua kelas jurusan IPS. Ada 60 siswa sebagai sampel dari 104 siswa dari populasi setelah melakukan clustering sample secara acak. Dalam mengumpulkan data, peneliti menggunakan tes pilihan ganda. Dalam menganalisa data, peneliti menggunakan *independent t-test formula* yang diolah oleh SPSS 16.

Akhirnya, peneliti menemukan bahwa nilai rata-rata tes akhir pemahaman membaca pada kelas eksperimen lebih tinggi daripada kelas control. Selanjutnya, kategori peningkatan dari pemahaman membaca siswa di kelas eksperimen adalah bagus, sedangkan, di kelas control adalah cukup. Dengan kata lain, hypothesis nol (H_0) ditolak dan hypothesis alternatif (H_a) diterima. Secara singkat, ada pengaruh yang signifikan dari menggunakan Strategy Knowledge Chart terhadap pemahaman membaca teks naratif pada siswa kelas dua di MAN Kampar. Dapat disimpulkan bahwa strategi knowledge chart bisa meningkatkan pemahaman membaca siswa.

سيلفي يوليتا, (٢٠١٣) : تأثير

استراتيجية الرسم البياني

إلى الفهم قراءة النص

لمدرسة عالية الحكومية كمفار

صحيح. يواجهها فهم بالمدرسة عالية الحكومية كمفار
هناك، تواجه فهم
هذه إلي الفهم قراءة النص السردية هو الرئيسي لهذا
إلى الفهم قراءة النص السردية هو شبه التجريبي. عينة
هذه فنئين؛ تجريبية السيطرة فنئين
الاجتماعية. هناك عينة الخيارات. تحليل البيانات تمت صيغة
يستخدم SPSS 16.

أخيرا، قيمة النهائية الفهم التجريبية
زيادة فهم فرضية (هو) تجريبية جيدة،
كافية يتم استراتيجية الرسم البياني (ها).
هناك تأثير كبير لمدرسة عالية الحكومية كمفار.
أنه يمكن

تَأْثِيرُ مِنْ إِسْتِخْدَامِ اسْتِرَاتِيْجِيَّةِ الرَّسْمِ الْبَيَّانِي الْمَعْرِفَةِ إِلَى الْفَهْمِ قِرَاءَةِ النَّصِّ
السَّرْدِيِّ فِي لَطَّلَابِ الصَّفِّ الثَّانِي بِالْمَدْرَسَةِ عَالِيَّةِ الْحُكُومِيَّةِ كَمْفَارِ

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that must be mastered by English learners. In academic settings, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation.¹ Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.² So, reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. In other words, to achieve the success in language teaching learning process especially in English, reading is one of the important factors in all language teaching because by reading someone can know the information.

Nowadays, students are taught reading comprehension through genre. A genre contains knowledge of language feature, generic structure, and other characteristics that build it perfectly. Based on the School-Based Curriculum (KTSP) of Senior High School, the standard competence of learning English especially for reading is students are required to be able to comprehend many kinds of genres, such as: narrative, descriptive, recount, report, exposition, etc,

¹ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (3rd ed): (Boston: Heinle, 2001), p. 187

² Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Cambridge: Longman, 1998), p. 68

which are useful for communication purpose, related to their environment.³ One of reading with genre that is familiar and taught to the second year at MAN Kampar is reading comprehension on narrative text. Since students always faced reading comprehension through genre, they must know types of text, and automatically they are able to comprehend narrative text and also other types of text.

Reading is not a simple subject in learning English. The difficulties and obstacles in reading are also faced by the students at MAN Kampar. MAN Kampar is one of the state schools in Kampar Regency. This school uses School Based Curriculum (KTSP) as a guide of English teaching and learning in this school. English has been taught twice a week with duration 2 x 45 minutes per hour. Although this school has done a lot of efforts to improve students' English competence in reading subject, but in fact the students do not seem good at English and many students still have difficulties in reading. Meanwhile, this school has program to improve English especially reading comprehension, in which the teacher has been using the Competence Based Curriculum in teaching and learning process, but the technique that teacher uses is not successful enough in teaching reading yet.

Teaching reading is very complicated when the teacher does not prepare any technique. Based on the writer's preliminary research at MAN Kampar, especially in teaching narrative text, the teacher introduced the material to the students and gave example. Then, the teacher asked the students to read materials,

³ Department Pendidikan Nasional, "Kurikulum Tingkat Satuan Nasional (KTSP); Silabus Mata Pelajaran Pendidikan Bahasa Inggris", (Unpublished, 2006)

translate the text, find out the difficulty words, answer the questions based on the reading passage and finally asked them to collect the task. The technique made the students bored and they had no interest in learning. In fact, the students got many difficulties in reading activity that made them slower in doing task given by the teacher. In other side, some of the students did not fulfill the minimum criteria of passing score (KKM). The passing score (KKM) of English subject at MAN Kampar is 70. Therefore, the writer concludes that some of the students of the second year at MAN Kampar do not achieve the KKM target stated by the school. It is because of some problems in their learning English; the students are not able to understand the narrative text.

The students still have problems in reading comprehension, especially on narrative text. The writer itemized some problems into symptoms related to the students' reading comprehension on narrative text. Generally, it can be seen as follows:

1. Some of the students are not able to state main idea on narrative text.
2. Some of the students are not able to locate or identify the generic structure on narrative text; orientation, complication, and resolution.
3. Some of the students are not able to make inference on narrative text.
4. Some of the students are not able to analyze the meaning of certain words on narrative text.
5. Some of the students are not able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text.

The writer assumes that some of students' difficulties in understanding the text can be caused from many factors, such as the students have lack of mastering grammar, lack of mastering vocabulary and the technique used by the teacher in teaching is traditional technique or the uninteresting teaching strategy. In other words, in teaching and learning process, teacher still uses monotonous strategy that causes the students unable to improve their reading comprehension. Therefore, the teacher should be creative to manage the strategy in teaching and learning.

According to phenomena above, it is clear that there are many problems of students in reading comprehension. In fact, there are various reading techniques and strategies that can be used in order to assist the students to gain the comprehension level as the goal of reading activity. One of the strategies that can be used in reading activity is Knowledge Chart Strategy. It is one way to encourage students to think about what they already know and relate it to what they read from the text. This strategy supports students' understanding of the main idea, as well as detailed information, from the text.⁴ This strategy begins by researching the background stories. The teacher should activate students' prior knowledge about a topic. Then, the teacher lets them fulfill knowledge chart table that consists of columns about prior knowledge and new knowledge. From this way, the students can think and then gather much information, so that they can do what they do not know about the topic. It is helpful to collect ideas before students

⁴ Judy Tilton Brunner, *I Don't Get it! Helping Students Understand What They Read*, (Published by Rowman and Littlefield Education: New York, 2011), p. 65

start to read. Therefore, this strategy can be easily modified for a variety of content areas.

Based on the symptoms depicted above, the writer is interested in investigating this problems by conducting a research entitled: **“The Effect of Using Knowledge Chart Strategy toward Reading Comprehension on Narrative Text of the Second Year Student at MAN Kampar”**

B. Definition of the Terms

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

1. Knowledge Chart Strategy

Knowledge Chart Strategy is a simple activity to help students about what they know and what they do not know about a subject, so they can think about what information they need to gather.⁵ In this research, Knowledge Chart Strategy means that the strategy used by researcher to improve comprehension in reading narrative text of the second year students at MAN Kampar.

2. Reading comprehension

The understanding that results is called reading comprehension.⁶ In other words, reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with

⁵ Beth Means and Lindy Lindner, *Teaching Writing in Middle School: Tips, Tricks, and Technique* (Electronic Book Version, 1998), p. 38. <http://www.library-nu.com>. Retrieved on May 30th, 2012

⁶ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition (New York: Pearson Education, 2002), p. 443

written language. In this research, reading comprehension refers to the ability of the second year students at MAN Kampar in comprehending narrative text.

3. Narrative Text

Narrative text is storytelling; it tells a true story or fiction.⁷ Narrative means description of events, especially in a novel or process of skill of telling a story.⁸ It has a clear sequential order that connect events in a meaningful way and offer insights about the world and/or people's experiences of it. The intended narrative text is always occurring in education setting such as, legend, myths, etc. Briefly, reading comprehension on narrative text means a process or product of understanding narrative text in order to get information and the meaning from the text.

C. Problem

Based on the background illustrated above, it is clear that the students still have a lot of problems especially on narrative text.

1. Identification of the problem

The problems are identified as follows:

- a. Some of the students are not able to state main idea on narrative text.
- b. Some of the students are not able to locate or identify the generic structure on narrative text; orientation, complication, and resolution.
- c. Some of the students are not able to make inference on narrative text.

⁷ M. Syafi'i, M. Fauzan Ansyari & Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: Lembaga Bimbingan Belajar Syafi'i Intensive, 2007), p. 53

⁸ Oxford Dictionary, *Learner's Pocket Dictionary: Fourth Edition* (New York: Oxford University Press, 2008), p. 291

- d. Some of the students are not able to analyze the meaning of certain words on narrative text.
- e. Some of the students are not able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text.
- f. Some of the students are not able to answer the question on narrative text.
- g. Some of the students are difficult to comprehend the narrative text by using three phase technique.

2. Limitation of the Problem

Based on the identifications of the problems above, there are a lot of problems needed to be investigated, especially in reading subject. However, the researcher considers the limitation of this research based on the knowledge, time, and finance. Thus, the researcher wants to limit the problems only on the teacher's technique and students' problems in reading comprehension.

3. Formulation of the Problem

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

- a. How is the students' reading comprehension on narrative text taught without using Knowledge Chart Strategy of the second year students at MAN Kampar?

- b. How is the students' reading comprehension on narrative text taught by using Knowledge Chart Strategy of the second year students at MAN Kampar?
- c. Is there any significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the data about the students' reading comprehension on narrative text taught without using Knowledge Chart Strategy of the second year students at MAN Kampar.
- b. To find out the data about the students' reading comprehension on narrative text taught by using Knowledge Chart Strategy of the second year students at MAN Kampar.
- c. To find out the data about whether or not there is a significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar.

2. Significance of the Research

The research activity is significantly carried out in the following needs, they are:

- a. To help the students to improve their reading comprehension on narrative text after being taught by using Knowledge Chart Strategy of the second year students at MAN Kampar.
- b. To give information and solutions to the English teachers and others who concern in learning English about using Knowledge Chart Strategy on narrative text to obtain reading comprehension.
- c. To enhance the researcher's knowledge about teaching reading Knowledge Chart Strategy.
- d. To be beneficial findings in education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Reading is a language skill that needs reader to comprehend printed page. According to Peregoy and Boyle in Linse, reading is a set of skills that involves making sense and deriving meaning from printed words.¹ Reading could be defined as a multileveled and interactive process in which readers construct a meaningful representation of text using their background knowledge.² In addition, Birch and Rumelhart in Lems state that reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.³ In other words, they are facilitated by their schemata or background knowledge to construct new information by accommodating and assimilating it with their certain knowledge stored in their memory. This activity can help them comprehend text easily.

