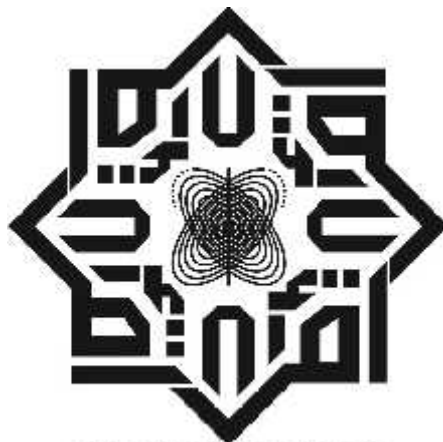


**THE EFFECT OF USING THREE LEVEL GUIDE STRATEGY
ON THE STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT OF THE FIRST
GRADE AT SMA AL-MUHSININ
ROKAN HILIR REGENCY**



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A Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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October, 03th 2013 M.

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ACKNOWLEDGEMENT



Praise to God, Allah almighty, the Lord of Universe, by His guidance and blessing, the writer can finish and complete this academic requirement. Then, the writer says peace be upon to Prophet Muhammad S.A.W.

In finishing this paper, the writer wishes to express her sincere thanks to many different persons; they are:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau
2. Dr. H. Mas`ud Zein, M.Pd, the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
3. Drs. M.Syafi`i S, M.Pd, the Chairperson of English Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
4. M. Fauzan Ansyari, M.Sc., The Secretary of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

5. Drs.H.Kalayo Hasibuan, M.Ed TESOL., the writer's supervisor of the thesis, thank you very much for the correction, suggestion, guidance and kindness in completing this thesis.
6. All lectures of Education and Teacher Training who gave their knowledge and information to the writer.
7. Mr. H. Wildansyah, M.Sc.,the Headmaster of SMA Almuhsinin, and Mr. Amrizal S.Pd.,the English teacher who gave time and place to the writer in conducting the research. Thank you very much for your kindness, attention, cooperation and time instilling the data of the research.
8. The writer's belovedparents, father Suradi and mother Lamsiyah. They always give her love and affection that motivate her during study. The writer loves you so much.
9. The writer's beloved brother Muhammad Iswandi, S.Pd., sister Nur Fatimah, A.Md., and young brother Syamsul Arifin. Thanks for your motivation and support. The writer loves you all.
10. The writer's beloved friends: Saliyah, S.Pd., Silvia Utami,S.Pd., Nurwahidah, S.Pd., Siti Fatimah, S.Kom., Imam Baiki, S.Pd., and Erwinsyah, S.Pd. Thank you for your help, support and motivation. The writer will remember you all, you are the best friends.
11. The writer's beloved friends in English Department, especially the member of D class '09 and all classmates. Thank you for your help,

support and motivation. The writer will remember you all, you are the best friends.

12. All the first grade students at Senior High School Almuhsinin Rokan Hilir Regency, especially for their involvement on taking test and the result of which become the data of this research.

Finally, the writer realizes that this paper is still far from the perfectness; therefore, comments, critics, and suggestion will be much appreciated.

My Allah Almighty, Blesses you all. Amin.

Pekanbaru, December 2013

The Writer

SITI AMINAH
SIN. 10914005281

DEDICATION

FOR MY FATHER AND MY MOTHER

Ayah dan Ibu

Kaulah penolong dalam susahku
Tak pernah sedikitpun kudengar kau mengeluh
Padahal aku nakal dengan semua perbuatanku
Kumerajuk dengan semua keinginanmu
Dan kumarah jika tak terpenuhi apa yang kumau
Tak Pernah sedikitpun kau kecewa
Padahal nilai pelajaranku banyak yang buruk
Padahal aku suka membantah saat kau beri nasehat
Dan aku tahu banyak hal buruk yang telah aku lakukan

Ayah dan Ibu

Luar biasa kesabaran dan cintamu padaku
Luar biasa pengorbanan dan pengampunanmu padaku
Luar biasa semua yang telah kau lakukan untukku
Betapa beruntungnya aku lahir darimu
Dibesarkan dan dijaga olehmu
Jika bukan karenamu tak akan bisa aku seperti ini
Berdiri tegar sampai hari ini
Sekalipun kukumpulkan banyak uang, tak akan terbayar jasamu
Sekalipun kukorbankan seluruh kehidupanku, tak tertandingi dengan jasamu

Sekalipun seluruh dunia kuserahkan dibawah kakimu, tak tersaingi cintamu
tak akan sebanding apa yang bisa kuberikan dengan apa yang telah kau berikan

Thank you my father...

Thank you my mother...

I love so much

DEDICATION

FOR MY BEST FRIENDS

Sahabat ...

di saat kita nikmati kebersamaan banyak hal yang terlewat kan begitu saja
keceriaan, canda dan tawa semuanya mengalir begitu saja
waktu yang tersisah seolah tak mampu menampung nya dan waktu yang sangatlah singkat
membuat ku teringat kepada mu sahabat ..

Semua kenangan - kenangan itu tak terasa ,pergi meninggalkan segala kegembiraan
serta canda dan tawa mu satu persatu hilang sekejap mata
ada beribu senyum saat terlintas memory yang dulu kala

Sahabat ...

semua yang pernah kita jalani hari demi hari , waktu demi waktu telah kita lalui semuanya.

Banyak hal yg pernah terjadi karena itulah jalan hidup yang kita miliki kadang benci, kesal ,dan kecewa serta rasa senang dan sayang sungguh luar biasa , apa yang telah kita lalui bersama ..

Ya Tuhan ...

jagalah dan lindungilah

sahabat-sahabat ku

karena mereka adalah sahabat terbaikku selamanya

*****# MY BEST FRIEND FOREVER #*****

- 3 S -

ABSTRACT

Siti Aminah, (2013) : The Effect of Using Three Level Guide Strategy on the Students' Reading Comprehension in Narrative Text of the First Grade at SMA Al-Muhsinin Rokan Hilir Regency.

This research was conducted based on the problems faced by the students in learning English especially in reading narrative text. The problems are some of students are not able to find the meaning of unfamiliar word in reading texts, some of students are not able to find the main idea in reading narrative texts, some of students have difficulty in activating their prior knowledge when reading the materials, etc. So, the writer was interested in carrying out the research about this problem.

This research aims at finding out whether there is significant effect of using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade at SMA Al-Muhsinin Rokan Hilir Regency. The design of this research was quasi-experimental design. In collecting the data, the writer used test, there were pre-test and post-test to collect the data of the students' reading comprehension on narrative text of the first grade at SMA Al-Muhsinin Rokan Hilir Regency.

