

**THE EFFECT OF USING ATTRIBUTE WEB STRATEGY TOWARD
READING COMPREHENSION OF THE FIRST YEAR STUDENTS
AT MA MIFTAHUL HIDAYAH PEKANBARU**

A Thesis

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ABSTRACT

Nofi Yenti E.P, (2013) : The Effect of Using Attribute Web Strategy toward Reading Comprehension of the First Year Students at MA Miftahul Hidayah Pekanbaru

Based on the writer's preliminary research at MA Miftahul Hidayah Pekanbaru, it was found that the some problems were faced by students in learning English especially in reading comprehension of narative text. It can be seen from the phenomena: some of the students had difficulties in locating the meaning of vocabulry, some of the students were not able to get main idea from the text, some of the students were not able to analyze character in reading text, some of the students had difficulties in answering the questions from the reading text, and some of the students had difficulties in finding specific information. So, the writer was interested in carrying out the research about this problem by applying Attribute Web strategy to improve students' reading comprehension.

The research was administered at MA Miftahul Hidayah Pekanbaru. The subject was the first year students of MA Miftahul Hidayah Pekanbaru, and the object of this research was the effect of using Attribute Web strategy toward reading comprehension. The type of this research was Quasi-Experimental research and the design of research was non-equivalent control group.

The population of this research was the first year students. The number of population was 48 students that consisted of two classes. Because the number of population was less than 100, the writer used total sampling and decided class X.A as experimental class and X.B as control class. In collecting the data, the writer used test. The type of the test was multiple choice. In analyzing the data, the writer used t-test formula by using SPSS program.

After analyzing the data, the writer found the result of analysis of the data. Where t_0 shows 3.425, at significane level of 5%, it shows 2.02 and at level of 1%, it shows 2.69. It can be concluded that $2.02 < 3.425 > 2.69$. It means t_0 was higher than t_{table} . Therefore, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted. In other words, there is a significant effect of using Attribute Web strategy toward reading comprehension of the first year students at MA Miftahul Hidayah Pekanbaru.

ABSTRAK

Nofi Yenti E.P, (2013): Pengaruh Penggunaan Strategi Attribute Web terhadap Pemahaman Membaca Siswa pada Tahun Pertama di MA Miftahul Hidayah Pekanbaru

Berdasarkan penelitian pendahuluan penulis di MA Miftahul Hidayah Pekanbaru, ditemukan beberapa masalah yang dihadapi oleh siswa dalam bahasa Inggris terutama dalam pemahaman bacaan teks pada narrative text. Masalah tersebut dapat dilihat dari fenomena yang terjadi seperti: sebagian siswa tidak mampu menempatkan kosa kata yang sesuai dengan konteks bacaan, sebagian siswa tidak mampu menemukan ide pokok dari teks, sebagian siswa tidak mampu menganalisis karakter yang ada di dalam teks, sebagian siswa mempunyai kesulitan untuk menjawab pertanyaan dari teks, dan sebagian siswa mempunyai kesulitan menumakan spesifik informasi dari teks. Jadi, penulis tertarik untuk melakukan penelitian tentang masalah tersebut dengan menerapkan strategi Attribute Web untuk meningkatkan pemahaman membaca siswa.

Penelitian ini dilakukan di MA Miftahul Hidayah Pekanbaru. Subjek dari penelitian ini adalah siswa tahun pertama di MA Miftahul Hidayah Pekanbaru dan objek dari penelitian ini adalah pengaruh penggunaan strategi Attribute Web terhadap pemahaman membaca siswa. Adapun jenis penelitian ini adalah Quasi-Eksperimen dan desain penelitian ini adalah non- equivalent control group.

Populasi dari penelitian ini adalah seluruh siswa tahun pertama. Keseluruhan jumlah populasi adalah 48 siswa yang terdiri dari 2 kelas. Dikarenakan jumlah populasi kurang dari 100, maka penulis menggunakan total sampling dan menetapkan X.A sebagai kelas eksperimen dan kelas X.B sebagai kelas control. Untuk mengumpulkan data, penulis menggunakan tes. Jenis tes yang digunakan adalah pilihan ganda. Untuk data analisisnya, penulis menggunakan rumus t-test dengan program SPSS.

Setelah data dianalisis, penulis menemukan hasil dari analisis data, dimana t_0 menunjukkan 3.425, pada level signifikan 5% adalah 2.02, dan pada level signifikan 1% adalah 2.69. Sehingga dapat disimpulkan bahwa $2.02 < 3.425 > 2.69$. Ini berarti bahwa t_0 lebih tinggi dari t_{table} . Oleh karena itu, null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi Attribute Web terhadap pemahaman membaca siswa tahun pertama di MA Miftahul Hidayah Pekanbaru.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is one of the important subjects that is provided in school curriculum. It means that every level is provided English subject, from Kindergarten level until Senior High School. Each level has different materials and goals. The general goal of English subject is to increase students' knowledge about English as foreign language and help them interact with foreign people.

There are four skills that the students have to master in English, they are Speaking, Listening, Reading, and Writing. The students have to master these skills in order that they master English well. Reading is one of the important skills in learning English. By reading, the students can improve other skills like Writing, Speaking, and Listening. The students can be called as good readers if they are able to comprehend about the reading text.

Comprehension is needed in reading process. Every reader has to comprehend reading material to get information of his or her reading. Comprehending the text means that the students can convey the ideas from the text. And comprehension is the point that the students have to get while reading a material. By comprehending the text, students can encourage their knowledge.

MA Miftahul Hidayah Pekanbaru is one of the schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. In MA Miftahul Hidayah Pekanbaru, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 2 x 45 minutes. According to syllabus of MA Miftahul Hidayah Pekanbaru, reading is one of the skills that is provided in learning process. In syllabus, as the basic stated for the first year is the students have to be able to comprehend the meaning of the text in short functional and monologue text in recount, report, and narrative.¹

In order to accomplish students' needs toward reading, School Based Curriculum (KTSP) provides reading, as one of the skills in English mastery that must be taught and learned in MA. Reading is given from the first until the third grade. Each grade has different kinds of genre. Especially, at the first grade, the genres of text are recount, report, and narrative text.

Based on the writer's observation at MA Miftahul Hidayah Pekanbaru, the writer found that reading had been taught by using Conventional strategy. Conventional strategy means that the teacher would ask the students to read a text aloud or silent reading then found the difficult words. After that, the students would answer the questions of the text. This strategy was useful for some students but it was not useful for others. Some of the students still got problem in comprehending the text. And, some of them did not pass the

¹Saiman, S.Pd, *Silabus Bahasa Inggris Kelas X MA Miftahul Hidayah Pekanbaru 2011-2012*, (Pekanbaru: Unpublished)

graduated standard (SKL). The graduated standard is 70. It was influenced by several factors such as the students have lack of vocabulary mastery, the students are bored in learning reading, and etc. Surely, it influenced their comprehension in reading text. Therefore, their comprehension was still far from the curriculum expectation. It can be seen in the following phenomena:

1. Some of the students have difficulties in locating the meaning of vocabulary.
2. Some of the students are not able to get main idea from the text.
3. Some of the students are not able to analyze character in reading text.
4. Some of the students have difficulties in answering the questions from the reading text.
5. Some of the students have difficulties in finding specific information.

From the phenomena above, improving students' reading comprehension needs a strategy for helping the students as solution of their problems. Attribute Web is one of the good strategies in order to help students' reading comprehension in reading the text. Attribute Web strategy will help students to visualize how a character looks, acts, or feels in the text.² It means the students will analyze a main character from text in order to comprehend the reading material. The students will analyze about character appearance, character

² Judi Tilton Burner, *I Don't Get It! Helping the Students Understand What They Read* (United Kingdom: The Plymouth PL67PY, 2011) p. 47

of actions and thoughts, character of words, and how other characters react to the character.³

Based on the explanation and the phenomena above, the writer is interested in carrying out the research entitled :The Effect of Using Attribute Web Strategy toward Reading Comprehension of the First Year Students at MA Miftahul Hidayah Pekanbaru.