Reading is very important in our life. Kalayo and Fauzan state that reading is an interactive process that goes on between the reader and the text, resulting in

¹Caroline T. Linse, *Practical English Language Teaching : Young Learners*, (New York: McGraw-Hill companies, Inc, 2005), p. 69

² Ahmad Al-Issa, "Schema Theory and L2 Reading Comprehension: Implications for Teaching". *Journal of College Teaching & Learning*, (United Arab Emirates, (7) 3 July, 2006), Web, 5 July. 2011. [http://: pdf-finder.com](http://pdf-finder.com)

³Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners : Insights from Linguistics*, (New York: The Guilford Press, 2010), p. 33

comprehension.⁴ 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 purpose.⁵ Reading comprehension is the ability to construct meaning from a given written text.⁶In successful reading, comprehension is checked throughout the reading activity.⁷ In other words, reading comprehension is a process that can make the readers use some strategies and also combine with their knowledge to comprehend something that they are reading or understanding about what has been read. To develop the students' comprehension, the students have to know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Meanwhile, students learn to read for multiple purposes. The purposes of reading itself are to get the main idea but not much more (e.g., skimming a newspaper story), to locate specific information (e.g., scanning for a name, date, or term), to learn information (i.e., reading to learn), to synthesize and evaluate information, for general comprehension (i.e., reading to understand main ideas and relevant supporting information), and for pleasure.⁸

⁴KalayoHasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*, (Pekanbaru: Alaf RiauGraha UNRI Press, 2007), p. 114

⁵*Ibid*, p. 113

⁶Lems, Kristin, et al, *op. cit.*, p. 170

⁷ Thom Hudson. *Teaching Second Language Reading*(New York: Oxford University Press, 2007), p. 109

⁸ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (3rd Edition): (Boston: Heinle, 2001), p. 187

In addition, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Therefore, comprehension entails three elements, such as:⁹

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

To increase the students' reading comprehension, taxonomy of reading comprehension was designed by Barrett. This taxonomy provides an orderly presentation of categories of reading comprehension: a) literal; b) reorganization; c) inferential; d) evaluation; and e) appreciation.¹⁰

- a. Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text. Questions of literal comprehension can be answered directly and explicitly from the text, such as asking facts, vocabulary, dates, times, and locations. It is used to make sure that students have understood the basic or surface meaning of the text.¹¹

- b. Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

⁹ Catherine Snow and Chair, *Reading for Understanding toward an Research and Development Program in Reading Comprehension* (Santa Monica, CA: RAND Reading Study Group, 2002), p.11

¹⁰ Hudson, Thom, *op. cit*, p. 85

¹¹ Barrett, *Taxonomy of Reading Comprehension: Remedial Instruction*. Retrieved on August 12, 2012. <http://google.com>

Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view. The students may utilize the statements of the author verbatim, or they may paraphrase or translate the author statements. It can be done by classifying, outlining, summarizing, and synthesizing them.

c. Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions. They may infer supporting details, main ideas, sequence, comparisons, cause and effect relationships, characters traits, predicted outcomes, and figurative language (meaning inferred).

d. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspects of the text. Evaluative thinking may be demonstrated by asking them to make judgments, such as reality or fantasy fact or opinion; adequacy or validity; appropriateness; worth, desirability, and acceptability. They may compare ideas presented in the reading selection with external criteria provided by the teacher, other authorities, or written sources with internal criteria provided by the students' experiences, knowledge, or values.

e. Appreciation (Affective Domain)

Appreciation is like a personal response, it requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no answers are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

In conclusion, comprehension is a process in order to understand and to get the message from the reading text. Comprehension includes constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension. In other words, reading comprehension is a goal of reading itself. This statement is supported by Nunan, he states that the goal of reading is comprehension.¹² The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless.

2. Reading Comprehension on Narrative text

Reading comprehension is the main purpose of reading activity, but the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of the material. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well

¹² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill companies, 2003), p. 68

as variable related to the text itself (interest in text, understanding of text types).¹³It means that the primary activity of reading is to comprehend what the text is about.

In learning English, there are various kinds of text learned by the students. One of them is narrative text. This text is one of the text types learned by students in every education level, starting from high schools until university. According to Syafi'i et al, narrative tells a story to make a point or explain an idea or event.¹⁴ Furthermore, narratives represent experiences based on events that are organized in knowledge structures that can be predicted by the reader.¹⁵ It is one kind of composition that has a theme which is presented with detailed characters experiencing a setting and time. There are several kinds of narrative text. They are: folktales (fables, pour quoi tales, legend, myth, and realistic tales), mysteries, science fiction, realistic fiction, fantasy, and historical fiction.¹⁶ Narrative is the kind of text that has purposes to entertain and engage the reader in an imaginative experience. In other words, the generic structure of narrative text can be analyzed below:¹⁷

- a. Orientation: It sets the scene and introduces the participants of the story such as the characters, time, and place. (It answers the question: who, when, what and where) and introduce.

¹³Jannete K Klingner, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p.8

¹⁴ M. Syafi'i, M.FauzanAnsyari&JonriKasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: LembagaBimbinganBelajarSyaf Intensive, 2007), p. 53

¹⁵ Hudson, Thom, *op. cit.*, p. 179

¹⁶SupapornYimwilai, *Using Narrative Texts to Teach Reading*, Retrieved on January 20, 2012, <http://:google.com>

¹⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd, 2005), p. 238

- b. **Complication:** the problems that arise in the story. The complication divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical world. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.
- c. **Resolution:** the character that finds out the solution of the problem happened.

Narrative text has five common components. Most test questions refer to one of these five story elements (Narrative Text Strategies):

- 1) **Setting:** A story can be set in the present, past, or the future. Some stories are set in faraway lands or imaginary places, others set in familiar places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader.
- 2) **Characters:** People or animals in the stories.
- 3) **Plot:** The plot of the story is the sequence of events. The plot of the story takes the reader through events that build to a climax or turning point in the story. The author then brings the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.
- 4) **Theme:** The theme is the central idea of the story. A theme can be directly stated or through use of story elements.

5) Vocabulary: The author uses vocabulary to enhance the reader's understanding of characters and events in the story. The author's choice of vocabulary produces the mood and tone of the story.

Meanwhile, according to K-6 Modules, there are several common grammatical features of narrative text. They are:

- a. use of particular nouns to refer to or describe the particular people, animals and things that the story is about,
- b. use of adjectives to build noun groups to describe the people, animals or things in the story,
- c. use of conjunctions and time connectives to sequence events through time,
- d. use of adverbs and adverbial phrases to locate the particular incidents or events,
- e. use of past tense action verbs to indicate the actions in a narrative, and
- f. use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.¹⁸

These grammatical features include to linguistics knowledge. It is some knowledge of how to put words grammatically. It concern with nouns, adjectives, adverbs, etc. in the result, the writer assumes that the narrative text is a kind of writing that tells past events using several grammatical features to make the story alive and provides dialogues and some time with humor.

3. Teaching Reading Comprehension on Narrative Text

Reading is not easy in learning activities. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹⁹To complete it, he or she should understand material. However, there is dilemma in comprehending the material. Student can read the words in the text, but does not understand what he or she is reading. The problems

¹⁸*English K-6 Modules*. (Australia; Board of Studies NSW, 1998), p. 37. Retrieved on March 15th 2012. [http://: Library.nu.com](http://Library.nu.com)

¹⁹ *Ibid*

might be derived from the materials, facilities, the students, the teachers, or even the strategies applied in teaching and learning reading. Several studies have indicated that one of the crucial aspects in teaching reading is the technique or strategies used by the teacher in teaching. So, to teach reading comprehension effectively, teacher needs to consider the strategies and to achieve that all students should comprehend the meaning of reading.

Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. For second language learners there are three different elements which impact reading. They are background knowledge, linguistic knowledge of the target language, and strategies or techniques the reader uses to tackle the text.²⁰ Furthermore, reading comprehension also requires the use of strategies before, during, and after reading and it is the process of reading.²¹

a. Pre reading activity

Pre reading activity helps students relate background information to reading, build students' background information, gently correct misperceptions, and mention something in which students might enjoy or learn from the material. Pre reading activity is used to introduce the topic and to motivate the students to read the passage by using story mapping. Reading text is not always interesting and pre reading activity gives the necessary motivation to read the passage.

²⁰Linse, Caroline T, *loc.cit*

²¹Lims, Kristin et al, *op.cit*, p.72

b. During reading

In during reading activity, the teacher develops the students' reading skill skimming and scanning, skimming is reading rapidly to get general information, and scanning is reading rapidly to find special information.

c. After reading

After reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension.

Furthermore, in teaching reading as well as teaching other skills such as listening, speaking and writing, the teacher should assess students' reading comprehension. To assess students' reading comprehension, the research needs indicators. According to Hughes, there are some indicators of reading comprehension. They are identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.²² In addition, Brown maintains that some reading comprehension questions futures that can be evaluated, they are main ideas, expression/idiom/phrase in context, inference, meaning of certain words, detail (scanning for a specially stated detail), excluding facts not written (unstated

²²Arthur Hughes, *Testing for Language Teacher*; 2nd Edition.(Cambridge; Cambridge University, 2003), p. 13

detail), supporting ideas, and vocabulary context.²³ The indicators above also as the guidance teacher and students reach the goals of teaching reading comprehension.

Based on the explanation above, it can be concluded that teaching reading comprehension is the most complex aspect of reading. Therefore, teaching reading is not only asking students to read the text, but also to guide them to comprehend the message of the text itself. Briefly, to comprehend the reading text especially narrative text, students also should pay attention and master the reading comprehension seriously. Because reading comprehension is not a simple process but needs the cooperation of brains and the eyes.

4. The Factors Influence Students' Reading Comprehension

Many factors can affect students' success in reading. In general, these factors can be identified such as teacher, students, facilities, environment condition, subject matter and strategies/techniques in teaching and learning. Several studies have indicated that one of the crucial aspects in teaching reading is the technique used by the teacher in teaching. As the result of reading process, there are several factors that influence reading comprehension. They are:²⁴

a. Prior knowledge.

Prior knowledge is so necessary for comprehension that some speculate that can often account for a large portion of the difference between successful and unsuccessful comprehending. Teacher must begin by assessing whether or not this

²³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (San Francisco: San Francisco State University, 2004), p.206

¹⁸ Judith Westphal Irwin, *Teaching Reading Comprehension Processes* (New jersey: Prentice-Hall, 1986), p. 102-112

is true, by providing background information and vocabulary instruction when necessary, and by helping students to select what information they will need to apply and when to apply it.

b. Motivation and interest.