In analyzing the data, the writer used independent sample t-test. By using SPSS 16.0 and t_o was compared with t_{table} considered with df.

From the research findings, the researcher found that there is significant difference between using and without using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade at SMA Al-Muhsinin Rokan Hilir Regency, where t-test is 3.305. Then, t_o was compared with t_{table} from df = 30 shows 3.305 at significance level of 5 % it shows 2.04 and at level of 1 % it shows 2.75. Then, it can be said that $2.04 < 3.305 > 2.75$. in conclusion, $t_{obtained} > t_{table}$, H_a is accepted.

ABSTRAK

Siti Aminah, (2013) : Pengaruh Penggunaan Strategi Three Level Guide terhadap Kemampuan Membaca Teks Naratif pada Siswa Kelas Satu SMA Al-Muhsinin Kabupaten Rokan Hilir.

Penelitian ini dilaksanakan berdasarkan masalah-masalah yang dihadapi oleh siswa-siswa dalam belajar bahasa Inggris khususnya dalam menulis teks naratif. Permasalahannya yaitu beberapa siswa tidak dapat menemukan arti dari kata-kata yang tidak dikenali, beberapa siswa tidak dapat menemukan main idea dalam membaca teks, beberapa siswa mempunyai kesulitan dalam mengaktifkan pengetahuan mereka yang lebih utama ketika membaca material, dan lain sebagainya. Jadi, penulis tertarik untuk menyelesaikan riset ini tentang masalah ini.

Penelitian ini dilakukan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan strategi three level guide terhadap kemampuan membaca teks naratif pada siswa kelas satu SMA Al-Muhsinin Kabupaten Rokan Hilir. Rancangan penelitian ini adalah quasi-experimental design. Dalam pengumpulan data, penulis menggunakan tes, yaitu pre-test dan post-test untuk mengumpulkan data pada kemampuan membaca teks naratif pada siswa kelas satu SMA Al-Muhsinin Kabupaten Rokan Hilir.

Dalam menganalisis data, penulis menggunakan rumus independen sampel t-test dengan menggunakan SPSS versi 16.0 kemudian akan dibandingkan nilai t hitung dengan t tabel dengan mempertimbangkan df.

Berdasarkan hasil penelitian, peneliti menemukan adanya pengaruh yang signifikan dari penggunaan strategi three level guide terhadap kemampuan membaca siswa kelas satu SMA Al-Muhsinin Kabupaten Rokan Hilir, dimana nilai t-test 3.305, dan $df = 30$. Kemudian dengan membandingkan t_o dengan t_{table} dari $df = 30$ menunjukkan bahwa nilai T pada signifikan 5% yaitu 2.04 dan pada signifikan 1% yaitu 2.75. itu dapat diartikan bahwa $2.04 < 3.305 > 2.75$. kesimpulannya $t_{hitung} > t_{table}$ artinya H_a diterima

سيتي امينه () : تأثير استخدام استراتيجية من ثلاثة مستويات لتوجيه قدرة الطلاب بقراءة النص السرد في الصف الوحدة في المدرسة الثانوية المحسن و كان هيلير

أجريت هذه الدراسة على أساس المشاكل التي يواجهها الطلاب في تعلم اللغة الإنجليزية، وخاصة في قراءة النص. المشكلة هي أن بعض الطلاب يمكن العثور على معنى الكلمات التي لا يعترف بها. العثور على الفكرة الرئيسية في قراءة النص.

أجريت هذه الدراسة لتحديد ما إذا كان هناك تأثير كبير استخدام استراتيجية من ثلاثة مستويات لتوجيه قدرة الطلاب بقراءة النص السرد في الصف الوحدة في المدرسة الثانوية المحسن و كان هيلير. هذا التصميم هو دراسة تصميم شبه تجريبية. في جملة البيانات اختبار لجملة البيانات على قدرة الطلاب على قراءة النص السرد في الصف الوحدة في المدرسة الثانوية المحسن و كان هيلير.

في تحليل البيانات، واستخدام الكتاب صيغة عينات مستقلة اختبار ت باستخدام الإحصائي للعلوم الاجتماعية الإصدار وبعد ذلك يتم مقارنة قيمتي مع جدول مع نظر د ف.

وجد الباحثون وجود تأثير كبير استخدام استراتيجية من ثلاثة مستويات لتوجيه قدرة الطلاب بقراءة النص السرد في المدرسة الثانوية المحسن و كان هيلير، حيث قيمة اختبار = . = النتيجة لمدف = وبين أن قيمتي حسابية لأهمية 5 هو كبيرة ويمكن تفسير ذلك < > . اختتام جدول > حسابية لقبولها

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CHAPTER I INTRODUCTION

A. The Background of the Problem

Reading is one of the subjects to get information and knowledge about everything those readers need from written form. Reading is very important, and it is one of the four language skills. Reading is one of the important language skills that should be mastered by the students. According to Kalayo Hasibuan, reading is an activity with a purpose.¹

The purpose of the reading will be achieved not only when the reader comprehends the reading text but also when the reader knows which skills and technique are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Based on the statement above, it is very clear that the students of senior high school level are strongly expected to know the technique of reading skill to comprehend the reading text well.

When the students learn to make connection from their experience to the text, they are currently reading. As good readers, they think about what they are reading and consider it what they already know. The students in learning English, should understand what they are learning because there is a complex connection between authors to the readers and the messages conveyed between authors to the readers. Consequently, the students have to have the strategy to be applied in reading.

¹ Kalayo Hasibuan & Muhammad Fauzan Anshari, *Teaching English as a foreign Language (TEFL)*, (Pekanbaru: Alfa Riau Graha UNRI Press , 2007), p.114

In learning English, one of the main skills that students should acquire is reading. The aim of teaching reading is to make students able to read the text effectively and efficiently². They are not only supposed to understand the structure of the texts, but also to comprehend the meaning of the texts. In this case, since English is not our first language, there are so many students who encounter difficulties in gathering and comprehending the idea of reading passage.

Based on the School-Based Curriculum of Senior High School 2006, the standards competence in reading is comprehending the meaning in short functional text and essay of report, narrative and analytical exposition form in daily life and to access knowledge.³ In this school, the purpose of reading skill is students must comprehend the kind of text, such as narrative, explanation, and discussion.⁴ In this research, the writer will focus on narrative text. The passing score (KKM) of English subject in SMA Almuhsinin is 70. It can be concluded that reading skill needs a lot of aspects that should be mastered by students.

Senior High School Al Muhsinin Rokan Hilir Regency uses School Based Curriculum (KTSP) as English learning guide. English has been taught twice a week with duration 2 x 45 minutes per hour based on curriculum.

²Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (United States of America : Heinle&Heinle ,2001) p 187

³Department of National Education, *School Based Curriculum Syllabus of English*. 2006.

⁴Amrizal, *Syllabus of SMA Almuhsinin Rokan Hilir*: Unpublished. 2013.

Reading is one of the subjects that has been already taught since the first grade. In other words, they have been studying English for a long time, it means they should know a good learning method and strategies to learn English especially in reading comprehension. Ideally, the first grade students at SMA AL Muhsinin could develop their competence in reading comprehension, but in fact, it is still far from what is expected.

Based on the writer's preliminary observation at first grade at SMA Al Muhsinin Rokan Hilir regency, the writer found a lot of phenomena as follows:

1. Some of the students are not able to find the meaning of unfamiliar words in reading texts.
2. Some of the students are not able to find the main idea in reading texts.
3. Some of the students have difficulty in activating their prior knowledge when reading the materials.
4. Some of the students have lost comprehension of the meaning in the texts.
5. Some of the students' scores in reading subject are unsatisfied.

Therefore, to solve this problem needs an appropriate technique to influence their reading comprehension, especially in reading narrative text. In this case, the writer wants to offer a Three Level Guide strategy. A Three Level Guide is a comprehension strategy which supports students in reading the text closely. It means that the students read the text closely by providing a

clear purpose and direction for reading. It uses declarative statements which can spring discussions and conversations about the content.

This strategy helps the students in reading comprehension of the text. It assists them to make judgments about challenging concepts or ideas in the text and relate these ideas and concepts to other contexts. It is important to determine the content objectives. This gives the guide a clear focus and informs the development of statements.

Based on explanation about, the writer is interested in carrying out a research entitled **“The Effect of Using Three Level Guide Strategy on Students’ Reading Comprehension in Narrative Text of the first Grade Students at SMA Al Muhsinin Rokan Hilir Regency”**.

B. The Definition of the Term

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

1. Effect

According to Jack C. Richards, effect is measure of the strength of one variable’s effect on another or the relationship between two or more variables.⁵ In this research, effect is defined as the result of teaching reading treated with three level guide strategy.

⁵ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. (New York: Person Education, 2002). p.175

2. Three Level Guide

According to Vacca, three level guide is a direct outgrowth of three levels of comprehension; literal, interpretive and applied.⁶ Three Level Guide is a comprehension strategy which supports students to read the text closely by providing a clear purpose and direction for reading. The Three Level Statements, literal, interpretive and applied guide, the reader focuses on the relevant information and develops an informed opinion on the issues explored in the text.⁷

3. Reading

Reading is an action of the person who reads or attempts to make a meaning from what author has written. According to William Grabe, reading is the ability to draw meaning from the printed page and to interpret this information appropriately.⁸

4. Comprehension

Comprehension is an active process in the constructions of meaning. According to Elizabeth, comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as

⁶Richard T. Vacca.*Op. Cit.*p.1

⁷ Keiju Suominen & Amanda Wilson, "Three Level Guide", http://www.myread.org/guide_three.htm, p.3. Retrieved on February 13th 2013

⁸ William Grabe & Fredricka L. Stoller. *Longman Book of Teaching and Researching reading*. (Harlow: Person Education, 2002). p.9

thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.⁹

5. Narrative text

According to Jack C. Richards, narrative is the written or oral account of a real or fictional story.¹⁰ Syafi'i stated that narration is the telling or relating of occurrences or a series of events.¹¹

C. The Problem

1. Identification of the Problem

Based on the phenomena above, the problems can be identified as follows:

- a. What makes some of the students struggle with reading comprehension on narrative text?
- b. What makes some of the students unable to identify generic structure in reading narrative text?
- c. What makes some of the students able to use three level guide strategy?
- d. How is the students' reading comprehension on narrative texts after and before they are taught by using three level guide strategy?

⁹ Elizabeth S. Pang, et al., *Teaching Reading : The International Academy of Education (IAE)*, (Chicago: University of Illinois), p.14

¹⁰ Jack C. Richard and Richard Schmidt. *Op.Cit.* p.443

¹¹ M. Syafi'I, Fauzan A, et al. *The Effective Paragraph Developments, the Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p.16

- e. Is there any significant difference between using and without using three level guide strategy towards students' reading comprehension?

2. Limitation of the Problem

Based on the identification of the problems stated above, the problem of this research focuses on the effect of using three level guide strategy on reading comprehension on narrative text of the first grade students at SMA Al Muhsinin Rokan Hilir regency.

3. Formulation of the Problem

The problems of the research can be formulated in the following research questions:

- a. How is the students' reading comprehension on narrative text taught by using three level guide strategy of the first grade at SMA Al Muhsinin Rokan Hilir regency?
- b. How is the students' reading comprehension on narrative text taught without using three level guide strategy of the first grade at SMA Al Muhsinin Rokan Hilir regency?
- c. Is there any significant difference between the students who are taught by using and without using three level guide strategy on their

reading comprehension on narrative text of the first grade at SMA Al Muhsinin Rokan Hilir regency?

D. The Objective and Significance of the Research

1. The Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To elicit the information about students' reading comprehension on narrative text taught by using three level guide strategy of the first grade students at SMA Al Muhsinin, Rokan Hilir regency.
- b. To find out the effect of the students' reading comprehension on narrative text taught by using three level guide strategy of the first grade students at SMA Al Muhsinin, Rokan Hilir regency.
- c. To find out if there is a significant difference between the students who are taught by using three level guide strategy and those taught without using three level guide strategy on their reading comprehension..

2. The Significance of the Research

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

- a. The research finding is expected to give the valuable input to the teachers of English at SMA Al-Muhsinin Rokan Hilir Regency.
- b. The research finding is expected to provide both theoretical and practical benefits for teaching English as a foreign language, especially for those who have great concerns in teaching reading.
- c. The research finding is expected to improve students' reading comprehension, in order to give chance to students to master English as a foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the four skills that must be mastered by every individual. According to William Grabe, reading is the ability to draw meaning from the printed page and interpret this information appropriately.¹² Reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations.¹³ So, reading is not a passive activity but reading is an active process in which readers relate information in the text to what they already know.

Nuttal in Jo Ann Aebersold stated that reading is like an infectious disease: it is caught not taught.¹⁴ According to Jack C. Richard, reading is saying a written text aloud (oral reading). This can be done with or without an understanding of the contents.¹⁵ It means that reading is a complex interaction between the text and the reader. Reading is more than

¹² William Grabe & Fredricka L. Stoller. *Longman Book of Teaching and Researching reading*. (Harlow: Person Education, 2002). p.9

¹³ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language (third edition)*. (Heinle & Heinle: Thomson Learning, 2001), p.187

¹⁴ Jo Ann Aebersold and Mary Lee Field. *From Reader to Reading Teacher*. (American: Cambridge University Press, 1996), p.5

¹⁵ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. (New York: Person Education, 2002), p.454

merely referring to the activity of pronouncing the printed material of following each line of written page.