B. The Definition of the Terms

In order to explain and avoid missinterpretation about the title and the content of the research, it is better to define the terms used in the research as follows:

1. Attribute Web

Attribute Web is the strategy that provides students with the opportunity to analyze a character from a text and construct a visual representation of that individual. This activity provides students with the opportunity to visualize how a character looks, acts, or feels. The Attribute Web may also include how other characters within the text perceive the individual.⁴ In this strategy, the students will try to comprehend the text, especially narrative text by analyzing the characters of the text.

2. Reading comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word

³ Katherine S Mcknight, *The Teacher's Big Book of Graaphic Organizers* (United States: The Jossey-Bass, 2010) p.36

⁴ Judi Tilton Brunner, *Op.cit*, p.47

and world knowledge, and fluency.⁵ In this research, it refers to the reading comprehension in narrative text.

3. Strategy

Strategy is specific method of approaching a problem or task, mode of operation for achieving a particular end, placed designs or controlling and manipulating certain information.⁶ The strategy that used in this research is Attribute Web strategy to increase students' reading comprehension in narrative text.

C. The Problems

1. The Identification of the Problems

Based on the background of the problems mentioned above and supported by the phenomena, it was clear that some of the students encounter problem in reading. Thus, the problems in this research are identified as follows:

- a. The students are not interested in reading narrative text.
- b. The students are not able to respond the teacher's question.
- c. The students have lackof grammar mastery.
- d. The students have lack of vocabulary mastery.
- e. The students are not able to analyze the character in narrative text.

⁵ Karren R. Haris and Steven Graham, *Teaching Reading to Students with Learning Difficulties* (New York: The Guildfoed Press, 2007) p.2

⁶ H. Douglas Brown, *Principle of Language Learning and Teaching* (New Jersey: Prentice Hall Regents, 2000) p.113

2. The Limitation of the Problems

In order to focus on the topic, it is necessary to limit the problems. Based on Syllabus of MA Miftahul Hidayah Pekanbaru, there are three genres of the first year students such as recount, report, and narrative text. So, to avoid this research from misunderstanding, the writer limits the problems on narrative text. The writer focuses on using Attribute Web strategy in narrative text. It will be known by using experimental research.

3. The Formulation of the Problems

Referring to the identification of the problems above, the problems of this research can be formulated in the following research questions:

- a. How is the students' reading comprehension in narrative text taught by using Attribute Web strategy at MA Miftahul Hidayah Pekanbaru?
- b. How is the students' reading comprehension in narrative text taught without using Attribute Web strategy at MA Miftahul Hidayah Pekanbaru?
- c. Is there any significant effect of using Attribute Web strategy toward reading comprehension in narrative text of the first year students at MA Miftahul Hidayah Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension in narrative text taught by using Attribute Web strategy at MA Miftahul Hidayah Pekanbaru.
- b. To find out the students' reading comprehension in narrative text taught without using Attribute Web strategy at MA Miftahul Hidayah Pekanbaru.
- c. To find out the significant effect of using Attribute Web strategy toward reading comprehension in narrative text of the first year students at MA Miftahul Hidayah Pekanbaru.

2. The Significance of the Research

- a. To give some contribution to help the teacher and the school about the effect of using Attribute Web strategy toward the students' reading comprehension in narrative text.
- b. To help the students to improve reading comprehension by using Attribute Web strategy.
- c. To increase the writer's knowledge about the effect of using Attribute Web strategy toward students' reading comprehension.
- d. To give new experience for the writer as candidate of teacher.
- e. To fulfill one of the requirements to finish the writer's study in English Education Department of State Islamic University SUSKA Riau.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Reading

Reading is not only the process in which the readers read sentences, words or the texts loudly or silently but also by reading the readers will get some information from the texts. As mentioned by Nunan, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the readers must be able to decode (sound out) the printed words and also comprehend what they read.⁷ Furthermore, Collin stated that the importance of reading in relation to human development.⁸ Reading determines how the students are able to think, that it has a fundamental effect on the development of imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person they are capable of becoming.⁹ Thus, reading needs knowledge to comprehend the texts. By getting knowledge the reader can get information from the texts.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a

⁷ David Nunan, *Practical English Language Teaching* (New York: The McGraw Hill Companies, 2003). p.69

⁸ Collin Harrison, *Understanding Reading Development* (London: SAGE publications, 2004). p.3

⁹ *Ibid*, p.3

means of language acquisition, of communication, and information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In reading, the readers draw information from a text and combine it with information and expectation that they already have in order to comprehend the text.¹⁰

Based on the definition above, the writer can conclude that reading is very important for learners. It will help students to know many things after they read.

The process of reading itself may be broadly classified into three stages:¹¹

- a. The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For example, he/she recognizes the spoken words in its written form. Difficulty at this stage depends upon the differences between the script of the learner's mother tongue and English and between the spelling convention of two languages
- b. Structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

¹⁰ Mariana Celce and Murcia, *TEFL Third Edition* (United States: Heinle & Heinle, 2001) p.188

¹¹ Dr. M. F. Patel and Praven M. Jain, *English Language Teaching (Methods, Tools, Techniques)* (Jaipur: Sunrise Publishers & Distributors, 2008) p.114-6

- c. The interpretation stage. This is the highest level in the reading processes. The learner comprehends the significance of a word, a phrase or sentence in the overall context of the dicrads. It is the stage at which a person really reads for information or pleasure.

2. The Nature of Comprehension

Comprehension is an ability to understand the meaning of a concept or an action. Comprehension is an important intelligent power of abstract thought and reasoning of humans or intelligent systems. It is highly curious to explore the internal process of comprehension in the brain and to explain its basic mechanisms in cognitive informatics and computational intelligence.

The linguistic meaning of comprehension is an ability to understand the meaning of a concept or an action based on the intelligent power of abstract thought and reasoning. Therefore, large scope comprehension at sentence and article levels may be analyzed and synthesized by concept-level comprehensions from the top down or the bottom up.¹²

Comprehension entails three elements:¹³

a) The Reader

¹² Wang Yingxu, *The Cognitive Process of Comprehension, a Formal Description* (Calgary Journal.Canada:University of Calgary, 2010)

¹³ Catherine Snow .et.al, *Reading for Understanding:Toward a Research and Development Program in Reading Comprehension* (Report). (Airlington: RAND EDUCATION2002)p.11-7

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their

comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

b) The Text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is

engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge.

When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass high stakes exams and to make themselves employable.

c) The Activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has.

3.The Nature of Reading Comprehension

Reading is an activity with a purpose. It is supported by Kalayo that the purpose of the reading also determines the appropriate approach reading comprehension.¹⁴ Furthermore, Irwin stated that comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge. Therefore, it can be concluded that reading comprehension is a complex process by which a reader tries to reconstruct a meaning in graphic language by a writer.

Comprehension is the center of reading.¹⁵ It means that the reading process can be called a good process when the reader can comprehend the reading material. In reading material, the reader will depend on three factors.¹⁶ They are :

- a. The reader has command of the linguistic structures of the text. It means that the reader has to know about linguistic structure when he/she is reading.
- b. The reader is able to exercise metacognitive control over the content being read. It means the reader is able to monitor and reflect on his or her own level of understanding while reading the material.
- c. The reader has adequate background in the content and vocabulary being presented. Before reading, the reader should have background information about what he/she will read.