Comprehension is also improved when students are motivated and interest. To some extent, teachers facilitate motivation each time they make the task easier by making sure that students have the requisite skills and schemata. Interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural differences.

Teacher should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest. Moreover, teachers must be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding fluency.

Finally, students cannot be expected to comprehend passages when they are devoting large amounts of attention to identifying individual words. They must be given material they can decode fluently if they are to develop their comprehension skills.

Briefly, the students' reading comprehension on narrative text can be influenced by considering several factors that has been described above. Therefore, the teacher should be of about the factors that influence students' reading comprehension and prepare a good condition to the students on the text that will be learned.

5. The Concept of Strategy

In teaching and learning English, firstly we must know approach, method, technique, and strategy. The definition and difference of them can be seen as follows:

- a. According to Harmer, approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.²⁵ In other words, an approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning.
- b. A method is the principal realization of an approach. In other words, it is an overall plan for the presentation of language learning based on selected approach. In addition, it is still about the procedures of language learning based on theory.²⁶

²⁵ Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (Cambridge: Longman, 2001),p. 78

²⁶ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (3rd Edition): (Boston: Heinle 2001), p.5

- c. Technique is a procedure or skill for completing a specific task.²⁷ In other words, it is kind of classroom activities based on certain method such as drills, dialogues, or role play.
- d. Strategy is the procedures used in learning, thinking, etc., which serve as a way of reaching a goal.²⁸ In addition, Oxford's state that it is an action in classroom activities taken by learner to make learning easier, faster, enjoyable, and more than transferable in a new situation.²⁹ Thus, the strategy has the students to perform a few steps in learning process (student center).

Furthermore, Oxford stated that the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation

²⁷ Harmer, Jeremy, *loc. cit*

²⁸ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition (New York: Pearson Education, 2002), p. 559

²⁹ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, (Boston: Heinle&Heinle Publisher, 1990), p. 1

strategies help learners to overcome knowledge gaps to continue the communication.³⁰

Oxford's taxonomy of language learning strategies is shown in the following³¹:

1) Direct Strategies

Direct strategies are language learning strategies that directly involve the target language. The direct class is composed of memory strategies, cognitive strategies and compensation strategies.

a) Memory Strategies

Memory strategies are used for remembering and retrieving new information such as grouping or using imagery. These strategies consist of creating mental linkages, applying images and sounds, reviewing well, and employing action.

b) Cognitive Strategies

Cognitive strategies are used for understanding and producing the language such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. These strategies consist of practicing, receiving and sending messages strategies, analyzing and reasoning, and creating structure for input and output.

³⁰ Murat Hismanoglu, *Language Learning Strategies in Foreign Language Learning and Teaching*, *The Internet TESL Journal*, Vol. VI, No. 8, August 2000

³¹ Oxford, Rebecca L, *op. cit.*, p. 14-15

c) Compensation Strategies

Compensation strategies are used for using the language despite knowledge gaps such as guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge. These strategies consist of guessing intelligently and overcoming limitations in speaking and writing.

2) Indirect Strategies

Indirect strategies for general management of learning- can be linked to the director of play. This class is made up of metacognitive strategies, affective strategies and social strategies.

a) Metacognitive Strategies

Metacognitive strategies are used for coordinating the learning process. These strategies consist of centering the learning, arranging and planning the learning, and evaluating the learning.

b) Affective Strategies

Affective strategies are used for regulating emotions. These strategies consist of lowering your anxiety, encouraging yourself, and taking your emotional temperature.

c) Social Strategies

Social strategies are used for learning with others. These strategies consist of asking questions, cooperating with others and empathizing with others. In this case, many studies outside of the language learning field have strongly demonstrated the utility of cooperative learning strategies. Cooperative learning consistently shows the following significant effect: higher self-esteem; increased

confidence and enjoyment; more respect for the teacher, the school and the subject, etc.³² Thus, Knowledge Chart Strategy is one direct strategy which provides the opportunity for students to activate their background knowledge. In this case, Knowledge Chart Strategy can be included into memory strategy.

6. The Concept of Knowledge Chart Strategy

a. Nature of Knowledge Chart Strategy

Knowledge Chart Strategy is one of interesting reading strategies designed to help students learn from nonfiction, fiction and/or expository text in any content area. Knowledge Chart is a simple activity to help students about what they know and what they do not know about a subject, so they can think about what information they need to gather.³³ In addition, Knowledge Chart Strategy was designed to encourage students to think about what they already know and relate it to what they read from the text. This strategy supports students' understanding of the main idea, as well as detailed information, from the text.³⁴ So, this strategy can be easily modified for a variety of content areas. If students lack initial background knowledge of the topic, additional discussion will need to occur prior to have them read the text. In other words, this strategy helps students to record their prior knowledge before doing reading.

Furthermore, students can find the information from the books, newspaper, internet, etc in order to add their knowledge about the topic. All of the information is put on the chart. In other words, before reading a text, students fill in the blanks

³²*Ibid.*, p. 146

³³ Beth Means and Lindy Lindner, *Teaching Writing in Middle School: Tips, Tricks, and Technique* (Electronic Version, 1998), p. 38. <http://www.library-nu.com>. Retrieved on May 30th, 2012

³⁴Brunner, Judy Tilton, *loc. cit*, p.65

of the chart with the main topic of their reading. Students then briefly list the things they already know about the topic, writing them down in short phrases or sentences. After reading the text, students fill the second column with the new facts that they learned from their reading.

The example of Knowledge Chart can be seen on the following chart:³⁵

KNOWLEDGE CHART

Main Topic -	
Prior Knowledge	New Knowledge

b. Advantages of Knowledge Chart Strategy

Knowledge Chart Strategy is a powerful strategy to help all readers connect with a text of reading. Meanwhile, there are several advantages of Knowledge Chart Strategy. They are:

- 1) This strategy can be done individually, with a small group, or with the whole class.
- 2) Requires moderate preparation from the teacher.
- 3) Novel method of activating background knowledge.
- 4) Sets a specific purpose for reading.
- 5) Helpful in classroom with students having a wide range of academic ability.

³⁵Vicki Napper, *Reading Strategies Descriptions with Handouts*, (Retrieved on April 17, 2012), <http://www.roe13.k12.il.us/Services/Tools/Tools/Readingstrats.doc>

- 6) Requires students to compare and contrast information.
- 7) Good activity for a substitute teacher.
- 8) Serves as a study guide.³⁶

It can be concluded that Knowledge Chart is an appropriate strategy to teach reading. It is a simple activity to help students' reading comprehension. Meanwhile, this strategy also can use technology adaptation such as tell students to research the topic on the internet as a pre-reading or post-reading activity, ask them to record the information on the knowledge chart, and ask students to create the knowledge chart electronically using pictures, words, or symbols. Consideration for this strategy if students lack initial background knowledge of the topic, additional discussion will need to occur prior to have them read the text. So, this strategy builds students' confidence because they have already known much information about what they will read.

7. Teaching Knowledge Chart Strategy Towards Students' Reading Comprehension on Narrative Text

The aim of reading is to improve students' comprehension in order that they can comprehend the text that they are reading. In order to get the target, the teacher needs the appropriate and interesting strategy in teaching. Teaching and learning process in reading class will be divided into three phases where each phase has different role and activity. Pre reading in activities has function to guide students to the next stages such as regarding students' background knowledge of the text. During reading activities is doing the strategy. Then, after reading

³⁶*Ibid*, p. 66

activities is the follow up of the previous activities that have been done to improve the quality of teaching. So, Knowledge Chart Strategy has an important role before, during and after reading or in the process of reading.

Meanwhile, according to Marzano in Tilton, there are several procedures in using Knowledge Chart Strategy. They can be used as follows:³⁷

- 1) The teacher locates a text or visual images to share with students.
- 2) Give students paper and ask them to divide it vertically into two columns of equal size. The teacher may draw a similar graphic organizer on a marker board.
- 3) At the top of the column on the left, ask students to write “Prior Knowledge.” At the top of the column on the right, ask them to write “New Knowledge.”
- 4) Prior to reading the assigned text, ask students to brainstorm what they already know about the topic and record the information in the column under “Prior Knowledge.”
- 5) After reading the passage, have students list in the “New Knowledge” column information from what they have read. Students should continue until they have listed several pieces of new information.
- 6) Using the information from both columns, ask students to work individually or in small groups to formulate questions for what they would still like to learn about the topic.

³⁷ *Ibid*, p.66

B. Relevant Research

Relevant research requires some previous researches conducted by other researchers in which they are relevant to our research. According to Syafi'i, a relevant research is required to observe some previous researches in which they are relevant to the research you are conducting.³⁸ Besides, the researcher has to analyze what the point that is focused on that informs the design, finding and conclusion of the previous research, they are:

1. Elfiana Sari (2012)

In her research, entitled: "The Effect of Using Knowledge Chart Strategy toward Students' Ability in Writing Report Paragraph at the Second Year Students of SMA YKPP Dumai". It was an experimental research. The researcher found that Knowledge Chart Strategy could be used to improve students' ability in writing report paragraph. The improvement was identified from their writing achievement. Furthermore, the researcher found that the second hypothesis was accepted, because t obtained was higher than t table. It could be concluded that the findings of the research indicated that the result of using Knowledge Chart Strategy was successful in increasing students' ability in writing report paragraph.³⁹

³⁸ M. Syafi'i S, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LSBI), 2011), p. 122

³⁹ Elfiana Sari, "The Effect of Using Knowledge Chart Strategy toward Students' Ability in Writing Report Paragraph at the Second Year Students of SMA YKPP Dumai" (Pekanbaru: Unpublished Thesis, 2012)

2. Risriana Fitria (2012)

In her research, entitled: “The Effect of Using Knowledge Chart toward Students’ Ability in Reading Comprehension of First Grade at SMA Negeri 1 Muaro Jambi”. It was an experimental research. The researcher found that Knowledge Chart Strategy could be used to improve students’ reading comprehension. The improvement could be identified from their reading comprehension achievement. Meanwhile, the researcher used test to collect the data. From the research, the researcher found that the second hypothesis was accepted, because t obtained was higher than t table. It means that there was a significant effect of using Knowledge Chart Strategy toward Students’ Ability in Reading Comprehension of First Grade at SMA Negeri 1 Muaro Jambi.⁴⁰

Based on the explanation above, it shows that the difference between the previous researches from this research is that both of the previous researches aimed at knowing the effect of the students’ writing ability and reading comprehension by using Knowledge Chart Strategy. Furthermore, based on the research finding of both previous researches, it indicated that use of Knowledge Chart Strategy was successful and could be applied to increase students’ writing ability and reading comprehension.