According to J. Charles and Lyle, the nature of reading is crucial to the development of our assessment instruments.¹⁶ Nunan in Wandu Syahputra stated that reading is an interactive process between what readers already knows about topic or subject, and what the writer writes.¹⁷ So, reading is an intensive process in which the eye quickly moves to assimilate text.

According to Kalayo Hasibuan, reading is an interactive process that goes on between the reader and text, resulting in comprehension.¹⁸ The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. The characteristics and skill in reading include:

- a. Linguistic competences: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competences; knowledge to discourse makers and how they connect part of the text to one another.

¹⁶ J.Charles Alderson and Lyle F.Bachman. *Assessing Reading*. (Cambridge University Press, 2000), p.31

¹⁷ Wandu Syahputra, "The effect of using SQ3R Method toward Reading Achievement of the second year at MAN 1 Pekanbaru". (Publisher: UIN Suska, 2010), p.1

¹⁸Kalayo Hasibuan & Muhammad Fauzan Anshari, *Teaching English as a foreign Language (TEFL)*, (Pekanbaru: Alfa Riau Graha UNRI Press , 2007), p.2

- c. Social linguistic competence; knowledge about different types of texts and their usual structure and content.
- d. Strategic competence; the ability to use top down strategies as well as knowledge of the language (a bottom-up strategy).

Reading is a way to get information from something that is written. Reading involved the interaction between reader and the passage. According to Grabe and Stoller, the purposes of reading are as follows:¹⁹

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from texts
- d. Reading to integrate information
- e. Reading to write (search for information needed for writing)
- f. Reading to critique texts
- g. Reading for general comprehension

From the statement above, it is concluded that the purposes of reading is different for every person; they are based on the readers' interest and needs.

2. The Nature of Reading Comprehension

Reading cannot be separated from comprehension because the purpose of the result of reading activity is to comprehend what has been

¹⁹ William Grabe, *Op.Cit*, p.13

read. Kalayo Hasibuan stated that the purposes for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.²⁰ Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension.

Comprehension is the process of making sense words, sentences, and connected text. According to Phang, comprehension is the process of deriving meaning from connected text.²¹ It involves word knowledge as well as thinking and reasoning. Reading comprehension is understanding text means extracting the required information from it as efficiently as possible.²²

Reading comprehension is understanding text means extracting the required information from it as efficiently as possible.²³ In addition, reading comprehension has been described as a complex intellectual process involving a number of abilities.²⁴ This definition means that the information from the text becomes integrated with the reader's comprehension. There is also relationship between knowledge that

²⁰Kalayo Hasibuan, *Op.Cit*, p.115

²¹ Phang, Elizabeth, et all.*Op.Cit*. p.15

²² Grellet Francoise. *Developing Reading Skill; a Pratical Guide to Reading Comprehension Exercise*. (Cambridge: University Press), p.3

²³*Ibid*. P. 3

²⁴ PeterWestwood. *ReadingLearning Difficulties ; Approaches to Teaching Assesment*. Australia Council for Education Research: Brown Prior Aderson. Publisher. 2001.p. 19s

students have their ability in comprehending the text. The readers can use their prior knowledge to guess about the material that they will read. So it will give contribution to the readers' achievement in reading. At the last, it can give general description about something on the texts or reading material.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.²⁵ When reading, a reader should use his/her prior knowledge to get new knowledge. Reading comprehension is about relating prior knowledge to new knowledge contained in written texts.²⁶ In this research, the writer uses one of the types of paragraph especially on narrative text. This paragraph tells about the story to make a point or explain an idea or event that can be fun to read.

Based on Karen, reading comprehension depends on three factors²⁷, they are:

- a. The readers have command of the linguistic structure of the text.
- b. The readers are able to exercise metacognitive control over the content being read. It means that the readers are able to monitor and reflect on his or her own level of understanding while reading the material.

²⁵ Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension*. (Chicago: RAND,2002), p.11

²⁶ Elizabeth S Phang, et all. *Teaching Reading*. (Chicago: IAE, 2003), p.13

²⁷ Karen Tankerley, *The Threads of Reading Strategies for Literacy Development*. (New Jersey: ASCD,2003), p.38

- c. The readers have adequate background in the content and vocabulary being presented.

Comprehension is the central of reading.²⁸ It is the important one in reading. Without comprehension the readers are not able to find out the meaning of the text. Comprehension is the process of deriving meaning from connected text.²⁹ The readers should master the comprehension skill. It requires prior knowledge to have comprehension skill. The more we have good prior knowledge the easier we comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.³⁰

Elizabeth stated that students can be instructed in strategies to improve text comprehension and information use. The practical applications are:³¹

- a. Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.

²⁸*Ibid*, p.90

²⁹ Pat Beckman. *Strategy Instruction*. (Virginia: Eric Clearinghouse on Disabilities and Gifted Education Arlington VA,2002), p.24

³⁰ Judi Moirellon, *Collaborative Strategies for Teaching Reading Comprehension Maximizin Your Impact*. (American: Chicago, 2007), p.19

³¹ Phang, Elizabeth,et al, *Op.Cit*, p.17

- b. Comprehension can also be changed by building on students' background knowledge, e.g. by having a group discussion before reading.
- c. Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include; asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.
- d. Teaching a combination of different strategies is better than focusing on one.
- e. Different methods have been found to be effective in teaching text comprehension.

Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.³²

It can be concluded that reading comprehension is the power to get an idea or meaning from a written text. Therefore, reading comprehension is a complex process by which a reader tries to

³²Peter, Westwood. *Op.Cit.* p.19

reconstruct a message in graphic language by a writer. It is an interaction between reader and author.

3. The Nature of Narrative Text

Narrative text is one of the types of paragraph in reading that should be mastered by students especially for the first grade students of Senior High School. Narration is the telling or relating of occurrences or a series of events, it requires us to tell what happened.³³ Narrative text tells a true story or fiction, a narrative text gives an account of one or more experiences.³⁴ This paragraph tells about the story to make a point or explain an idea or event that can be fun to read.

There are several kinds of narrative text such as fairytales, legends, plays, cartoons, and adventure stories.³⁵ All types of narrative paragraph have the social purpose to entertain and instruct the reader. Narratives are usually organized to include:³⁶

- a. Orientation. In this stage the writer tries to introduce the main characters in setting in time and places.