¹⁴ Kalayo Hasibuan and M. Fausan, *TEFL* (Pekanbaru: Alfa Riau Graha Unri Press, 2007) p.14

¹⁵ Karen Tankersley, *The Threads of Reading* (United State : ASCD, 2003) p.90

¹⁶ *Ibid*

Comprehension is also one of the processes in reading. According to Irwin there are five reading comprehension processes, they are:¹⁷

a. Microprocesses

The reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group word into meaningful phrases. And the second major skill required for microprocessing is the ability to select what idea units to remember.

b. Integrative process

Readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationship between clauses and/or between sentences must also be comprehended. The process of understanding and inferring the relationships between individual clauses and/or sentences can be called integrative processing. Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c. Macroprocesses

Ideas are connected and retained in memory more effectively if they are organized around an overall organizational pattern. The main

¹⁷Judith Westphal Irwin, *Teaching Reading Comprehension Processes* (New Jersey:Prentice Hall, 1986)p. 3-6

topics in an organized text make up a kind of summary. The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing. At least two skills are necessary for macroprocessing. First is the ability to select general idea and to summarize the passage. And the second major is the ability to use the author's general organizational pattern to organize one's own memory representation.

d. Elaborative process

We often make inferences not necessarily intended by the author and not required for a literal interpretation. For instance, we may take a prediction about what might happen, we may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. The process of making inferences not necessarily intended by author can be called elaborative process.

e. Metacognitive process

Metacognitive may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension and long-term recall. The process of adjusting one's strategies to control

comprehension and long-term recall can be called metacognitive processing.

By considering the three factors of reading comprehension and process of comprehension, the reader will be able to comprehend reading material well.

4. Teaching Reading

The success of a teacher can be decided by the way of the presenting the material whether the language is acceptable and easy to be understood by the students or not. Nunan stated that there are eight principles for teaching reading:¹⁸

- a. Exploit the reader's background knowledge.
- b. Build a strong vocabulary base.
- c. Teach for comprehension.
- d. Work on increasing reading rate.
- e. Teach reading strategies.
- f. Encourage readers to transform strategies into skills.
- g. Built assessment and evaluation into your teaching.
- h. Strive for continuous improvement as a reading teacher.

In addition, Harmer also said that there are six principles behind the teaching, of reading. They are:¹⁹

¹⁸David Nunan, *Practical English Language Teaching*(Singapore: Mc Graw Hill, 2003). p.74

¹⁹Jeremy Harmer, *How to Teach English: An Introduction to the Practice Language Teaching* (England: Longman, 1998) p.70-1

a. Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the picture the words are painting, understand the arguments, and work out if we agree with them.

b. Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text not actively interested in what they are doing – are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more what is in front of them.

c. Students should be encouraged to respond to the content of a reading text, not just to the language.

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give the students a chance to respond to the message in some ways.

d. Prediction is a major factor in reading

The moment we get this hint – the book cover, the headline, the word processed page – our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. The teacher should give students 'hints' so that they can

predict what's coming too. It will make them better and more engaged readers.

e. Match the task to the topic

Once a decision has been taken about what reading texts the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles, etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging tasks.

f. Good teacher exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

Teaching reading in English subject is a must in school curriculum. In teaching reading, the teacher has to be able to achieve the goal of reading. Thus, the students can comprehend the text and convey the ideas with their prior knowledge.

In conclusion, teaching reading by using the suitable teaching strategy can help students overcome their problem in order to comprehend the reading texts. Also in teaching reading, the writer taught the students deal with students' text books and their prior knowledge added by

supplement material that still correlate with syllabus by applying Attribute Web strategy.

5. The Nature of Narrative Text

Narrative is storytelling whether we are relating a single story or several related ones.²⁰ Narrative text tells a true story and fiction, and gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.²¹

Clouse stated that there are six purposes of narration as follows:²²

- a. To entertain. For example, it is about account of your first meeting with your father in law when you misstook him for an annoying insurance salesman.
- b. To express feeling. For example, it is about an account of what happened when your best friend betrayed you.
- c. To relate experience. For example, an account of the time you got lost I the wood for two days.
- d. To inform (to explain what happens when a person is arrested). For example, an account of the time you were wrongly arrested for shoplifting.

²⁰John Langan, *College Writing Skills with Reading* (New York: The Mc Graw Hill, 2001) p.195

²¹M. Syafi'i et al, *The Process of Writing for Classroom Setting* (Pekanbaru: LBSI, 2007) p.53

²²Barbara Fine Clouse, *The Student Writer* (New York: The McGraw Hill, 2005) p. 184

- e. To inform (to teach a lesson). For example, an account of time that you got in trouble for cheating.
- f. To persuade. For example, an account of the community service you performed as a high school senior.

Savage in Dona Rahmawati pointed out that the narrative organization are:²³

a. Introduction

- 1. The hook gets the reader's attention.
- 2. The middle sentences introduce an event (the action of the story) by providing information about the people, the place, and the time.

b. Body Paragraphs

- 1. The body paragraphs describe what happened in the story.
- 2. They include details that bring the story to life.
- 3. They often use time order to explain the event.

c. Conclusion

- 1. A conclusion describes the outcome of the event.
- 2. It often ends with a comment by the writer about what the event showed or taught.

²³Dona Rahmawati, *The Effect of Using Reading for Meaning Strategy towards Reading Comprehension of the Second Year Students at SMA 1 Kampar* (Undergraduated degree: UIN SUSKA Riau, 2012) p.24

6. The Nature of Attribute Web Strategy

Walker stated that Attribute Web is a variation of the mind map.²⁴ It is way to show attributes in concrete form. It means that Attribute Web strategy can be used to show idea of something such as people, things, and ideas. Furthermore, Brunner stated that Attribute Web strategy is one of strategies that can help students' reading comprehension.²⁵ The purpose of the Attribute Web strategy is to provide students the opportunity to analyze a character from a text and construct a visual representation of that individual. This activity provides students the opportunity to visualize how a character looks, acts, or feels. The Attribute Web may also include how other characters within the text perceive the individual.

This strategy can be applied into so many kinds of the text, they are nonfiction, fiction, expository. In this research, the writer conducted the research about students' reading comprehension in narrative text. Narrative text can be included into fiction text.

7. The Steps of Attribute Web Strategy

There are 5 steps that have to be done by students in doing this strategy, they are:²⁶

- a. Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading.

²⁴Donna E. Walker, *Strategies for Teaching Differently* (California: Corwin Press, 1998), p.47

²⁵Judi Tilton Brunner, *Op.cit*, p.47

²⁶*Ibid*

Attributes may include physical characteristics or personality characteristics, or a combination of the two.

- b. After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.
- c. Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.
- d. Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.
- e. Teacher asks students to share the web with others.