⁴⁰Risriana Fitria, “The Effect of Using Knowledge Chart toward Students’ Ability in Reading Comprehension of First Grade at SMA Negeri 1 Muaro Jambi” (Jambi: Unpublished Thesis, 2012)

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. The operational concept is the concept used to clarify the theories used in the research. There are two variable used in this research, they are variable X and variable Y. Knowledge Chart Strategy is as variable X that gives the effect toward students' reading comprehension as variable Y.

1. The procedures of using Knowledge Chart Strategy (X) are as follows:
 - a. The teacher prepares an appropriate text for sharing with the class. In this case, the text about narrative text.
 - b. The teacher asks the students to draw two columns of equal size and divide it vertically on their own paper.
 - c. The teacher may draw a similar graphic organizer on a marker board. At the top of the column on the left, ask students to write "Prior Knowledge". At the top of the column on the right, ask them to write "New Knowledge".
 - d. The teacher asks the students to brainstorm what they already know about the topic and record information in the column under "Prior Knowledge".
 - e. The teacher asks the students to read the passage. After reading the passage, have students list in the "New Knowledge" column information from what they have read. Then, students should continue until they have listed several pieces of new information.

- f. The teacher asks the students to work individually or in small groups to formulate questions for what they would still like to learn about the topic by using the information from both columns.
2. The indicators of reading comprehension (Y) are as follows:
 - a. The students are able to state main idea on narrative text.
 - b. The students are able to locate or identify the generic structure on narrative text; orientation, complication, and resolution.
 - c. The students are able to make inference on narrative text.
 - d. The students are able to analyze the meaning of certain words on narrative text.
 - e. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the students who are treated with Knowledge Chart Strategy achieve better reading comprehension than those who are not treated Knowledge Chart Strategy, and the better Knowledge Chart Strategy is applied; the easier students comprehend the text will be. In this research, the strategy is used especially on reading narrative text.

2. Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

a. The Null Hypothesis (H_0)

There is no significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar.

b. The Alternative Hypothesis (H_a)

There is a significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research is an experimental research. According to Gay and Airasian an experimental research is the only type of the research that can test hypothesis to establish cause and effect relationship.¹ Meanwhile, Creswell states that in experiment research is testing an idea (practice or procedure) to determine whether it influences an outcome or dependent variable.² The method used in this research was quasi-experimental research that was pre-test and post-test non-equivalent control group design. Quasi-experimental designs have experimental group and control group. The researcher assigned intact groups, the experimental and control treatments. In this research, there were two variables. The first was an independent variable symbolized by “X” and the second was a dependent variable symbolized by “Y”. The use of Knowledge Chart Strategy was as X variable and students’ comprehension on narrative text as Y variable.

In conducting the research, there were two classes involved. The first was experimental class and the second was control class. The experimental class means the students who were given the treatment by using Knowledge Chart Strategy, while the control class was not given Knowledge Chart Strategy.

¹ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, Sixth Edition, (New Jersey: Prentice Hall Inc, 2000), p. 367

² John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Third Edition* (New Jersey: Education International, 2008), p. 299

The research design can be seen in the table below (*Quasi-Experimental Designs*):³

Table III. 1
Research Type

Group	Pre-Test	Treatment	Post-Test
E (XI Social 2)	T1		T2
C (XI Social 1)	T1	X	T2

E : Experimental group

C : Control group

T1 : Pre-test for experimental group and control group

T2 : Post-test for experimental group and control group

: Receiving particular treatment

X : Without particular treatment

B. Time and Location of the Research

This research was done from March until April 2013 and the location of the research was conducted in MAN Kampar at Pekanbaru – Bangkinang street km 54 no. 52 Tanjung Rambutan, Kampar Regency.

C. Subject and Object of the Research

The subject of this research was the second year students at MAN Kampar and the objects of this research were Knowledge Chart Strategy and reading comprehension on narrative text.

³ *Ibid*, p. 314

D. Population and Sample of the Research

Population is a group of individuals who have same characteristics.⁴ The population of this research was the second year students at MAN Kampar. There were 4 classes which consisted of 2 classes for science and 2 classes for social major. The total number of the second year students was 104 students. Arikunto states that the number of the subject is less than 100, it is better to take all the population and if the number of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population.⁵ So, the population above was large enough to be taken all as sample of the research. Based on the limitation of the research, the researcher took only two classes of social department after doing clustering sample randomly; XI social 1 was as a control class and XI social 2 was as an experimental class. This sample of the research included cluster sampling. It has to be a group, not individuals. According to Gay, All the members of selected groups have similar characteristics.⁶ Therefore, the researcher took two classes to represent the population having similar characteristics.

The similar characteristics were intended for the both of classes: in which the students were taught by the same teacher of English, the students had the same level, and the number of the students' mean score of reading skill was not much different.

⁴ *Ibid*, p. 151

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta:Rineka Cipta, 2006), p. 134

⁶ Gay, L.R. and Peter Airasian, *op. cit.* p. 129

The total population of the second year students at MAN Kampar 2012-2013:

Table III. 2

The Population of the Second year Students at MAN Kampar

No.	Class	Total
1.	XI. Science 1	22
2.	XI. Science 2	22
3.	XI. Social 1	30
4.	XI. Social 2	30
Total		104

Table III. 3

The Sample of the Second Year Students at MAN Kampar

No.	Class	Male	Female	Total
1.	XI. Social 1	16	14	30
2.	XI. Social 2	12	18	30

E. Technique of Collecting the Data

Collecting data is the most important one in order to support the research. In this research, the researcher used test as an instrument to collect data. Testing is the way in which the information about people language ability can be gathered. The test was used to find out the students' comprehension in reading narrative text. The data of this research were the score of the students' reading comprehension obtained by using reading test.

1. Procedures of Collecting Data for Control Class

In control class there were three procedures of collecting data:

a. Pre-test

Pre-test was given by the teacher before the students were taught by using three phase technique. It was used to know students' comprehension before being taught by using three phase technique.

b. Teaching by using three phase technique

In this case, the teacher started by giving topic to the students and then the teacher asked the students to read the passage.

c. Post-test

Post-test was given to the students after they were taught by using three phase technique. It was used to know whether or not the students were able comprehend the text.

2. Procedures of Collecting Data for Experimental Class

In the experimental class there were three procedures of collecting data:

a. Pre-test

Pre-test was given to the students before the students were taught by using Knowledge Chart Strategy. It was used to measure the students' comprehension in reading narrative text before they were taught by using Knowledge Chart Strategy.

b. Treatment

In treatment, the students were taught by using Knowledge Chart Strategy. The teacher was explained to the students about the topic, and taught them by using Knowledge Chart Strategy.

c. Post-test

Post-test was a test that was given to the students after they were taught by using Knowledge Chart Strategy. It was used to know whether or not the students were able to comprehend narrative text easily by using Knowledge Chart Strategy.

Meanwhile, the type of the test was multiple choice. The test consisted of 25 items. According to Hughes, one of the techniques that can assess the students' comprehension is multiple choices test.⁷ The test was given to the experimental class and control class in order to find out the effect of using Knowledge Chart Strategy toward reading comprehension. The researcher distributed the test about reading comprehension on narrative text to students. The materials of the test were adopted from the book of the second year students at MAN Kampar.

3. Item difficulties of the Test

Before the test was given to the sample of this research, the researcher did try out the test items. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. According to Arikunto, the test is accepted if the degree of difficulty is between 0.30 – 0.70.⁸ It

⁷ Arthur Hughes. *Testing for Language Teacher*; 2nd Edition. (Cambridge: Cambridge University, 2003), p. 54

⁸ Arikunto, Suharsimi, *op. cit.* p. 208

was determined by finding the difficulty level of each item. The formula for item difficulty is as follows:⁹

$$FV = \frac{R}{N}$$

Where:

FV : Index of difficulty

R : The number of correct answer

N : The number of students

The difficulty level of an item shows how easy or difficult a particular item in a test is. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate. The standard level of difficulty used is < 0.30 and > 0.70 . It means that an item is accepted if the level of difficulty is between $0.30-0.70$ and it is rejected if the level of difficulty is less than 0.30 (the item is too difficult) and over than 0.70 (the item is too easy).

The data were obtained by using posttest and evaluated in 5 components:

- a. The students are able to state the main idea on narrative text.
- b. The students are able to locate or identify the generic structure on narrative text; orientation, complication, and resolution.
- c. The students are able to make inference on narrative text.
- d. The students are able to analyze the meaning of certain words on narrative text.

⁹ J. B. Heaton, *Writing English Language Tests* (New York: Longman Inc, 1988), p. 159

- e. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text.

Then, the calculation of item difficulty can be seen as follows:

Table III. 4
The Data of Try Out

No.	Indicators	Try Out				Category
		Items no.	Correct	P	Q	
1	The students are able to state the main idea on narrative text	1	15	0.68	0.32	Accepted
		6	14	0.64	0.36	Accepted
		11	15	0.68	0.32	Accepted
		16	14	0.34	0.36	Accepted
		21	12	0.55	0.45	Accepted
2	The students are able to locate or identify the generic structure on narrative text; orientation, complication, and resolution	2	14	0.64	0.36	Accepted
		7	11	0.50	0.50	Accepted
		12	13	0.59	0.41	Accepted
		17	14	0.64	0.36	Accepted
		22	14	0.64	0.36	Accepted
3	The students are able to make inference on narrative text	3	14	0.64	0.36	Accepted
		8	13	0.59	0.41	Accepted
		13	13	0.59	0.41	Accepted
		18	13	0.59	0.41	Accepted
		23	11	0.50	0.50	Accepted
4	The students are able to analyze the meaning of certain words on narrative text.	4	14	0.64	0.36	Accepted
		9	12	0.55	0.45	Accepted
		14	14	0.64	0.36	Accepted
		19	13	0.59	0.41	Accepted
		24	14	0.64	0.36	Accepted
5	The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text	5	15	0.68	0.32	Accepted
		10	15	0.68	0.32	Accepted
		15	15	0.68	0.32	Accepted
		20	15	0.68	0.32	Accepted
		25	14	0.64	0.36	Accepted
N		25				

$$FV = \frac{R}{N}$$

$$Q=100$$

a. The students are able to state the main idea on narrative text

Based on the table III.5 presented, the item numbers of question for stating the main idea on narrative text are 1, 6, 11, 16, and 21. It shows the proportion of correct answer of the test. The proportion of correct answer for test item number 1 is 0.68, the proportion of correct answer for test item number 6 is 0.64, the proportion of correct answer for test item number 11 is 0.68, the proportion of correct answer for test item number 16 is 0.64, and the proportion of correct answer for test item number 21 is 0.55. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of stating the main idea on narrative text are accepted.

b. The students are able to locate or identify the generic structure on narrative text; orientation, complication, and resolution

Based on the table III.5 presented, the item numbers of question for locating or identifying the generic structure on narrative text; orientation, complication, and resolution are 2, 7, 12, 17, and 22. It shows the proportion of correct answer of the test. The proportion of correct answer for test item number 2 is 0.64, the proportion of correct answer for test item number 7 is 0.50, the proportion of correct answer for test item number 12 is 0.59, the proportion of correct answer for test item number 17 is 0.64, and the proportion of correct answer for test item number 22 is 0.64. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of locating or identifying the generic structure on narrative text; orientation, complication, and resolution are accepted.

c. The students are able to make inference on narrative text

Based on the table III.5 presented, the item numbers of question for making inference on narrative text are 3, 8, 13, 18, and 23. It shows the proportion of correct answer of the test. The proportion of correct answer for test item number 3 is 0.64, the proportion of correct answer for test item number 8 is 0.59, the proportion of correct answer for test item number 13 is 0.59, the proportion of correct answer for test item number 18 is 0.59, and the proportion of correct answer for test item number 23 is 0.50. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of making inference on narrative text are accepted.

d. The students are able to analyze the meaning of certain words on narrative text.