³³ M. Syafi'I, Fauzan A, et al. *The Effective Paragraph Developments, the Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p.16

³⁴ *Ibid*, p.16

³⁵ Kalayo Hasibuan, *Op.Cit*, p.130

³⁶ Departement of School Education and Training. *English K-6 Modules*. (Sydney: Board of Study NSW, 1998), p.113

- b. **Complication.** In this stage sequence of events, which may begin in a usual pattern of event becomes a problem for one or more characteristic.
- c. **Resolution.** In this stage, the problem is attempted to be resolved in the resolution.
- d. **Coda.** In this stage is optimal. It makes explicit how the character/s has changed as a consequence of the experience.

In other side, in narrative texts, there are common grammatical features of narrative texts, they are:³⁷

- a. Use of particular nouns refers or describes the particular people, animal, and things that the story about, e.g, stepmother, household.
- b. Use of adjectives builds noun groups to describe the people, animals, or things in the story.
- c. Use of time connectives and conjunction sequence event through time, such as after, before, soon, then, after that, etc.
- d. Use of adverb and adverbial phrases locates the particular incidents, or events, such as stayed, climbed, etc.
- e. Use of past tense action verbs indicates the action in narrative, such as went, closed, ran, etc.
- f. Use of saying and thinking verbs indicates what characters are feeling. Thinking or saying, said, told, thought, understood, etc.

³⁷*Ibid*, p.113

4. Teaching Reading Comprehension on Narrative Text

There are many methods, techniques and strategies that can be used in teaching reading comprehension on narrative text. According to Kalayo, method is an overall plan for the orderly presentation of language material-procedural. Technique is kind of classroom activities based on certain methods.³⁸ Rebecca said that strategies are tools for active, self-directed involvement, which is essential for developing communicative competence.³⁹ So, the teachers should use many methods, techniques and strategies in teaching materials.

In teaching reading, the teacher should use many strategies to make teaching reading interesting. Because the aim of reading is comprehension, in teaching reading comprehension needs the strategies to gain the level of reading comprehension itself. Reader needs to use a strategy in order to make them easy to get the meaning of the text.

There are four language skills that should be mastered; they are listening, speaking, reading and writing. One of those skills is reading. Teaching reading is one of the important parts in the curriculum stated in indonesia's curriculum not only for elementary school, junior high school, senior high school, but also for the college students and adults. The aim of teaching reading is to develop the students' ability, so that they can read

³⁸ Kalayo Hasibuan. *Op. Cit.*p.4

³⁹ Rebecca L. Oxford. *Language Learning Strategies: What Every Teachers Should Know.* (Newbury House Publisher. New York. 1990). P.1

and understand the English text especially on narrative text effectively and efficiently.

In teaching reading we must know about the characteristics of efficient reading. According to Penny Ur in Rizka Yanti Mala there are some of an efficient reading as follows:⁴⁰

- a. Language, the language of the text is comprehensible in the learners.
- b. Content, the contents of the text is accessible to the learners. They know enough about it where they are able to apply their own background knowledge.
- c. Speed, the reading progress fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time working about each or group of new words.
- d. Attention, the reader concentrates on significant bits, and skim the rest, even skip parts he or she knows to be significant.
- e. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride; guess its meaning from the surrounding text, or ignores it and manages without using a dictionary.
- f. Prediction, the reader thinks ahead, hypothesizes and predicts.

⁴⁰ Mala rizka Yanti, "The effect of Using Scheme Strategy toward Reading Narrative Text Comprehension of the Second Year Students at MTs Sawah Kampar". (Pekanbaru: Unpublisher Thesis UIN Suska, 2012), p. 20

- g. Background information, the reader has and uses background information to help understanding the text.
- h. Motivation, the reader is motivated to read by an interesting main idea or a challenging task.
- i. Purpose, the reader is aware of a clear purpose in reading for example to find out some information or to get pleasure.
- j. Strategies, the reader uses different strategies for a different kind of reading.

Additionally Pearson and Pressly in Graves recommended nine keys of reading comprehension strategies. They are as follows:⁴¹

- a. Establishing a purpose for reading
- b. Using prior knowledge
- c. Asking and answering questions
- d. Making inferences
- e. Determining what is important
- f. Summarizing
- g. Dealing with graphic information
- h. Imaging and creating graphic representations
- i. Monitoring comprehension

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the

⁴¹ Graves, Michel F. *Teaching Reading in the 21th Century*. (Botton: Allyn and Balcon Press), p.310

students is one of the most crucial goals by the end of teaching and learning process.

5. The Nature of Three Level Guide

According to Herber, Three Level Guide is a comprehension strategy which supports students to read the text closely by providing a clear purpose and direction for reading.⁴² According to Doug Huels, Three Level Guide strategy is a strategy that prompts students to engage in all three levels of thinking when they interact with written text.⁴³

A three level guide is a printed form students use to analyze a text selection.⁴⁴ According to Vacca, Three Level Guide is a direct outgrowth of three levels of comprehension; (1) Literal Level–Reading on the line. (2) Interpretive Level–Reading between the line. (3) Applied Level–Reading beyond the line.⁴⁵ It means that this strategy helps students think through the information in texts. The students are encouraged to draw on their background knowledge of the topic and to apply the information from the text to real life contexts.

⁴²Herber, “*Three Level Guide*”, 1978.

http://hercules.gscu.edu/~cbader/5210SPED/threelevel_reading_guide.htm, p.1 Retrieved on February 13th 2013

⁴³Dough Buehl, *Three Level Guide*, Posted April 10th 2007, http://weac.org/news_and_publications/education_news/2006-2007/readinginroom.aspx, p.2. Retrieved on February 13th 2013

⁴⁴<http://www.readingeducator.com/strategies/three.htm>, p.1. Retrieved on February 13th 2013

⁴⁵Richard T.Vacca. *Op.Cit.* p.1

The purposes of Three Level Guide are; (1) to provide a scaffold from which students can interact with difficult texts at different levels. (2) to stimulate an active response to meaning at the literal, interpretive, and applied levels. (3) to help students to develop a good sense of the conceptual complexity of the material.⁴⁶

Furthermore, Three Level Guide strategy offers several potential good qualities in teaching reading comprehension as follows:⁴⁷

- a. Promotes discussion with statements that are open to variety of interpretations and draw out differing opinion.
- b. Leads the students to apply their background knowledge to the text and to think through the implications of the text to real life contexts.
- c. Has set content objectives which link to the unit of work and give the three level guide direction and purpose.
- d. Focuses the reader's attention on the key elements of the text which illuminate the content objectives.