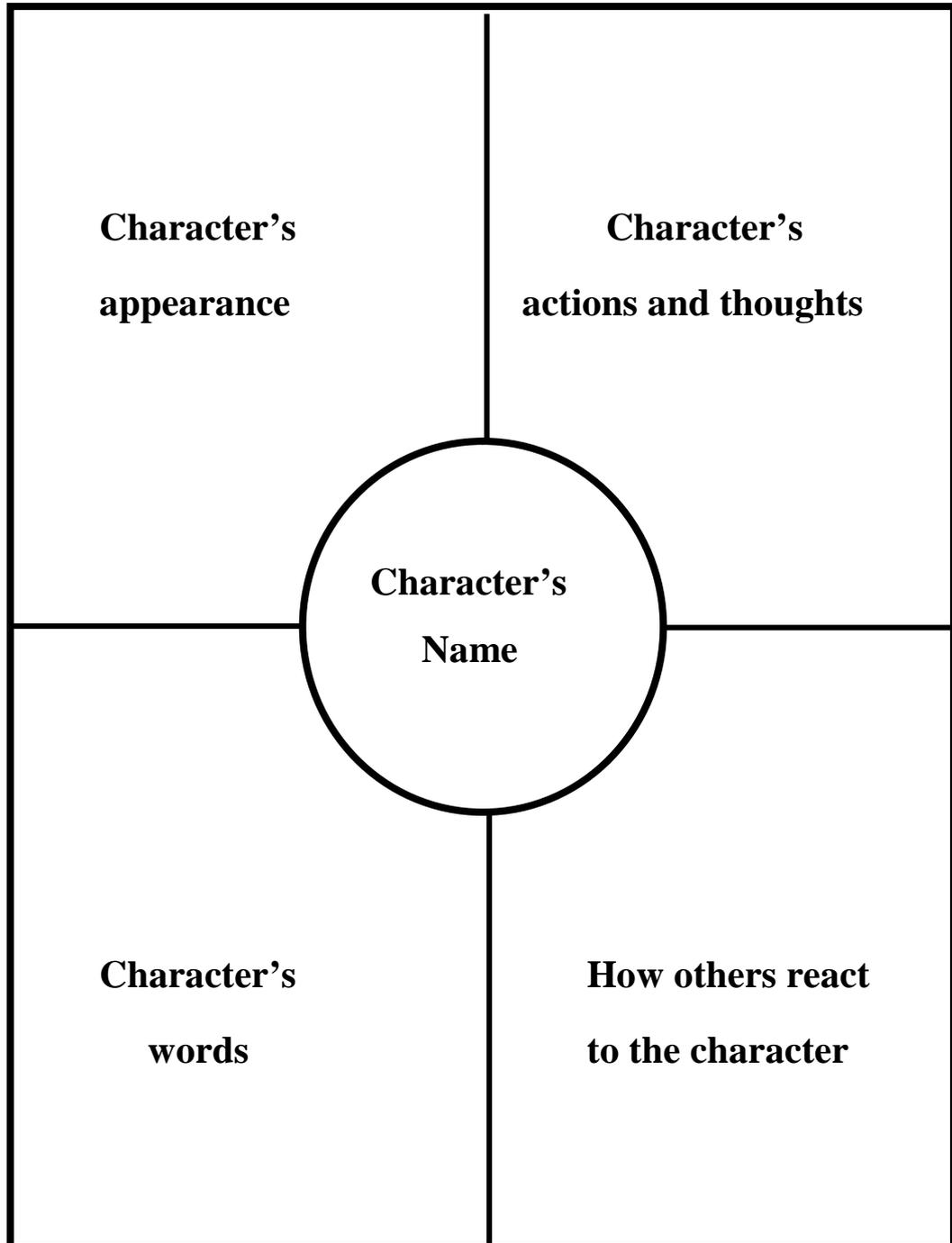
8. The Benefits of Attribute Web Strategy

By applying this strategy, the students will get some benefits in teaching and learning process of reading subject, especially in reading comprehension. The benefits are:²⁷

- a. Provides opportunity for individual work or a collaborative effort
- b. Encourages attention to detail and student engagement
- c. Straightforward and easy to explain and understand
- d. Helps students understand how an author develops a storyline through characterization
- e. Encourages collaboration
- f. Provides a purpose for reading

²⁷*Ibid*

9. The Web Organizer of Attribute Web Strategy



B. The Relevant Research

According to Syafi'i, the researchers needed to observe some previous researches done by other researchers which are relevant to our research.²⁸

1. A research from Mardiyati

In 2013, Mardiyati conducted the research entitled "The Effect of Using Discussion Web Strategy Toward Reading Comprehension in Analytical Exposition Text of the Second Year Students at SMAN 1 Reteh".²⁹ In this research, the researcher used Discussion Web strategy to improve students' reading comprehension. The writer took this research as relevant research because this research used web organizer in teaching process. And, it is the same as Attribute Web strategy that web organizer helps students comprehend the reading material.

The findings of this research was that there was significant effect of using Discussion Web strategy towards reading comprehension of the second year students at SMAN 1 Reteh because $F_{\text{calculated}} > F_{0.05}$. It means H_a is accepted and it can be seen from students' reading comprehension categorized as high. So, Mardiyati suggested to the teacher to use this strategy to improve students' reading comprehension.

²⁸ M. Syafi'i S., *From Paragraph to a Research Report: A writing of English for Academic Purposes* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2011), p. 122

2. A research from Agvemi Zuhadi Alga

In 2009, Agvemi conducted the research entitled "The Effect of Directed Reading Thinking Activity (DRTA) Strategy towards Reading Comprehension of the First Year Students at SMAN 1 Cerenti". His research design was quasi experimental research. He found that the result indicated that there was significant effect of DRTA strategy toward students' reading comprehension on the first year at SMAN 1 Cerenti. Because in T-Table at the 5% level of the significance referred to 2.01. While in the level of significance of 1% was 2.68, so it could be analyzed that t_o was higher than t-table in either at 1% or 5%. Alga suggested the teacher to use this strategy to improve students' reading comprehension.

The relevancy of this research with the writer's research is the variable Y (reading comprehension). In this research the researcher used DRTA strategy to improve students' reading comprehension while the writer used Attribute Web strategy to improve students' reading comprehension.

C. The Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding. Then, it was necessary to clarify briefly the variable used in this research. There are two variables in this research, they are independent variable or variable X (the effect of Attribute Web strategy) and one more is dependent variable or variable Y (students's reading comprehension in narrative text). Therefore, the operational concept can be seen in the following indicators:

1. The procedures of the Attribute Web strategy are as follows:³⁰
 - a. Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading. Attributes may include physical characteristics or personality characteristics, or a combination of the two.
 - b. After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.
 - c. Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.
 - d. Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.
 - e. Teacher asks students to share the web with others.

2. The indicators of reading comprehension are as follows.³¹
 - a. Students are able to find factual information.
 - b. Students are able to identify main idea.
 - c. Students are able to identify references.
 - d. Students are able to locate the meaning of vocabulary in context.
 - e. Students are able to make inference from reading text.

³⁰Judi Tilton Burner, *Op.cit.*, p.47

³¹Syllabus of MA Miftahul Hidayah Pekanbaru 2012/2013

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that:

- a. Students' comprehension in reading narrative text improves by using Attribute Web strategy.
- b. Teaching reading by using Attribute Web strategy could influence students' reading comprehension in narrative text.

2. The Hypothesis

- a. Ho: There is no significant effect of Attribute Web strategy towards students' reading comprehension in narrative text of the first year at MA Miftahul Hidayah Pekanbaru
- b. Ha: There is significant effect of Attribute Web strategy towards students' reading comprehension in narrative text of the first year students at MA Miftahul Hidayah Pekanbaru

CHAPTER III RESEARCH METHOD

A. The Research Design

This research used quasi experimental research of nonequivalent control group design (between experimental and control classes that have not been equal). Creswell stated that quasi experimental is experimental situation in which the researcher assigns participants to groups, but not randomly.³² The writer used intact group, the first class was experimental class and another was the control class. Furthermore, Gay and Peter stated that quasi experimental design is used when the writer keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.³³

This research consisted of two variables, they were : independent variable(variable X) that referred to Attribute Web strategy and dependent variable(variable Y) that referred to reading comprehension. In conducting this research, the writer took two classes as sample: one class was an experimental class taught by using Attribute Web strategy and the other was as control class taught by using conventional strategy. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' reading comprehension. Then, there was treatment in the middle and post-test given at the end of teaching learning process in order to know the effect of using Attribute Web toward students' reading

³²John. W. Creswell, *Educational Research (Third Edition)* (Boston: Pearson Prentice Hall, 2008) p.313

³³L. R. Gay, and Peter Airasian, *Educational Research: Competencies for Analysis and Application (Sixth Edition)* (New Jersey: Pearson Prentice Hall, 2000) p.394

comprehension. Meanwhile, in control class was also given pre-test and post-test but there was no treatment. So, the design of the research can be illustrated as follows:

Experimental Group : O_1X _____ O_2 _____

Control Group : O_1 -- _____ O_2 _____

Where:

O_1 = pre-test for both experimental and control group

O_2 = post-test for both experimental and control group

X = receive the treatment by using Attribute Web strategy

B. The Time and Location of the Research

This research was conducted from May to June 2013 at MA Miftahul Hidayah Pekanbaru located in Handayani street, Marpoyan Damai, Pekanbaru. This research was conducted for the second semester students at MA Miftahul Hidayah Pekanbaru.