Based on the table III.5 presented, the item numbers of question for analyzing the meaning of certain words on narrative text are 4, 9, 14, 19, and 24. It shows the proportion of correct answer of the test. The proportion of correct answer for test item number 4 is 0.64, the proportion of correct answer for test item number 9 is 0.55, the proportion of correct answer for test item number 14 is 0.64, the proportion of correct answer for test item number 19 is 0.59, and the proportion of correct answer for test item number 24 is 0.64. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of analyzing the meaning of certain words on narrative text are accepted.

e. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text

Based on the table III.5 presented, the item numbers of question for locating or identifying facts such as the names of characters, the time of the story or the place of the story on narrative text are 5, 10, 15, 20, and 25. It shows the proportion of correct answer of the test. The proportion of correct answer for test item number 5 is 0.68, the proportion of correct answer for test item number 10 is 0.68, the proportion of correct answer for test item number 15 is 0.68, the proportion of correct answer for test item number 20 is 0.68, and the proportion of correct answer for test item number 25 is 0.64. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of locating or identifying facts such as the names of characters, the time of the story or the place of the story on narrative text are accepted.

4. Validity of the Test

Before giving the test, the researcher had given test to other respondents in one population in order to know whether test was valid or not.

Heaton describes validity of a test as follows:

The validity of a test is the extent to which it measures what it is supposed to measure and nothing else The test must aim to provide a true measure of the particular skill which it is intended to measure: to the extent that it measures external knowledge and other skills at the same time, it will not be a valid test.¹⁰

¹⁰ *Ibid*, p. 159

In this research, the researcher used multiple choices as the instrument of the test. In giving the test to respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out. Scarvia B. Anderson *et.al* in Arikunto claims the statement “a test is valid if the measure what is purposed to measure.”¹¹

The researcher did try out in March at other class but that the same level. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item.

To find validity of the test, the writer used correlation product moment. The formula is as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where:

r_{xy} = correlation product moment x dan y

$\sum xy$ = total x dan y

$\sum X^2$ = X quadrant

$\sum Y^2$ = Y quadrant

$$r_{xy} = \frac{1460}{\sqrt{1912 \cdot 1750}}$$

$$r_{xy} = \frac{1460}{\sqrt{3346000}}$$

$$r_{xy} = \frac{1460}{1829.21} = 0,79$$

¹¹ Arikunto, Suharsimi, *op. cit*, p. 65

According to Arikunto, the ranges of validity are as follows:¹²

Table III. 5
The Classification of Validity Range

No	Classification	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very Poor	0,00-0,200

Based on the ranges of validity above, if the validity test is 0.79 it means that the validity of the test is good.

5. Reliability of the Test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of good test. According to Brown, a reliable test is consistent and dependable.¹³ Reliability has to be done with accuracy of measurement. The test was reliable when an examinee's result was consistent on repeated measurement.

To obtain the reliability of the test given, the researcher used Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows:¹⁴

$$r_{11} = \frac{n}{n-1} \frac{S^2 - \sum pq}{S^2}$$

¹² *Ibid*, p.75

¹³ H. Douglas Brown. *Language Assessment: Principles and Classroom Practice* (San Francisco: San Francisco State University, 2004), p. 20

¹⁴ Arikunto, Suharsimi, *op.cit.* p. 101

Where:

r_{11} = Reliability

p = Proportion the correct scores

q = Proportion the incorrect scores

$\sum pq$ = Total of p times q

n = Total items

S = Variance total of the test

Step 1 : (Find the Variance total)

$$X \text{ (Total of mean score)} = \frac{\sum Xt}{N}$$

$$= \frac{341}{22} = 15.5$$

$$S^2 \text{ (Variance Total)} = \frac{\sum x^2}{N} -$$

$$x^2 = \frac{5405}{22} - 15.5^2$$

$$= \frac{5405}{22}$$

$$- 240.25$$

$$S^2 = 5.44$$

$$r_{11} = \frac{n}{n-1} \frac{s^2 - \sum pq}{s^2}$$

$$r_{11} = \frac{25}{25-1} \frac{5.44^2 - 5.92}{5.44^2}$$

$$= \frac{25}{24} \frac{29.59 - 5.82}{29.59}$$

$$= \frac{25}{24} \frac{23.77}{29.59}$$

$$= 1.041 \cdot 0.80$$

$$= 0.832$$

To know the test is reliable or not, the value of r_{11} must be compared with r product moment. The value of r_{11} must be higher than r table. From the calculation above the value of r_{11} is 0.832. Then the r_t at 5% level of significance is 0.423. While r_t at 1% level of significance is 0.537. So, it can be concluded that $0.423 < 0.832 > 0.537$. In other words, the instrument is reliable because the value of r_{11} is higher than r_t .

After the students did the test, the writer then took the total score from the result of the reading comprehension test. Then, the writer took the total score from the result of the reading comprehension test. The classification of the students' score is shown below:¹⁵

Table III. 6

The Classification of students' Score

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

Finally, the result of the test in control and experimental class was compared. By this result, the researcher could identify whether or not the Knowledge Chart Strategy was an effective strategy that could be used in improving students' reading comprehension on narrative text.

¹⁵ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2009), p. 245

F. Technique of the Data Analysis

The data were analyzed by using the statistical analysis in order to find out whether or not there was a significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar. In analyzing the data, the writer used score of experimental class and control class. The technique of data analysis used in this research was T-test formula. According to Hartono, T-test is one of the statistic tests that are used to know whether or not there is significant difference of the two samples of mean in two variables.¹⁶ The different mean was analyzed by using independent sample T-test SPSS 16 version.

The t-table was employed to see whether or not there was a difference between the mean score of both experimental and control class. The t-obtained value was consulted with the value of t-table by using degree of freedom. The formula at the degree of freedom is as follows:¹⁷

$df = (N_x + N_y) - 2$ statically hypothesis:

$H_a : t_o > t_{table}$

$H_o : t_o < t_{table}$

Where:

df = degree of freedom

N_x = Number of students in experimental class

N_y = Number of students in control class.

¹⁶ Hortono, *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2009), p. 208

¹⁷ *Ibid*, p. 22

H_a is accepted if $t_o > t\text{-table}$ or there is an effect of using Knowledge Chart Strategy toward reading comprehension on narrative text.

H_o is accepted if $t_o > t\text{-table}$ or there is no effect of using Knowledge Chart Strategy toward reading comprehension on narrative text.

To identify the level of the effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar, coefficient (r^2) was calculated by using formula:¹⁸

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

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

$$K_p = r^2 \times 100\%.$$

¹⁸ Ridwan, *Rumus dan Data dalam Analisis Statiska* (Bandung: Alfabeta, 2008), p. 125

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. Description of the Data

The purposes of the research were to obtain the students' reading comprehension on narrative text taught by using Knowledge Chart Strategy and taught by using Three Phase Technique, and also to know the significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar. The data were obtained from students' scores of experimental and control classes.

Before taking the data from the sample, the researcher did try out to one of the second year classes in order to prove whether the test was valid and reliable or not. Then, the researcher gave pre-test to experimental class (IX Social 2) and control class (IX Social 1). The researcher asked the students to answer some questions based on the text given; the test was about narrative text. Then, the researcher gave treatments to experimental class for six meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of narrative to test students' reading comprehension for the post-test of experimental class. While for control class, which was taught without giving treatments, the researcher also used the same format of questions of narrative text. The result of reading test was evaluated by focusing on five components below:

- a. The students are able to state the main idea on narrative text.
- b. The students are able to locate and identify the generic structure on narrative text; orientation, complication, and resolution.
- c. The students are able to make inference on narrative text.
- d. The students are able to analyze the meaning of certain words on narrative text.
- e. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text

The data of this research

were gotten from the score of students' experimental and control class.

The test was composed of 25 items. The final score was analyzed by using the following formula:¹

$$\text{Final Score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

¹ Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: PT. Rajafindo Persada, 2008)
p. 32

2. Presentation of the Data

The researcher got the data of this research from the students' pre-test and post-test of control and experimental class. The data were collected through the following procedures:

- a. The experimental class and the control class got pre-test, by asking them to answer the questions based on the reading text given (multiple choices test).
- b. The experimental class got treatment, it was taught by using Knowledge Chart Strategy, while the control class was taught without using Knowledge Chart Strategy.
- c. Both classes got post-test, by asking them to answer the questions based on the reading text.
- d. The students' answer sheet was collected in order to evaluate their comprehension.

a. Students' Reading Comprehension on Narrative Text Taught Without Using Knowledge Chart Strategy.