Three Level Reading Guides provide useful structure for engaging students into a progressively deeper and more sophisticated reading of a text. Furthermore, they are advantages of Three Level Guide strategy as follows:⁴⁸

⁴⁶Richard T.Vacca. *Op.Cit.* p.1

⁴⁷Simon Grose, '*Three Level Guide*. (The Camberra Times, November 20th 2001). Retrieved on February 13th 2013, p.2 http://www.myread.org/guide_three.htm

⁴⁸Dough Buehl. *Op.Cit.* p. 1

- a. Students clarify the literal message of an author to insure that they understood what the author is telling them
- b. Students become increasingly sensitive to implied meanings and received practice in making and justifying inferences
- c. Students are asked to synthesize their understandings by considering “if this, them...” thinking, which requires drawing conclusions and applying their learning to larger ideas and themes.

6. Teaching by Using Three Level Guide Strategy towards Students’ Reading Comprehension on Narrative Text

The Three Level Guide is a reading strategy used to develop comprehension skills. The guide is a series of statement about the text, some true and some false. These statements are divided into three levels:⁴⁹

- a. Level One: Literal Statements (at the surface level of the text)
- b. Level Two: Interpretive statements (at a between the lines level)
- c. Level Three: Applied statements (at a beyond the text level)

In this strategy, the students are asked to agree or disagree with these statements and justify their responses. To make more clearly, there are some procedures of using Three Level Guide strategy:⁵⁰

- a. The teacher distributes a handout of narrative text.

⁴⁹ Dee Edwards. *Learning Languages Facilitator*. Tim solutions 2011.
<http://www.literacy.org.nz/three-level-guide.php> P.1. Retrieved on February 13th 2013

⁵⁰*Ibid.* p. 1

- b. The teacher asks the students to read the selected narrative text
- c. The teacher asks the students to simply search for the information within the text (level one)
- d. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- e. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

B. Relevant Research

1. A research from Anne Crout Shelley, et al.

According to Anne Crout Shelley, et al., conducted a research entitled “Exploring the use of three level guides in elementary and middle school classroom”. They were investigated in conducted the research in order to share successes and frustrations and to offer suggestion. The reason of the writer in this research was because students in elementary and middle school were low in reading activity. From the result, the writer concluded that this strategy couldbe used in elementary and middle school classrooms for reading, especially helping students construct meaning from text. Students participating in this research improved in their ability

to respond questions at varying cognitive levels and to support and defend those responses both in discussion and in writing.⁵¹

2. A research from Siti Rahmi utami

This research was done by Siti Rahmi Utami, conducted a research entitled “the effect of using Selfs Monitoring strategy toward reading comprehension of the second year students at SMA N 14 Pekanbaru”. It was an experimental research. She found that, there was significant effect that showed 5.217. the level of significant 5% was 2.00. the level of significant 1% was 2.65. It can be read $5.217 > 2.00 > 2.65$. Therefore, there was significant effect of using Self Monitoring strategy toward reading comprehension of the second year students at SMA N 14 Pekanbaru.⁵²

Based on explanation above, it shows that difference between the researcher of previous writers and this research that both of the previous writers aimed at knowing improvement of the students’ comprehension in reading and the application of Three Level Guide strategy in reading comprehension. Therefore, the writer only focuses on three level guide strategy toward students’ reading comprehension.

⁵¹ Anne Crout Shelley, et al., “Exploring the use of three level guides in elementary and middle school classrooms”. (University of South Carolina at Spartamburg: Unpublished, 2000), p.10

⁵² Siti Rahmi Utami, “the effect of using Self monitoring Strategy toward Reading Comprehension of the Second Year Students at SMAN 14 Pekanbaru”. (Pekanbaru:Unpblished Thesis, 2012), p.52

C. Operational Concept

The operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concluded several indicators to be operated in the operational concept. In this research there are two variables, they are (1) three level guide as the independent variable and it is symbolized by X and (2) students' reading comprehension on narrative text, as the dependent variable it is symbolized by Y.

1. Using Three Level Guide strategy (X) is classified in to indicators as follows:
 - a. The teacher distributes a handout of a narrative text.
 - b. The teacher asks the students to read the selected narrative text
 - c. The teacher asks the students to simply search for the information within the text (level one)
 - d. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
 - e. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

2. Students' reading comprehension on narrative text (Y variable) is classified into the indicators as follows:
 - a. The students are able to state topic on narrative texts.
 - b. The students are able to state main idea on narrative texts.
 - c. The students are able to identify generic structure on narrative texts.
 - d. The students are able to make inferences on narrative texts..
 - e. The students are able to analyze the meaning of certain words on narrative texts.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that (1) students' reading comprehension is various, and (2) teaching strategy can influence students' reading comprehension.

2. The Hypothesis

Based on assumption above, there are two hypothesis proposed:

- a. H_0 : There is no significant effect of using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade students at SMA Almuhsini Rokan Hilir Regency.

- b. H_a : There is a significant effect of using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade students at SMA Almuhsini Rokan Hilir Regency.

CHAPTER III RESEARCH METHOD

A. The Research Design

The design of research is an experimental research. According Cresswell, “An experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”.⁵³ The design of this research is quasi experimental design called a non equivalent control group design which uses pre- and posttest .

Furthermore, Cresswell says that researcher can use intact group as the experimental or control, give a pretest to both groups, hold experimental treatment activities with the experimental group only, after that give a posttest to assess the difference of mean between the two groups.⁵⁴

Table III.1
Quasi Experimental Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
X ₁	T1		T2
X ₂	T1	X	T2

Where:

X₁ : Experimental group

X₂ : Control group

⁵³John.W.Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), 299.

⁵⁴*Ibid*.p.313-314

- T1 : Pre-test for experimental group and control group
: Receiving particular treatment
- X : Without particular treatment
- T2 : Post-test for experimental group and control group.

B. The Location and the Time of the Research

The research was carried out to access the first grade students at SMA Al-Muhsinin Rokan Hilir Regency. This research was conducted in July up to August 2013.

C. The Subject and the Object of the Research

The subject of the research was the first grade students at SMA Al-Muhsinin, while the object of this research was the effect of using Three Level Guide strategy towards students' reading comprehension.