C. The Subject and the Object of the Research

The subject of this research was the first year students of MA Miftahul Hidayah Pekanbaru. The object of this research focused on using Attribute Web strategy toward students' reading comprehension in narrative text.

D. The Population and the Sample of the Research

The population of this research was the first year students of MA Miftahul Hidayah Pekanbaru. It had two classes, class A and B. The number of the first year students at MA Miftahul Hidayah Pekanbaru was 50 students. The population above was not too large so the write took all classes. Because

of several reasons, the sample was just 48 students. Based on the design of the research, the writer took two classes as the sample of this research. According to Gay, if the population consists of 100 or fewer, there is a little point in sampling; survey the entire population.³⁴ It means that the sample of this research was 48 students. The class X.A was selected as experimental class and X.B was selected as control class by lottery system.

Table III.1
The Population of the First Year Students at MA Miftahul Hidayah Pekanbaru

No	Class	Total
1.	X.A	25
2.	X.B	25
	Total	50

Table III.2
The Specification of the Research Sample

No	Class	Total
1.	X.A (Experimental class)	24
2.	X.B (Control class)	24
	Total	48

E. The Technique of Data Collection

There were two instruments in collecting the data from the students. The first instrument was observation. In this observation, the writer used a participatory observation. The observer conducted the activity of teaching.

³⁴L.R. Gay Peter Arisian, *Educational Research*, (New Jersey: Prentice-Hall, 2001), p.134

The second instrument was test. The test was divided into two kinds of tests, pre-test and post-test. Pre-test and post-test were given to experimental and control class.

1. Observation

Observation was used to know the implication of Attribute Web strategy toward students' reading comprehension at the first year students of MA Miftahul Hidayah Pekanbaru. In this research, the writer used participatory observation. The observer in this research was the English teacher of MA Miftahul Hidayah Pekanbaru taught at the first year. The observation was only given to experimental class. The indicators of observation can be seen below:

- a. Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading.
- b. After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.
- c. Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.
- d. Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.
- e. Teacher asks students to share the web with others.

2. Test

The writer used test to collect the data of students' reading comprehension. The test was distributed to measure the students' reading comprehension. The type of the test was multiple choice test. A multiple choice test requires the students to select a correct answer out of a number of options. The total number of test was 20 questions. The tests were divided into two series as follows:

- a. Pre-test was used to determine students' reading comprehension before getting the treatment.
- b. Post-test was used to determine students' reading comprehension after getting the treatment.

The test was given to both experiment and control classes. The students were required to answer the questions based on the text provided. Then, the students' test was measured based on the indicators of reading comprehension. The classification of the students' score is shown below.³⁵

Table III.3
The Classification of Students' Score

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

³⁵Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*(Jakarta: Bumi Aksara, 2011) p. 245

F. The Validity and Reliability of the Test

The quality of the instrument is very important. Every test, whether, it is a short , informal test, or a public examination should be as valid as the test constructor that can make it. So, the writer used a number of procedure to ensure the data that had been collected, valid and reliable.

1. Validity

Validity is the most important idea to consider when preparing or selecting an instrument for use. According to Lodico, validity focuses on ensuring that what the instrument “claims” to measure is truly what it is measuring.³⁶ In other words, validity indicates the instrument’s accuracy.

Before giving pre-test to the sample, the writer administered try out at other school but it is the same level. The purpose of try out was to obtain validity and realibility of the test. It was determined by finding the difficulty level of each item in the test. The formula for item difficulty is as follows:³⁷

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

Where :

P :Index of difficulty or Facility value

B : the number of correct answer

JS : the number of examinees or students taking the test

³⁶Marguerite G. Lodico, *Methods in Educational Research* (San Fransisco: Jossey-Bass, 2006) p.87-8

³⁷Suhrsimi Arikunto, *Op.cit*, p.208

The standard level of difficulty is ≥ 0.30 and ≤ 0.70 .³⁸ It means that the item test was accepted if the level of difficulty between 0.30-0.70 and it was rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”.

Table III.4
Indicator 1:
The Students are able to find factual information

Variable	Finding factual information				N
Item No.	1	10	12	18	20
Correct	13	10	10	13	
P	0.65	0.50	0.50	0.65	
Q	0.35	0.50	0.50	0.35	

The description of the table above is that the indicator 1 consists of four items reading comprehension test. Item number 1 shows the proportion correct 0.65, item number 10 shows the proportion correct 0.50. Item number 12 shows the proportion correct 0.50 and item number 18 shows the proportion correct 0.65. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

Table III.5
Indicator 2:
The students are able to identify main idea

Variable	Identifying main idea				N
Item No.	3	7	11	16	20
Correct	10	12	11	8	
P	0.50	0.60	0.55	0.40	
Q	0.50	0.40	0.45	0.60	

³⁸*Ibid*, p.210

The description of the table above is that the indicator 2 consists of four items reading comprehension test. Item number 3 shows the proportion correct 0.50, item number 7 shows the proportion correct 0.60. Item number 11 shows the proportion correct 0.55 and item number 16 shows the proportion correct 0.40. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

Table III.6
Indicator 3:
The students are able to identify reference

Variable	Identifying reference				N
Item No.	2	9	15	19	20
Correct	12	11	13	13	
P	0.60	0.55	0.65	0.65	
Q	0.40	0.45	0.35	0.35	

The description of the table above is that the indicator 3 consists of four items reading comprehension test. Item number 2 shows the proportion correct 0.60, item number 9 shows the proportion correct 0.55. Item number 15 shows the proportion correct 0.65 and item number 19 shows the proportion correct 0.65. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

Table III.7
Indicator 4:
The students are able to locate the meaning of vocabulary in the context

Variable	Locoting the meaning of vocabulary in context				N
Item No.	4	8	14	17	20
Correct	12	13	13	9	
P	0.60	0.65	0.65	0.45	
Q	0.40	0.35	0.35	0.55	

The description of the table above is that the indicator 4 consists of four items reading comprehension test. Item number 4 shows the proportion correct 0.60, item number 8 shows the proportion correct 0.65. Item number 14 shows the proportion correct 0.65 and item number 17 shows the proportion correct 0.45. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

Table III.8
Indicator 5:
The students are able to make inference

Variable	Making inference				N
Item No.	5	6	13	20	20
Correct	12	13	13	11	
P	0.60	0.65	0.65	0.55	
Q	0.40	0.35	0.35	0.45	

The description of the table above is that the indicator 4 consists of four items reading comprehension test. Item number 5 shows the proportion correct 0.60, item number 6 shows the proportion correct 0.65. Item number 13 shows the proportion correct 0.65 and item number 20 shows the proportion correct 0.55. The interpretation of standard

difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

2. Reliability

According to H. Douglas Brown, reliability has to do with accuracy of measurement.³⁹ This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistently. Meaning that, the test is reliable when an examinee's results are consistent on repeated measurement.