The data of students' reading comprehension on narrative text taught without using Knowledge Chart Strategy were taken from pre-test of XI 1 as control class taken from the sample of this class (30 students). The data can be seen from the table below:

Table IV. 1
The Score of Pre-Test and Post-Test in Control Class of the Second Year
Students at MAN Kampar

No	Respondents	Control Class					
		Correct Answer	Pre-test Score	Category	Correct Answer	Post-test Score	Category
1	Student 1	13	52	Less	14	56	Enough
2	Student 2	13	52	Less	15	60	Enough
3	Student 3	12	48	Less	14	56	Enough
4	Student 4	14	56	Enough	16	64	Enough
5	Student 5	11	44	Less	15	60	Enough
6	Student 6	12	48	Less	12	48	Less
7	Student 7	13	52	Less	14	56	Enough
8	Student 8	12	48	Less	15	60	Enough
9	Student 9	12	48	Less	13	52	Less
10	Student 10	15	60	Enough	19	76	Good
11	Student 11	11	44	Less	14	56	Enough
12	Student 12	11	44	Less	15	60	Enough
13	Student 13	14	56	Enough	19	76	Good
14	Student 14	19	76	Good	21	84	Very Good
15	Student 15	13	52	Enough	16	64	Enough
16	Student 16	12	48	Less	13	52	Less
17	Student 17	18	72	Good	20	80	Very Good
18	Student 18	12	48	Less	12	48	Less
19	Student 19	15	60	Enough	16	64	Enough
20	Student 20	15	60	Enough	15	60	Enough
21	Student 21	11	44	Less	14	56	Enough
22	Student 22	20	80	Very good	20	80	Very Good
23	Student 23	12	48	Less	15	60	Enough
24	Student 24	11	44	Less	14	56	Enough
25	Student 25	12	48	Less	14	56	Enough
26	Student 26	13	52	Less	19	76	Good
27	Student 27	12	48	Less	13	52	Less
28	Student 28	15	60	Enough	15	60	Enough
29	Student 29	11	44	Less	16	64	Enough
30	Student 30	10	40	Less	15	60	Enough
	Total		=1576			= 1852	

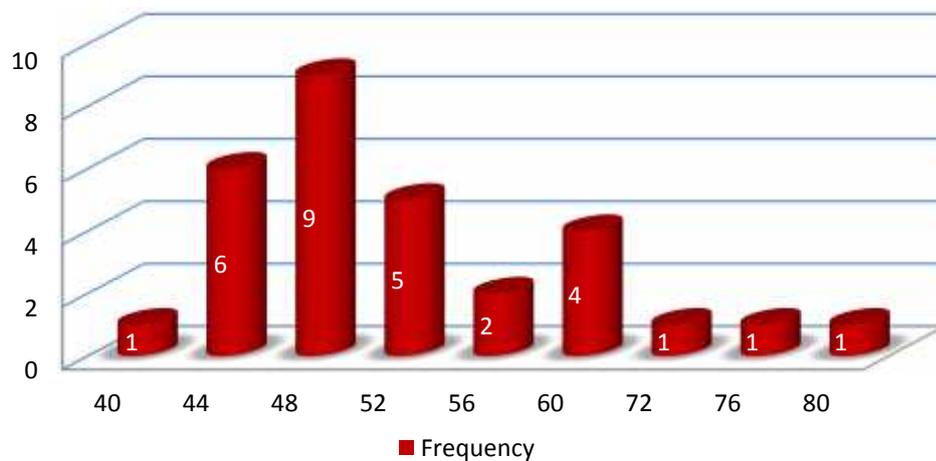
From the table IV.1 presented, it was found that the total score of pre-test in control class was 1576, in which the highest score was 80 and the lowest was 40. Meanwhile, the total score of post-test in control class was 1852, in which the highest score was 84 and the lowest was 48.

Furthermore, the frequency score of pre-test and post-test in control class can be seen as follows:

Table IV. 2
The Distribution of Frequency of Students' Pre-Test Score in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.3	3.3	3.3
44	6	20.0	20.0	23.3
48	9	30.0	30.0	53.3
52	5	16.7	16.7	70.0
56	2	6.7	6.7	76.7
60	4	13.3	13.3	90.0
72	1	3.3	3.3	93.3
76	1	3.3	3.3	96.7
80	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Figure IV. 1
The Frequency of Students' Pre-Test in Control Class

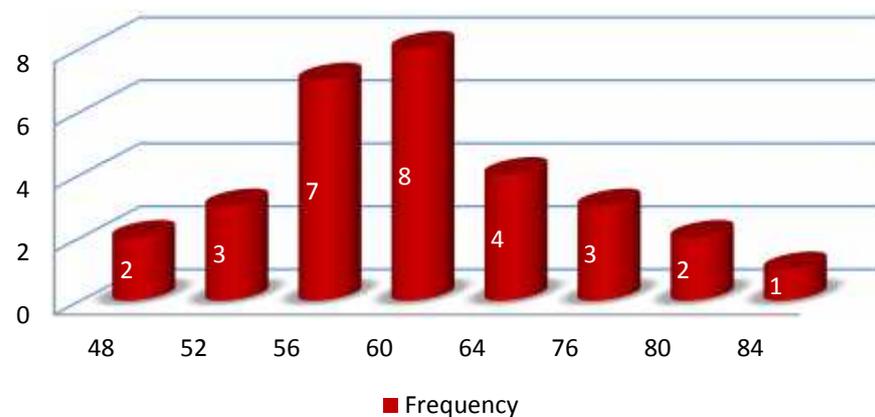


Based on the table IV.3 / figure IV.1 , it was found that in pre-test 1 student got score 40 (3.3%), 6 students got score 44 (20%), 9 students got score 48 (30%), 5 students got score 52 (16.7%), 2 students got score 56 (6.7%), 4 students got score 60 (13.3%), and 1 student got score 72 (3.3), 1 student got score 76 (3.3), 1 student got score 80 (3.3%). So, the highest frequency was 9 at score of 48. Then, the highest score was 80 and the total frequency was 30.

Table IV. 3
The Distribution of Frequency of Students' Post Test Score in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	6.7	6.7	6.7
	52	3	10.0	10.0	16.7
	56	7	23.3	23.3	40.0
	60	8	26.7	26.7	66.7
	64	4	13.3	13.3	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	

Figure IV. 2
The Frequency of Students' Post-Test in Control Class



Based on the table IV.4 / figure IV.2, it was found that 2 students got score 48 (6.7%), 3 students got score 52 (10%), 7 students got score 56 (23.3%), 8 students got score 60 (26.7%), 4 students got score 64 (13.3%), 3 students got score 76 (10%), 2 students got score 80 (6.7%), and 1 student got score 84 (3.3%). So, the highest frequency was 8 at score of 60. Then, the highest score was 84 and the total frequency was 30.

Furthermore, the researcher classified the result of post-test in control class of the second year students at MAN Kampar to know the category of the students' reading comprehension scores. The classification can be seen as follows:

Table IV. 4
The Classification of Control Class Score (Post-test)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	3	10%
2	Good	66-79	3	10%
3	Enough	56-65	19	63.3%
4	Less	40-55	5	16.7%
5	Fail	30-39	0	0%
Total			30	100%

From the table IV.5, it was found that there were 5 categories for students' reading comprehension on narrative text in control class. The number of frequency of "very good" category was 3 students (10%), the number of frequency of "good" category was 3 students (10%), the number of frequency of "enough" category was 19 students (63.3%), the number of frequency of "less" category was 5 student (16.7%) and there was no student who is categorized into "fail" category. It indicated that the highest percentage of control class was 63.3%. Thus, the majority of the students in control class were classified into "enough" level.

b. Students' Reading Comprehension on Narrative Text Taught by Using Knowledge Chart Strategy.

The data of students' reading comprehension were also gotten from pre-test and post-test of XI 2 as an experimental class taken from the sample of this class. The data can be seen at the table as follows:

Table IV. 5
The Score of Pre-Test and Post-Test in Experimental Class of the Second Year Students at MAN Kampar

No	Respondents	Experimental Class					
		Correct Answer	Pest-test Score	Category	Correct Answer	Post-test Score	Category
1	Student 1	10	40	Less	14	56	Enough
2	Student 2	13	52	Less	18	72	Good
3	Student 3	12	48	Less	15	60	Enough
4	Student 4	13	52	Less	20	80	Very Good
5	Student 5	13	52	Less	18	72	Good
6	Student 6	11	44	Less	16	64	Enough
7	Student 7	10	40	Less	19	76	Good
8	Student 8	10	40	Less	15	60	Enough
9	Student 9	14	56	Enough	20	80	Very Good
10	Student 10	11	44	Less	18	72	Good
11	Student 11	19	76	Good	22	88	Very Good
12	Student 12	11	44	Less	18	72	Good
13	Student 13	15	60	Enough	21	84	Very Good
14	Student 14	10	40	Less	15	60	Enough
15	Student 15	10	40	Less	19	76	Good
16	Student 16	11	44	Less	20	80	Very Good
17	Student 17	13	52	Enough	19	76	Good
18	Student 18	17	68	Good	21	84	Very Good
19	Student 19	13	52	Less	16	64	Enough
20	Student 20	20	80	Very Good	23	92	Very Good
21	Student 21	17	68	Good	20	80	Very Good
22	Student 22	14	56	Enough	17	68	Good
23	Student 23	13	52	Less	20	80	Very Good
24	Student 24	11	44	Less	18	72	Good
25	Student 25	17	68	Good	21	84	Very Good
26	Student 26	11	44	Less	18	72	Good
27	Student 27	12	48	Less	19	76	Good
28	Student 28	15	60	Enough	21	84	Very Good
29	Student 29	14	56	Enough	19	76	Good
30	Student 30	15	60	Enough	19	76	Good
	Total		= 1580			= 2236	

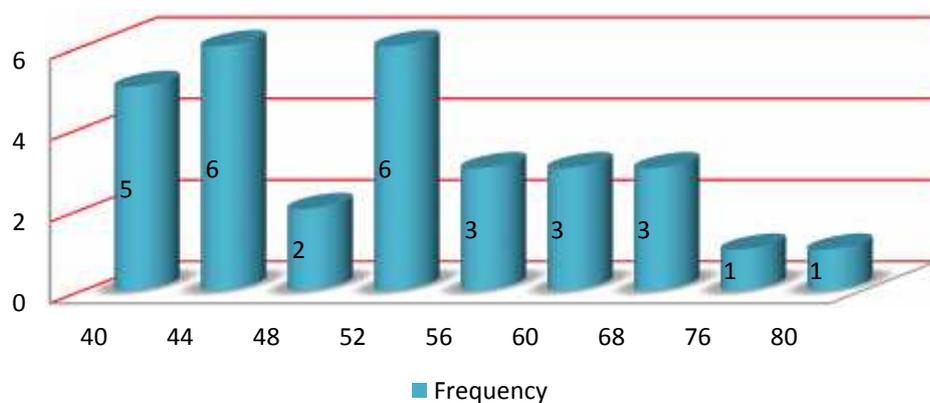
From the table IV.6 presented, it was found that the total score of pre-test in experimental class was 1580, in which the highest score was 80 and the lowest was 40. Meanwhile, post-test in experimental class was 2236, in which the highest score was 92 and the lowest was 56.