D. The Population and the Sampel of the Research

The population of this research was the first grade students at SMA AL Muhsinin in 2013-2014 academic years. Where the entire number of students was 32 students;

Table III.2
The total population of the first grade students of senior high school Al-Muhsinin 2013-2014

NO	CLASS	MALE	FEMALE	TOTAL
1	X ₁	9	7	16
2	X ₂	8	8	16
Total				32

The population of the research was 32 students. It was enough to be taken as sample. This research, the writer used nonrandom sample with purposive sampling. All the population took as sample. According to Gay, purposive sampling is selects a sample based on his or her experience or knowledge of the group to be sampled.⁵⁵

E. The Technique of Collecting Data

In this research, the writer used test to collect the data. The test was used to measure the comprehension of the first grade students in reading narrative text being researched.⁵⁶ The test consisted of pretest that was given before the treatment and posttest was given after doing the treatment. Then,

⁵⁵ L.R.Gayand Peter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, 2000), p.141

⁵⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p.266.

the writer took the total score from the result of the reading comprehension test. The classification of the students' score is shown below:⁵⁷

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

F. Validity and Reliability of the Test

Every test, whether it is short, informal classroom test or a public examination should be valid it. The test aimed at providing a true measure of the particular skill in which it was intended to measure.

According to Arikunto, there are two kinds of validity, namely Logical Validity and Empirical Validity. Logical Validity is the validity stated based on the result of experience.⁵⁸ It means that the instrument of the research is stated valid if the instrument has been examined from the experience such as try out.

⁵⁷ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009). p.245
⁵⁸ *Ibid.*, p.75.

The writer did try out once in July at other school but they had 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.

Before getting the data, the researcher used all of items in try out. Try out was intended to know the value of the test. The purpose of try out was to obtain validity and reliability of the test.

1. Validity of the Test

A test is valid if it measures what it purposes to measure.

According to Suharsimi Arikunto, the form of validity and reliability are:

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

Where P : index of difficulty or facility value
 B : the number of correct answers
 JS : the number of examines or students taking the test

The standard level of the difficulty used is >0.30 and <0.70, it means that the level of difficulty is between 0.30 and 0.70.

Table III.4
The students are able to state topic on narrative text

Variable	State Topic					N
Item No	1	5	9	13	17	24
Correct item	15	15	13	14	15	
P	0.63	0.63	0.54	0.58	0.63	
Q	0.38	0.38	0.46	0.42	0.34	

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

$$Q = 1.00 - P$$

Based on the table III.4 above, it shows the portion of correct answer. For item number 1 shows the proportion of correct 0.63, item number 5 shows the proportion of correct 0.63, item number 9 shows the proportion of correct 0.54, item number 13 shows the proportion of correct 0.58, item number 19 shows the proportion of correct 0.63. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for stating topic of the text are accepted.

Table III.5
The students are able to state main idea on narrative text

Variable	State Main idea				N
Item No	6	10	14	18	24
Correct item	14	17	13	16	
P	0.58	0.70	0.54	0.66	
Q	0.42	0.30	0.46	0.34	

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

$$Q = 1.00 - P$$

Based on the table III.5, the item number for identifying the topic is 6, 10, 14, and 18. It shows that the proportion of correct answer number 6 is 0.58, the proportion of correct answer number 10 is 0.70, and the proportion of the correct answer number 14 is 0.54, and the proportion of correct answer number 18 is 0.66. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item

difficulties in average of each item number for stating main idea of the text are accepted.

Table III.6
The students are able to identify generic structure on narrative text

Variable	Identify Generic Structure			N
Item No	2	7	19	24
Correct item	14	13	15	
P	0.58	0.54	0.63	
Q	0.42	0.46	0.34	

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

$$Q = 1.00 - P$$

Based on the table III.6, the item number for identifying the topic is 2, 7, and 19. It shows that the proportion of correct answer number 2 is 0.58, the proportion of correct answer number 7 is 0.54, and the proportion of the correct answer number 19 is 0.63. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for identifying generic structure are accepted.

Table III.7
The students are able to make inference on narrative text

Variable	Making Inference			N
Item No	3	11	15	24
Correct item	16	17	17	
P	0.66	0.70	0.70	
Q	0.34	0.30	0.30	

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

$$Q = 1.00 - P$$

Based on the table III.7, the item number for identifying the topic is 3, 11 and 15. It shows that the proportion of correct answer number 3 is 0.66, the proportion of correct answer number 11 is 0.70, and the proportion of the correct answer number 15 is 0.70. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for making inference are accepted.

Table III.8
The students are able to analyze the meaning of certain words on narrative text

Variable	Analyzing the Meaning of Certain Words					N
Item No	4	8	12	16	20	24
Correct item	15	17	17	14	16	
P	0.63	0.70	0.70	0.58	0.66	
Q	0.38	0.30	0.30	0.42	0.34	

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

$$Q = 1.00 - P$$

Based on the table III.8, the item number for identifying the topic is 4, 8, 12, 16, and 20. It shows that the proportion of correct answer number 4 is 0.63, the proportion of correct answer number 8 is 0.70, and the proportion of the correct answer number 12 is 0.70, and the proportion of correct answer number 16 is 0.58, and the proportion of correct answer number 20 is 0.66. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for analyzing the meaning of certain words are accepted.

2. Reliability of the Test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of a good test. Calculation of reliability uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula. From all of these formula, the researcher used the Kuder Richardson 20 (K-R 20) formula to calculate the reability of the test. The formula is as follows:

$$r_{ii} = \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum pq}{St^2} \right)$$

Where are :

$$\begin{aligned} S_t^2 &= \frac{\sum x_t^2}{N} \\ &= \frac{3868}{24} \\ &= \mathbf{161.17} \end{aligned}$$

$$n = 20$$

$$St^2 = 161.17$$

$$pq = 4.53$$

$$x_t^2 = 17.33$$

$$N = 24$$

$$\begin{aligned}
r_{ii} &= \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum pq}{St^2} \right) \\
&= \left(\frac{20}{20-1} \right) \left(\frac{0.72 - 4.53}{0.72} \right) \\
&= \left(\frac{20}{19} \right) \left(\frac{3.81}{0.72} \right) \\
&= (1.05)(0.83) \\
&= 0.56
\end{aligned}$$

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

- a. 0.0-0.20 = reliability is low
- b. 0.21-0.40 = reliability is sufficient
- c. 0.41-0.70 = reliability is high
- d. 0.71-1.0 = reliability is very high⁵⁹

G. The Technique of Data Analysis

In order to find out whether there is any significant difference between using and without using Three Level Guide strategy on students' reading comprehension in narrative text, the data were analyzed statistically. In analyzing the data, the writer used scores of post-test of the experimental, and control class. Those score were analyzed by using statistical analysis. In this

⁵⁹ J.B. Heaton, *Writing English Language Tests*. (Cambridge: Cambridge University Press, 1988), 168

research, the writer was used T-test formula. In this term, the writer used independent samples T-test.