The reliability coefficients for good identified kinds of text structure and reading comprehension test were expected to exceed 0.0 and closed 1.00. Arikunto states that the reliability of the test is considered as follows:⁴⁰

1. Between 0.0 to 0.20 = Low
2. Between 0.20 to 0.40 = Enough
3. Between 0.40 to 0.80 = High
4. Between 0.80 to 1.00 = Very high

To obtain the reliability of the test given, the researcher used the formula as follows:

$$KR\ 20: r_i = \frac{k}{k-1} \frac{S_t^2 - \sum p_i q_i}{S_t^2}$$

Where:

³⁹H. Douglas Brown. *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education Inc, 2003) p. 19-27

⁴⁰ Suharsimi Arikunto, *Op.cit* p.218

K : number of items on the instrument

p_i : proportion of subjects who answered the item correctly

q_i : proportion of subjects who answered the item wrong (1- P_i)

$\sum p_i q_i$: the multiplication result between p and q

S_{t^2} : total variance

We must first calculate the total variance before:

$$S_{t^2} = \frac{x^2}{n}$$

Where:

n : number of respondents

$$\begin{aligned} x^2 &= \sum xt^2 - \frac{(\sum xt)^2}{n} \\ &= 2294 - \frac{(232)^2}{24} \\ &= 2294 - \frac{53824}{24} \\ &= 2294 - 2246.6 \\ &= 51.4 \end{aligned}$$

$$S_{t^2} = \frac{51.4}{24}$$

$$= 2.14$$

$$\begin{aligned} r_i &= \frac{k}{k-1} \frac{S_{t^2} - \sum p_i q_i}{S_{t^2}} \\ &= \frac{20}{(20-1)} \frac{2.14 - 4.83}{2.14} \end{aligned}$$

$$= \frac{20}{19} \frac{2.69}{2.12}$$

$$= 1.05 \times 0.55$$

$$= 0.58$$

Based on the result above, it also can be stated that reliabilitas was high.

F. The Technique of Data Analysis

In order to find out whether or not there was a significant effect of using Attribute Web strategy toward reading comprehension, the data were analyzed statistically. To analyze the data, the writer used score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent sample t-test) and it was calculated by using software SPSS 16 version. T-test is used to measure the significant difference between two mean samples from two variables.⁴¹

The t-table was employed to see whether or not there was significant effect between the mean score in both experimental and control class.

Statistically hypothesis:⁴²

1. $H_o = t_o < t_{table}$
2. $H_a = t_o > t_{table}$

H_a is accepted if $t_o > t_{table}$ or there is a significant effect of using Attribute Web strategy toward reading comprehension. H_o is accepted if $t_o <$

⁴¹Hartono, *Statistik Untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2010)p.178

⁴²*Ibid*, p.180

t_{table} or there is no significant effect of Attribute Web strategy toward reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

1. The Data Observation

In this research, the writer used observation as one of the techniques in collecting the data. The observation was direct observation where the observer was observing directly when the writer was teaching in the classroom. The observer would check the procedures of teaching from the writer's performance in the classroom whether it was suitable with the indicators of Attribute Web strategy or not. The good implementing of Attribute Web strategy would influence students' reading comprehension.

This observation was only used in experimental class in order to know whether Attribute Web strategy can improve students' reading comprehension or not at MA Miftahul Hidayah Pekanbaru. If the writer was good in implementing the indicators of Attribute Web strategy, it would influence teaching process and students' understanding in learning process. The observation was done by the English teacher in the school in implementing Attribute Web strategy. The observation data were presented in the following table:

Table IV.1
OBSERVATION SHEET
1 42 G

Date : May, 22nd 2013
Material : Queen of Arabia and Three Sheiks
Class : Experimental class

No.	The Indicators of Attribute Web strategy	Categories	
		Yes	No
1.	Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading.		
2.	After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.		
3.	Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.		
4.	Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.		
5.	Teacher asks students to share the web with others.		

Based on the table above, it can be seen that every step had been done by the writer. The indicators of implementing Attribute Web strategy in experimental class had been given checklist by the observer. It means that the steps had been done 100%. It can be concluded that implementing Attribute Web strategy ran well.

Table IV.2
OBSERVATION SHEET
2nd MEETING

Date : May, 24th 2013
Material : Snow White
Class : Experimental class

No.	The Indicators of Attribute Web strategy	Categories	
		Yes	No
1.	Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading.		
2.	After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.		
3.	Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.		
4.	Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.		
5.	Teacher asks students to share the web with others.		

Based on the table above, it can be seen that every step had been done by the writer. The indicators of implementing Attribute Web strategy in experimental class had been given checklist by the observer. It means that the steps had been done 100%. It can be concluded that implementing Attribute Web strategy ran well.

Table IV.3
OBSERVATION SHEET
3th MEETING

Date : May, 29th 2013
Material : Jaka Tarub and the Seven Fairies
Class : Experimental class

No.	The Indicators of Attribute Web strategy	Categories	
		Yes	No
1.	Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading.		
2.	After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.		
3.	Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.		
4.	Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.		
5.	Teacher asks students to share the web with others.		

Based on the table above, it can be seen that every step had been done by the writer. The indicators of implementing Attribute Web strategy in experimental class had been given checklist by the observer. It means that the steps had been done 100%. It can be concluded that implementing Attribute Web strategy ran well.

Table VI.4
OBSERVATION SHEET
4th MEETING

Date : May, 31st 2013
Material : The First Banana
Class : Experimental class

No.	The Indicators of Attribute Web strategy	Categories	
		Yes	No
1.	Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading.		
2.	After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.		
3.	Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.		
4.	Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.		
5.	Teacher asks students to share the web with others.		

Based on the table above, it can be seen that every step had been done by the writer. The indicators of implementing Attribute Web strategy in experimental class had been given checklist by the observer. It means that the steps have been done 100%. It can be concluded that implementing Attribute Web strategy ran well.

Table IV.5
OBSERVATION SHEET
5th MEETING

Date : June, 5th 2013
Material : Two Travelers and Tree
Class : Experimental class

No.	The Indicators of Attribute Web strategy	Categories	
		Yes	No
1.	Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading.		
2.	After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.		
3.	Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.		
4.	Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.		
5.	Teacher asks students to share the web with others.		

Based on the table above, it can be seen that every step had been done by the writer. The indicators of implementing Attribute Web strategy in experimental class had been given checklist by the observer. It means that the steps had been done 100%. It can be concluded that implementing Attribute Web strategy ran well.

Table IV.6
OBSERVATION SHEET
6th MEETING

Date : June, 7th 2013
Material : The Mouse Deer and The Crocodile
Class : Experimental class

No.	The Indicators of Attribute Web strategy	Categories	
		Yes	No
1.	Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading.		
2.	After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.		
3.	Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.		
4.	Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases.		
5.	Teacher asks students to share the web with others.		

Based on the table above, it can be seen that the writer did all of the activities in implementing Attribute Web strategy. Every part of activity can be done well by the writer from the first meeting until sixth meeting. It means that the writer did 100% of indicators in using Attribute Web strategy. The process of teaching could influence the result of

teaching process. The good implementing of Attribute Web strategy would influence students's reading comprehension in narrative text.