Furthermore, the frequency score of pre-test and post-test of experimental class can be seen as follows:

Table IV. 6
The Distribution of Frequency of Students' Pre Test Score in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	5	16.7	16.7	16.7
44	6	20.0	20.0	36.7
48	2	6.7	6.7	43.3
52	6	20.0	20.0	63.3
56	3	10.0	10.0	73.3
60	3	10.0	10.0	83.3
68	3	10.0	10.0	93.3
76	1	3.3	3.3	96.7
80	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Figure IV. 3
The Frequency of Pre-Test in Experimental Class

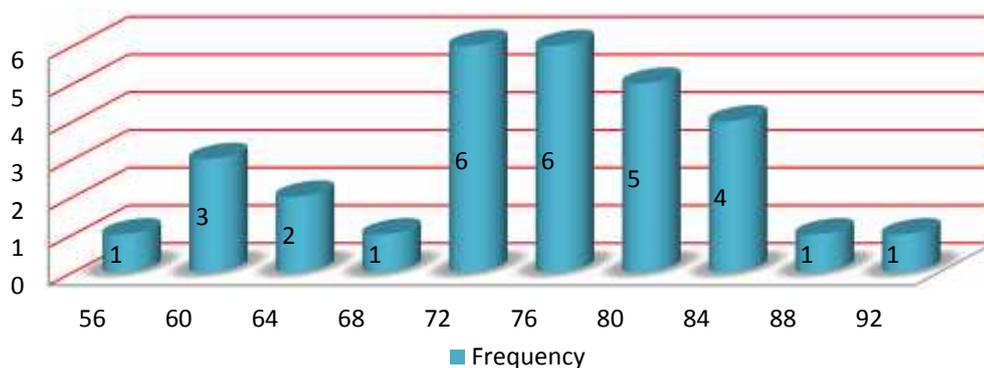


Based on the table IV.8 / figure IV.3, it was found that in pre-test there were 5 students who got score 40 (16.7%), 6 students who got score 44 (20%), 2 students who got score 48 (6.7%), 6 students who got score 52 (20%), 3 students who got score 56 (10%), 3 students who got score 60 (10%), 3 students who got score 68 (10%), 1 student who got score 76 (3.3%), and 1 student who got score 80 (3.3%). So, the highest frequency was 6 at the score of 44 and 52. Then, the highest score was 80 and the total frequency was 30.

Table IV. 7
The Distribution of Frequency of Students' Post Test Score in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 56	1	3.3	3.3	3.3
60	3	10.0	10.0	13.3
64	2	6.7	6.7	20.0
68	1	3.3	3.3	23.3
72	6	20.0	20.0	43.3
76	6	20.0	20.0	63.3
80	5	16.7	16.7	80.0
84	4	13.3	13.3	93.3
88	1	3.3	3.3	96.7
92	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Figure IV. 4
The Frequency of Post-Test in Experimental Class



Meanwhile in post-test, 1 student got score 56 (3.3%), 3 students got score 60 (10%), 2 students got score 64 (6.7%), 1 student got score 68 (3.3%), 6 students got score 72 (20%), 6 students got score 76 (20%), 5 students got score 80 (16.7%), 4 students got score 84 (13.3%), 1 student got score 88 (3.3%), and 1 student got score 92 (3.3%). So, the highest frequency was 7 at the score of 80. Then, the highest score was 92 and the total frequency was 30.

Furthermore, the researcher classified the result of post-test in experimental class of the second year students at MAN Kampar to know the category of the students' reading comprehension scores. The classification can be seen as follows:

Table IV. 8
The Classification of Experiment Class Score (Post-test)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	11	36.7%
2	Good	66-79	13	43.3%
3	Enough	56-65	6	20%
4	Less	40-55	-	0%
5	Fail	30-39	-	0%
Total			30	100%

From the table IV.10, it was found that there were 5 categories for students' reading comprehension on narrative text in experimental class. The number of frequency of "very good" category was 11 students (36.7%), the number of frequency of "good" category was 13 students (43.3%), the number of frequency of "enough" category was 6 students (20%), and there was no student who was categorized into "less" and "fail" category. It indicated that the highest percentage in experimental class was 43.3%. Thus, the majority of the students in experimental class were classified into "good" level.

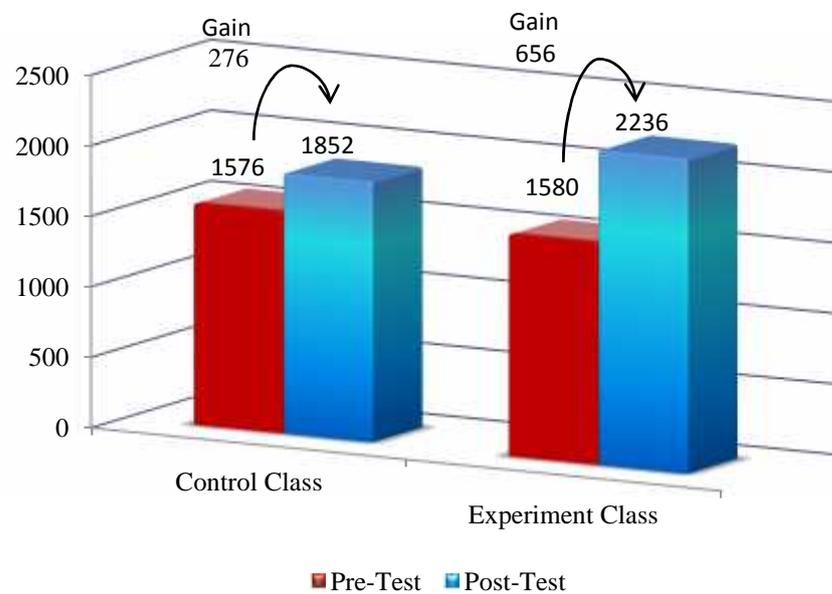
c. Data Presentation of Students' Reading Comprehension on Narrative Text

The following table is description of pre-test and post-test in control class and experimental class.

Table IV. 9
Students' Pre-Test and Post-Test of Control and Experimental Class

Respondents	Control Class		Gain Score	Experimental Class		Gain Score
	Pretest	Posttest		Pretest	Posttest	
Student 1	52	56	4	40	56	16
Student 2	52	60	8	52	72	20
Student 3	48	56	8	48	60	12
Student 4	56	64	8	52	80	28
Student 5	44	60	16	52	72	20
Student 6	48	48	0	44	64	20
Student 7	52	56	4	40	76	36
Student 8	48	60	12	40	60	20
Student 9	48	52	4	56	80	24
Student 10	60	76	16	44	72	28
Student 11	44	56	12	76	88	12
Student 12	44	60	16	44	72	28
Student 13	56	76	20	60	84	24
Student 14	76	84	8	40	60	20
Student 15	52	64	12	40	76	36
Student 16	48	52	4	44	80	36
Student 17	72	80	8	52	76	24
Student 18	48	48	0	68	84	16
Student 19	60	64	4	52	64	12
Student 20	60	60	0	80	92	12
Student 21	44	56	12	68	80	12
Student 22	80	80	0	56	68	12
Student 23	48	60	12	52	80	28
Student 24	44	56	12	44	72	28
Student 25	48	56	8	68	84	16
Student 26	52	76	24	44	72	28
Student 27	48	52	4	48	76	28
Student 28	60	60	0	60	84	24
Student 29	44	64	20	56	76	20
Student 30	40	60	20	60	76	16
Total	1576	1852	276	1580	2236	656

Figure IV. 5
Students' Pre-Test and Post Test
Reading Comprehension on Narrative Text



From the table above, the researcher found that the total score of pre-test in control class was 1576, which the highest score was 80 and the lowest was 40. While, the total score of pre-test in experimental class is 1580, which the highest score was 80 and the lowest was 40. Furthermore, the total score of post-test in control class was 1852, which the highest score was 84 and the lowest was 52. While, the total score of post-test in experimental class was 2236, which the highest score was 92 and the lowest was 56. In other words, there is actually significant different between pre-test and post-test in control class and pre-test and post-test in experimental class. It also can be seen from the difference of the gain in the control class and experimental class.

B. Data Analysis

1. Students' Reading Comprehension Taught Without Using Knowledge Chart Strategy

The following is the description of the data of pre-test and post-test score in control class. It was obtained from the result of the students' reading comprehension test. The data are described as follows:

Table IV. 10
Students' Pre-Test and Post-Test Scores in Control Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	1	Failed	40	0	Failed
44	6	Failed	44	0	Failed
48	9	Failed	48	2	Failed
52	5	Failed	52	3	Failed
56	2	Failed	56	7	Failed
60	4	Failed	60	8	Failed
64	0	Failed	64	4	Failed
68	0	Failed	68	0	Failed
72	1	Pass	72	0	Failed
76	1	Pass	76	3	Pass
80	1	Pass	80	2	Pass
84	0	Failed	84	1	Pass
Total	N = 30			N = 30	

Based on the data obtained from the pre-test in control class, there were 27 students who did not reach the graduated standard (KKM) or the score was <70, and there were 3 students who passed the graduated standard (KKM) or the score was 70.

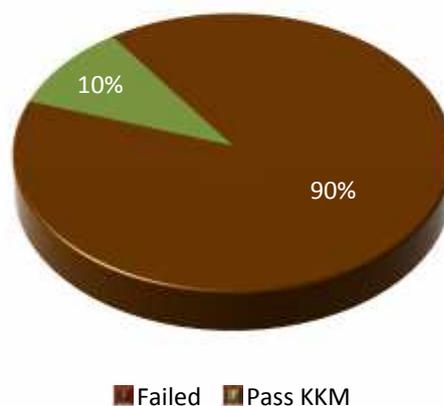
The percentage of students who did not reach the graduated standard (KKM) is as follows:

$$\frac{27}{30} \times 100\% = 90\%$$

The percentage of students who passed the graduated standard (KKM) is as follows:

$$\frac{3}{30} \times 100\% = 10\%$$

Figure IV. 6
Description of Percentages Pre-test Score in Control Class



From the diagram above, the researcher found that the percentage of students who did not reach the graduated standard (KKM) was 90%, while the percentage of students who pass the graduated standard (KKM) was 10%.

Furthermore, based on the data obtained from post-test in control class there were 23 students who did not reach the graduated standard (KKM) or the score was <70, and there were 7 students who passed the graduated standard (KKM) or the score was 70.

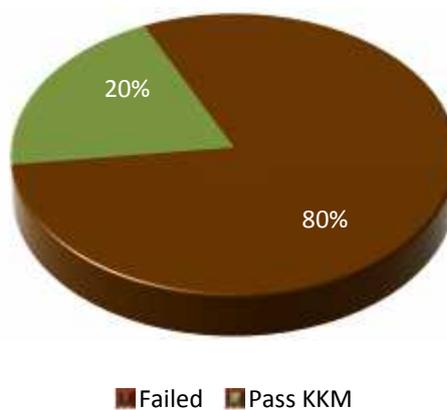
The percentage of students who did not reach the graduated standard (KKM) is as follows:

$$\frac{24}{30} \times 100\% = 80\%$$

The percentage of students who passed the graduated standard (KKM) is as follows:

$$\frac{6}{30} \times 100\% = 20\%$$

Figure IV. 7
Description of Percentages Post-test Score in Control Class



From the diagram above, it was found that the percentage of students who did not reach the graduated standard (KKM) was 80%, while the percentage of students who pass the graduated standard (KKM) was 20%.

The data of students' pre-test and post-test scores in control class were obtained from the result of their reading comprehension on narrative text without using Knowledge Chart Strategy. It also can be seen that the total frequency was 30. Meanwhile, the total score of pre-test was 1576 and post-test was 1852.

Furthermore, Mean (M_x) and standard deviation (SD_x) were obtained by using SPSS 16 as follows:

Table IV. 11
The Mean and Standard Deviation of Pre-test and Post-test in
Control Class

	N	Mean	Std. Deviation
Pre-Test	30	52.5333	9.66948
Post-Test	30	61.7333	9.66663
Valid N (listwise)	30		

From the table above, the distance between Mean (M_x) and Standard Deviation (SD_x) was too far. In other words, the score obtained was normal.

2. Students' Reading Comprehension Taught by Using Knowledge Chart Strategy

The following is the description of the data of pre-test and post-test scores in experimental class. They were obtained from the result of the students' reading comprehension test. The data are described as follows:

Table IV. 12
Students' Pre-Test and Post-Test Scores in Experimental Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	5	Failed	40	0	Failed
44	6	Failed	44	0	Failed
48	2	Failed	48	0	Failed
52	6	Failed	52	0	Failed
56	3	Failed	56	1	Failed
60	3	Failed	60	3	Failed
64	0	Failed	64	2	Failed
68	3	Failed	68	1	Failed
72	0	Failed	72	6	Pass
76	1	Pass	76	6	Pass
80	1	Pass	80	5	Pass
84	0	Failed	84	4	Pass
88	0	Failed	88	1	Pass
92	0	Failed	92	1	Pass
Total	N= 30			N= 30	

Based on the data obtained from pre-test in experimental class there were 28 students who did not reach the graduated standard (KKM) or the score obtained was <70, while there were 2 students who passed the graduated standard (KKM) or the score was 70.

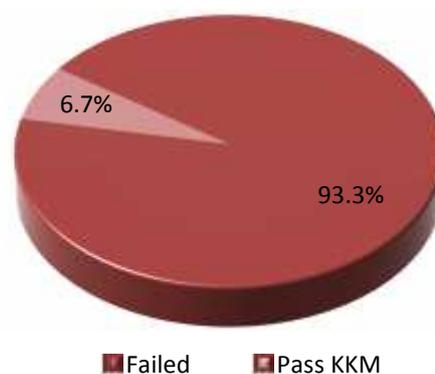
The percentage of students who did not reach the graduated standard (KKM) is as follows:

$$\frac{28}{30} \times 100\% = 93.3\%$$

The percentage of students who passed the graduated standard (KKM) is as follows:

$$\frac{2}{30} \times 100\% = 6.7\%$$

Figure IV. 8
Description of Percentages Pre-test Score in
Experimental Class



From the diagram above, the researcher found that the percentage of students who did not reach the graduated standard (KKM) was 93.3%, while the percentage of students who pass the graduated standard (KKM) was 6.7%.

Furthermore, based on the data obtained from post-test in experimental class there were 13 students who did not reach the graduated standard (KKM) or

the score was <70, and there were 7 students who passed the graduated standard (KKM) or the score was ≥ 70 .

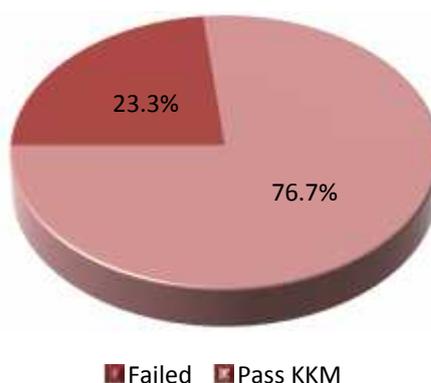
The percentage of students who did not reach the graduated standard (KKM) is as follows:

$$\frac{7}{30} \times 100\% = 23.3\%$$

The percentage of students who passed the graduated standard (KKM) is as follows:

$$\frac{23}{30} \times 100\% = 76.7\%$$

Figure IV. 9
Description of Percentages Post-test Score in
Experimental Class



From the diagram above, it was found that the percentage of students who did not reach the graduated standard (KKM) was 23.3%, while the percentage of students who passed the graduated standard (KKM) was 76.7%.

The data of students' pre-test and post-test scores in experiment class were obtained from the result of their reading comprehension on narrative text by using Knowledge Chart Strategy. It also can be seen that the total frequency was 30. Meanwhile, the total score of pre-test was 1580 and post-test was 2236.

Furthermore, Mean (M_x) and standard deviation (SD_x) were obtained by using SPSS 16 as follows:

Table IV. 13
The Mean and Standard Deviation of Pre-test and Post-test in Experimental Class

	N	Mean	Std. Deviation
Pre-Test	30	52.6667	10.97123
Post-Test	30	74.5333	8.88134
Valid N (listwise)	30		

From the table above, the distance between Mean (M_x) and Standard Deviation (SD_x) was too far. In other words, the score obtained was normal.

3. Data Analysis of Students' Reading Comprehension on Narrative Text

To determine the data analysis of the effect of using Knowledge Chart Strategy toward reading on narrative text, the writer used T-test formula by using software SPSS 16. The result of T-test can be seen as follows:

Table IV. 14
Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre Test Control Class	30	52.5333	9.66948	1.76540
Experiment Class	30	52.6667	10.97123	2.00306
Post Test Control Class	30	61.7333	9.66663	1.76488
Experiment Class	30	74.5333	8.88134	1.62150

Based on the table above, it showed the total number of students from each class, the control class consisted of 30 students and the experimental class consisted of 30 students. The mean of the post-test in control class was 61.73 and the mean in post-test of experimental class was 74.53. While, standard deviation of post-test in control class was 9.666 and standard deviation of post-test in experimental class was 8.881.

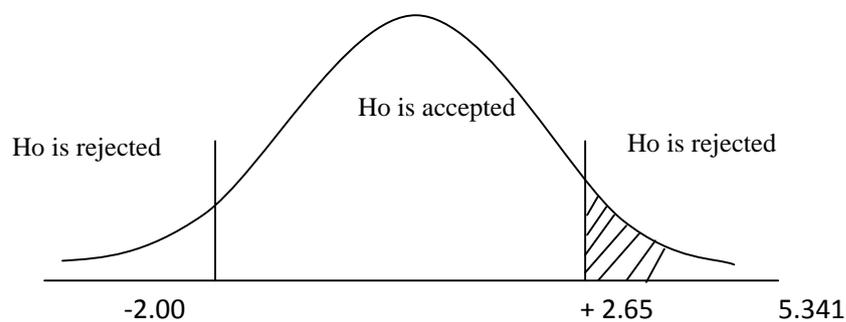
Table IV. 15
Independent Sample T-test

	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
Total Post Equal Test	.067	.797	5.341	58	.000	-12.800	2.397	17.597	-8.003
variances assumed									
Equal variances not assumed			5.341	57.589	.000	-12.800	2.397	17.598	-8.002

From the table above, it can also be seen that t_0 is (5.341) and df is 58. Because df=58 was not found from the t table, so the writer took df=60 to compare either at significance level of 5% and 1%. At significance level of 5%, t table is 2.00, while at significance level of 1%, t table is 2.65. Based on t table, it can be analyzed that t_0 is higher than t table either at significance level of 5% or 1%. In other words, it can be read $2.00 < 5.341 > 2.65$. It means that null hypothesis

(H₀) is rejected, while the alternative hypothesis (H_a) is accepted. It was found that there was a significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar. It can be seen from the following diagram:

Figure IV. 10
Analysis Hypothesis



To identify the level of the effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar, coefficient (r^2) was calculated by using the following formula:

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

$$r^2 = \frac{5.341^2}{5.341^2 + 60 - 2}$$

$$r^2 = \frac{28.526281}{28.526281 + 58}$$

$$r^2 = \frac{28.526281}{86.526281}$$

$$r^2 = 0.3296834$$

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

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

$$K_p = 0.3296834 \times 100\%$$

$$K_p = 32.96\%$$

Based on the data analysis about the students' reading comprehension on narrative text, it showed that mean of the students' reading comprehension on narrative text taught by using Knowledge Chart Strategy was higher than mean of the students' reading comprehension on narrative text taught without Knowledge Chart Strategy.

Then, the percentage of coefficient effect was 32.96 %. It means that the effect of using Knowledge Chart Strategy had high significant toward reading comprehension on narrative text. From the result of the percentage of coefficient effect above, it can be seen that Knowledge Chart Strategy contributed 32.96% to students' reading comprehension on narrative text and 67.04% was influenced by internal factors. These factors came from the students themselves, such as intelligence and motivation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is one of the language skills that should be mastered by the English learners. Based on the data analysis and research finding in chapter IV, finally the research about the effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar can be concluded that the students' reading comprehension on narrative text taught without using Knowledge Chart Strategy is categorized into **enough** level. Meanwhile, the students' reading comprehension on narrative text taught by using Knowledge Chart Strategy is categorized into **good** level. Therefore, the writer found that there was a significant effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar. It can be concluded that H_0 was rejected and H_a was accepted. Briefly, Knowledge Chart Strategy can improve students' reading comprehension on narrative text.

B. Suggestion.

After finding the result of the effect of using Knowledge Chart Strategy toward reading comprehension on narrative text of the second year students at MAN Kampar, the writer would like to give some suggestions to the school, teacher, and students as follows.

1. Suggestion for the school

- a. It is better for the school to ask the English teacher to provide enough facilities and creative media in order to develop students' background knowledge and their reading comprehension of several types of text.
- b. School is an institution that has purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning English. School should find the students' interest in teaching and learning reading. So, school should have English teacher to find the strategy and observe the teacher's activity in teaching English.

2. Suggestions for the teacher:

- a. Knowledge Chart Strategy can be one of the choices for the English teacher to help students' reading comprehension on narrative text
- b. In effort to increase students' reading comprehension, teacher must be creative to manage the strategy to be used in comprehending the reading text. Based on the research findings, there is an effect of using Knowledge Chart Strategy toward reading comprehension of the second year students at man Kampar. Thus, the teacher can apply this strategy in teaching reading comprehension.

3. Suggestion for students:

- a. 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

- b. In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading itself. The students should read the material more and more. In this case, Knowledge Chart Strategy is an appropriate Strategy that can be used by the students in reading material to get comprehension. Knowledge Chart Strategy is strategy that can increase students' reading comprehension.

Finally, the researcher considers that this study still needs validation from the next researchers that has the same topic as the study. It means that Knowledge Chart Strategy can be used in other schools to know the effect of teaching reading. It also can be as a relevant research for the researchers that will conduct research.

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