2. The Data of Test

a) The data of experimental class

The data of the students' reading comprehension taught by using Attribute Webstrategy were gotten from pre-test and post-test of X.A as an experimental class. The data can be seen from the table below:

Table IV.7
The Score of the Students' Reading Comprehension
in Experimental Class

No	Students	Experimental Class			
		Score		Classification	
		Pre-test	Post-test	Pre-test	Post-test
1	Student 1	80	85	Very good	Very good
2	Student 2	35	55	Fail	Less
3	Student 3	55	60	Less	Enough
4	Student 4	60	80	Enough	Very good
5	Student 5	50	65	Less	Enough
6	Student 6	60	75	Enough	Good
7	Student 7	45	65	Less	Enough
8	Student 8	75	75	Good	Good
9	Student 9	40	85	Less	Very good
10	Student 10	35	65	Fail	Enough
11	Student 11	75	60	Good	Enough
12	Student 12	55	75	Less	Good
13	Student 13	35	75	Fail	Good
14	Student 14	75	90	Good	Very good
15	Student 15	55	65	Less	Enough
16	Student 16	50	80	Less	Very good
17	Student 17	50	80	Less	Very good
18	Student 18	75	60	Good	Enough
19	Student 19	50	80	Less	Very good
20	Student 20	50	40	Less	Less
21	Student 21	60	75	Less	Good

22	Student 22	50	45	Less	Less
23	Student 23	50	75	Less	Good
24	Student 24	45	85	Less	Good
Total		1310	1695		

From the table above, the writer found that the total score of pre-test in experimental class was 1310, the highest was 80 and the lowest was 35. The total score of average from post-test in experimental class was 1695, the highest was 90 and the lowest was 40. It means that the students made a significant effect of their reading comprehension. To clarify the students' score, it was needed a frequency description. The frequency distribution of the pre-test students' reading comprehension test score is as follows:

Table IV.8
The Frequency of Students' Pre-test Score of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	3	12.5	12.5	12.5
	40	1	4.2	4.2	16.7
	45	2	8.3	8.3	25.0
	50	7	29.2	29.2	54.2
	55	3	12.5	12.5	66.7
	60	3	12.5	12.5	79.2
	75	4	16.7	16.7	95.8
	80	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based on table above, it can be seen that there were 24 students in experimental class. In pre-test the students who got score 35 were 3 students (12.5%), the student who got score 40 was 1 student (4.2%), the students who got score 45 were 2 students (8.3%), the students who got score 50 were 7 students (29.2%), the students who got score 55 were 3 students (12.5%), the students who got score 60 were 3 students (12.5%), the

students who got score 75 were 4 students (16.7%) and the student who got score 80 was 1 student (4.2%).

Table IV.9
The Frequency of Students' Post-Test Score of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4.2	4.2	4.2
	45	1	4.2	4.2	8.3
	55	1	4.2	4.2	12.5
	60	3	12.5	12.5	25.0
	65	4	16.7	16.7	41.7
	75	6	25.0	25.0	66.7
	80	4	16.7	16.7	83.3
	85	3	12.5	12.5	95.8
	90	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based on table above, the student who got score 40 was 1 student (4.2%), the student who got score 45 was 1 student (4.2%), the student who got score 55 was 1 student (4.2%), the students who got score 60 were 3 students (12.5%), the students who got score 65 were 4 students (16.7%), the students who got score 75 were 6 students (25.0%), the students who got score 80 were 4 students (16.7%), the students who got score 85 were 3 students (12.5%) and the student who got score 90 was only 1 student (4.2%).

Besides, the mean and standard deviation were also needed in analyzing data which were gotten from the score of pre-test and post-test. It can be seen from the following table.

Table IV.10
The Mean and Standard Deviation of Pre-Test and Post-Test of Experimental Class

		Pretest	Posttest
N	Valid	24	24
	Missing	0	0

Mean	54.58	70.62
Std. Deviation	13.345	12.795

From the table above, mean of pre-test was 54.58 and std. deviation was 13.345 while mean of post-test was 70.62 and std. deviation was 12.795.

b) The data of control class

The data of students' reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of X.B as a control class. The data can be seen from the table below:

Table IV.11
The Score of the Students' Reading Comprehension in Control Class

No	Students	Control Class			
		Score		Classification	
		Pre-test	Post-test	Pre-test	Post-test
1	Student 1	70	30	Good	Fail
2	Student 2	35	55	Fail	Less
3	Student 3	40	40	Less	Less
4	Student 4	40	50	Less	Less
5	Student 5	55	70	Less	Good
6	Student 6	40	60	Less	Enough
7	Student 7	55	50	Less	Less
8	Student 8	45	65	Less	Enough
9	Student 9	40	50	Less	Less
10	Student 10	75	45	Good	Less
11	Student 11	75	80	Good	Very good
12	Student 12	50	65	Less	Enough
13	Student 13	45	75	Less	Good
14	Student 14	30	55	Fail	Less
15	Student 15	50	60	Less	Enough
16	Student 16	50	65	Less	Enough
17	Student 17	55	70	Less	Good
18	Student 18	50	60	Less	Enough
19	Student 19	45	75	Less	Good

20	Student 20	50	40	Less	Less
21	Student 21	50	30	Less	Fail
22	Student 22	50	65	Less	Enough
23	Student 23	55	75	Less	Good
24	Student 24	70	45	Good	Less
Total		1220	1375		

From the table above, the writer found that the total score of pre-test in control class was 1220. The highest was 75 and the lowest was 40, meanwhile the total score of post-test in control class was 1375. The highest was 80 and the lowest was 50. It means that the students had little progress in their reading comprehension. To clarify the students score, it was needed a frequency description. The frequency distribution of the pre-test students' reading comprehension test score is as follows:

Table IV.12
The Frequency of Students Pre-Test Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	4.2	4.2	4.2
	35	1	4.2	4.2	8.3
	40	4	16.7	16.7	25.0
	45	3	12.5	12.5	37.5
	50	7	29.2	29.2	66.7
	55	4	16.7	16.7	83.3
	70	2	8.3	8.3	91.7
	75	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based on the table above, it can be seen that there were 24 students in control class. In pre-test the student who got score 30 was 1 student (4.2%), the student who got score 35 was 1 student (4.2%), the students who got score 40 were 4 students (16.7%), the students who got score 45 were 3 students (12.5%), the students who got score 50 were 7 students (29.2%),

the students who got score 55 were 4 students (16.7%), the students who got score 70 were 2 students (8.3%), and the students who got score 75 were 2 students (3.3%).

Table IV.13
The Frequency of Students Post-Test Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	8.3	8.3	8.3
	40	2	8.3	8.3	16.7
	45	2	8.3	8.3	25.0
	50	3	12.5	12.5	37.5
	55	2	8.3	8.3	45.8
	60	3	12.5	12.5	58.3
	65	4	16.7	16.7	75.0
	70	2	8.3	8.3	83.3
	75	3	12.5	12.5	95.8
	80	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based on table above, it can be seen that there were 24 students in control class. In post-test the students who got score 30 were 2 students (8.3%), the students who got score 40 were 2 students (8.3%), the students who got score 45 were 2 students (8.3%), the students who got score 50 were 3 students (12.5%), the students who got score 55 were 2 students (8.3%), the students who got score 60 were 3 students (12.5%), the students who got 65 were 4 students (16.7%), the students who got 70 were 2 students (8.3%), the students who got 75 were 3 students (12.5%) and the students who got score 80 only was 1 student (4.2%).

The mean and standard deviation of pre-test and post-test of control class are in the following table:

Table IV.14

The Mean and Standard Deviation of Pre-test and Post-test of Control Class

		pretest	posttest
N	Valid	24	24
	Missing	0	0
Mean		50.83	57.29
Std. Deviation		11.857	14.141

c) The Data Presentation of the Effect of Students' Reading Comprehension Taught and without Taught by Using Attribute Web Strategy

The following table is the description of pre-test and post-test score of both experiment and control class.

Table IV.15
The Students Pre-test and Post-test Score of Experimental Class and Control Class

No	Students	Experimental Class		Gain	Control Class		Gain
		Pre-test	Post-test		Pre-test	Post-test	
1	Students 1	80	85	5	70	30	-40
2	Students 2	35	55	20	35	55	-20
3	Students 3	55	60	5	40	40	0
4	Students 4	60	80	20	40	50	10
5	Students 5	50	65	15	55	70	15
6	Students 6	60	75	15	40	60	20
7	Students 7	45	65	20	55	50	-5
8	Students 8	75	75	0	45	65	20
9	Students 9	40	85	40	40	50	-10
10	Students 10	35	65	30	75	45	-30
11	Students 11	75	60	-15	75	80	5
12	Students 12	55	75	20	50	65	15
13	Students 13	35	75	40	45	75	25
14	Students 14	75	90	15	30	55	25
15	Students 15	55	65	10	50	60	10
16	Students 16	50	80	30	50	65	15
17	Students 17	50	80	30	55	70	15
18	Students 18	75	60	-15	50	60	10
19	Students 19	50	80	30	45	75	30

20	Students 20	50	40	-10	50	40	-10
21	Students 21	60	75	15	50	30	-20
22	Students 22	50	45	-5	50	65	15
23	Students 23	50	75	25	55	75	20
24	Students 24	45	85	40	70	45	-25
	Total	1310	1695	380	1220	1375	110

From the table above, it can be seen that there was actually significant difference between pre-test and post-test in experiment class, and pre-test and post test in control class. It could also be seen from the difference of the gain of post-test in the experimental class and control class. The gain of experimental class was higher than the gain of control class. The gain of experimental class was 380 and the gain of control class was 110.

B. The Data Analysis

1. The Data Analysis of Students' Reading Comprehension Taught by Using Attribute Web Strategy

The following table is the description of the data of the students' post test of experiment class:

Table IV.16
The Frequency Distribution of Students Post-Test Score of Experimental Class

Valid of Post test	Frequency of Post test	Standard Graduated	Percentage
40	1	Failed	4.2
45	1	Failed	4.2
55	1	Failed	4.2
60	3	Failed	12.5
65	4	Failed	16.7
75	6	Passed	25.0
80	4	Passed	16.7
85	3	Passed	12.5
90	1	Passed	4.2
Total	24		100

Based on the data obtained of the post test of experimental class, there were 10 students (41.7%) who did not pass the graduated standard (SKL) or the score obtained < 70 , while there were 14 students (58.3%) who passed the graduated standard (SKL) or the score obtained ≥ 70 .

The data of mean and standard deviation from the post-test of experimental class by using SPSS can be seen from the following table:

Table IV.17
The Mean and Standard Deviation of Experimental Class

	N	Mean	Std. Deviation
posttest	24	70.62	12.795

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

Table IV.18
The Classification of Students' Score

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

Based on the table above, the mean of post-test of experimental class was 70.62. It means the students' reading comprehension taught by using Attribute Web was categorized as Good level.

2. The Data Analysis of Students' Reading Comprehension Taught without Using Attribute Web Strategy

The following table is the description of the data the students' post test of control class:

Table IV.19
The Frequency Distribution of Students Post Test Score of Control Class

Valid of Post test	Frequency of Post test	Standard Graduated	Percentage
30	2	Failed	8.3
40	2	Failed	8.3
45	2	Failed	8.3
50	3	Failed	12.5
55	2	Failed	8.3
60	3	Failed	12.5
65	4	Failed	16.7
70	2	Passed	8.3
75	3	Passed	12.5
80	1	Passed	4.2
Total	24		100

Based on the data who obtained of the post test of control class, there were 18 students (75%) did not pass the graduated standard (SKL) or the score obtained < 70 , while there were 6 students (25%) who passed the graduated standard (SKL) or the score obtained ≥ 70 .

The data of mean and standard deviation from the post-test of control class by using SPSS can be seen from the following table:

Table IV.20
The Mean and Standard Deviation of Control Class

	N	Mean	Std. Deviation
posttest	24	57.29	14.141

Then, the mean of post-test from control classis classified in order to determine the category of the students' reading comprehension. The classification table can be seen as follows:

Table IV.21
The Classification of Students' Score

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

Based on the table above, the mean of post-test of control class was 57.29. It meant the students' reading comprehension taught by using Attribute Web was categorized as Enough level.

3. The Data Analysis of the Effect of Using Attribute Web strategy toward Students' Reading Comprehension in Narrative Text

To analyze the data, the writer used T-test (Independent sample t-test) formula by using SPSS program. The output of data analysis is as follows:

Table IV.22
The Group Statistic

	postcontrol	N	Mean	Std. Deviation	Std. Error Mean
Postexperiment	2	24	70.62	12.795	2.612
	1	24	57.29	14.141	2.886

Based on the table above, it can be seen that the total students from each group were 24 students, the mean of experimental class was 70.62 and mean of control class was 57.29. Standard deviation from experimental class was 12.795, while standard deviation of control class was 14.141. Standard error mean in experimental class was 2.612 and control class was 2.8.

Table IV.23
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
Equal variances assumed	.307	.582	3.425	46	.001	13.333	3.893	5.498	21.169
Equal variances not assumed			3.425	45.548	.001	13.333	3.893	5.496	21.171

Independent sample t-test shows Leavene's test to know the some variance:⁴³

H_0 : Variance population identical

H_a : Variance population not identical

If the probabilities > 0.05 , the null hypothesis (H_0) is accepted

If the probabilities < 0.05 , the null hypothesis (H_a) is rejected

⁴³Hartono, *SPSS 16.0 Analisis Data Statistik dan Penelitian*, (Pekanbaru: Pustaka Pelajar, 2010) p.159

Based on the output of SPSS above, H_0 is accepted because the probability $0.582 > 0.05$. It means that the variance of the population is identical. So, the writer used equal variances assumed row.

From the table above, it can be seen the degree of freedom was 46 and t_0 was 3.425. It means that if df was 46, "t" table that used df 45 in level significance of 5% = 2.02 and 1% = 2.69. It can be seen that $2.02 < 3.425 > 2.69$.

The interpretation of hypothesis can be seen below:

H_a is accepted if $t_0 > t$ -table

H_0 is rejected if $t_0 < t$ -table

From the explanation above, it can be concluded that H_a is accepted, it means there is significant effect of using Attribute Web strategy toward reading comprehension of the first year students at MA Miftahul Hidayah Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aimed at examining Attribute Webstrategy toward the students' reading comprehension of the first year at MA Miftahul Hidayah Pekanbaru. After implementing Attribute Web strategy in experimental class, from the data analysis in chapter IV, the result of this research can be concluded as follows:

1. The students' reading comprehension of narrative text taught by using Attribute Web strategy was categorized as **good** category. It can be seen from the mean of post test of experimental class was 70.62.
2. The students' reading comprehension of narrative text taught without using Attribute Web strategy was categorized as **enough** category. It can be seen from the mean of post test of control class was 57.29.
3. There was significant effect of using Attribute Web strategy toward reading comprehension of the first year students at MA Miftahul Hidayah Pekanbaru.

So, it can be concluded that Attribute Web strategy has a positive effect on students' reading comprehension of narrative text of the first year at MA Miftahul Hidayah Pekanbaru.

B. Suggestion

A breakdown of the methodology was provided to give a brief description of Attribute Web strategy used in this research. Along with this, the writer would like to give some suggestion.

1. Suggestion for the teacher:
 - a. It is recommended to teacher to use Attribute Web strategy in teaching reading comprehension.
 - b. It is hoped that the teacher teaches reading class from the easiest to the most difficult one.
 - c. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.
2. Suggestion for the students:
 - a. The students should try to understand the use of Attribute Web strategy in reading comprehension.
 - b. The students should do the discussion and share information in order to improve their comprehension in reading text, especially in narrative text.
 - c. The students should pay more attention to the lesson being explained by the teacher, especially in reading lesson.

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

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