Perry said that the independent sample T-test is undertaken when the samples are unrelated with different participant in each sample. This test is also called the unrelated T-test or the independent measure T-test.⁶⁰ Jeremy also said that the independent groups T-test is the most powerful and is the test most likely to spot significant difference in the data. The independent groups T-test can be used for a non-experimental or quasi-experimental design.⁶¹

In this research, the writer used these formulas; Independent sample t-test. The t-test for independent sample is used to determine the first and the second of the formulation of the problem, whether there is probably a significant difference between the means of two independent sample.⁶²The different mean in analysis by using T-test formula:⁶³

$$T_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where :

To : The value of t- obtained

Mx : Mean score of experimental class

⁶⁰Perry R. Hinton. *SPSS Explained*. 2004. New York: Routledge. P. 107

⁶¹Jeremy miles and Philip Banyard. *Understanding and Using Statistic in Psychology*. 2007. SAGE Publication: Los Angeles. P. 136-137

⁶²L.R. Gay and Peter Airasian. *Op cit*, 484

⁶³Hartono. “ *statistik pendidikan* ” . 2004. Pekanbaru: CV Jaya patama. P.193

M_y : Mean score of control class

SD_x : Standard deviation of experiment

SD_y : Standard deviation of control class

N : Number of students

T-test is obtained by considering the degree of freedom (df) = $(N_1+N_2) - 2$. Statistically, the Hypothesis are:

H_0 is accepted if $t_o < t\text{-table}$ or there is no significant difference between using and without using Three Level Guide strategy on students' reading comprehension in narrative text. H_a is accepted if $t_o > t\text{-table}$ or there is a significant difference between using and without using three level guide strategy on students' reading comprehension on narrative text. Furthermore, in computing the data, the writer used Statistical Product and Service Solutions (SPSS) 16.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of Research Procedures

The writer did some steps in doing the research in order to know whether there is difference between using and without using Three Level Guide strategy in teaching reading on narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir Regency or not. The writer used one instrument to gain the data of the research that is written test, so before applying the treatment to the sample, the writer gave pre-test. Then, the writer gave the treatment around six times – here, the treatment was teaching the sample by using Three Level Guide strategy. Then, the writer took the student's reading comprehension by giving them post-test.

The aim of this study is to obtain the difference between using and without using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir Regency. The data of the research were the score of the students' pre-test and post-test. The reading test is about reading comprehension on narrative text in the research, the total score of pre-test and post-test was significantly different. The total score of the experimental class was 1235, while the

highest score was 90 and the lowest was 55. The total score of control class was 1075, while the highest score was 80 and the lowest score was 50.

B. The Data Presentation

The data from the test in this research were the score of the students' post-test score. The data were collected through the following procedures:

1. At pre-test and post-test, by asking them to answer the questions after they read the reading material given.
2. The Students were given treatment by Using Three Level Guide Strategy
3. The students' answer sheets were collected in order to get the data about their comprehension of narrative text.

The data of the students' score of pre-test as the result of the research are presented in the following table:

Table IV.1
The Students' Pre test and Post test Score in Experimental Class

No.	Students	Experimental Class	
		Pretest	Posttest
1	Student 1	65	75
2	Student 2	45	55
3	Student 3	55	70
4	Student 4	60	80
5	Student 5	60	80
6	Student 6	70	70
7	Student 7	65	75
8	Student 8	70	80
9	Student 9	70	85
10	Student 10	75	85
11	Student 11	80	90
12	Student 12	65	85
13	Student 13	75	90
14	Student 14	55	65
15	Student 15	70	75
16	Student 16	70	75
	Total	1050	1235
	Mean	65.63	77.2

Based on the table above, the writer found that the total of pre-test in experimental class was 1050, while the highest was 80 and the lowest was 45 and the total score of post-test in experimental class was 1235, while the highest score was 90 and the lowest score was 55.

Table IV.2
The Students' Pre test and Post test Score in Control Class

No.	Students	Control Class	
		Pretest	Posttest
1	Student 1	50	65
2	Student 2	45	60
3	Student 3	55	70
4	Student 4	60	65
5	Student 5	60	65
6	Student 6	70	75
7	Student 7	65	70
8	Student 8	45	65
9	Student 9	40	50
10	Student 10	40	55
11	Student 11	60	70
12	Student 12	70	70
13	Student 13	70	80
14	Student 14	65	75
15	Student 15	55	75
16	Student 16	60	65
	Total	910	1075
	Mean	56.875	67.1875

Based on the table above, the writer found that the total of pre-test in experimental class was 910, while the highest was 70 and the lowest was 40 and the total score of post-test in experimental class was 1075, while the highest score was 80 and the lowest score was 50.

Table IV.3
The students' Pre-test and Post-test of Experimental and Control Class

No.	Students	Experimental Class		Control Class	
		Pretest	Posttest	Pretest	Posttest
1	Student 1	65	75	50	65
2	Student 2	45	55	45	60
3	Student 3	55	70	55	70
4	Student 4	60	80	60	65
5	Student 5	60	80	60	65
6	Student 6	70	70	70	75
7	Student 7	65	75	65	70
8	Student 8	70	80	45	65
9	Student 9	70	85	40	50
10	Student 10	75	85	40	55
11	Student 11	80	90	60	70
12	Student 12	65	85	70	70
13	Student 13	75	90	70	80
14	Student 14	55	65	65	75
15	Student 15	70	75	55	75
16	Student 16	70	75	60	65
	Total	1050	1235	910	1075
	Mean	65.63	77.2	56.875	67.1875

Based on the table above, it could be seen that the total score of post-test in experimental class was 1235 and the total score of post-test in control class was 1075. It means that the total score of post-test in experimental class was higher than the total score of post-test in control class.

The following table was the result of calculating data for experimental class and control class:

Table IV.6
The Result of the Test for Experimental and the Control Class
Statistics

Descriptive Statistic		Students	Pretest Experimental	Posttest Experimental	Pretest Control	Posttest Control
N	Valid	0	16	16	16	16
	Missing	16	0	0	0	0
Mean			65.62	77.19	56.88	67.19
Std. Error of Mean			2.230	2.326	2.577	1.935
Median			67.50	77.50	60.00	67.50
Mode			70	75	60	65
Std. Deviation			8.921	9.304	10.308	7.739
Variance			79.583	86.562	106.250	59.896
Range			35	35	30	30
Minimum			45	55	40	50
Maximum			80	90	70	80
Sum			1050	1235	910	1075

Based on the table above, it could be seen that the mean score from pre-test of experimental class was 65.62 and the mean score from post-test was 77.19. Furthermore, the mean score from pre-test of control class was 56.88 and the mean score from post-test was 67.19. It means that the class of experimental class had higher score than the class of control class.

Table IV.5
The Score of Students' Reading Comprehension taught by Using Three Level Guide Strategy

No.	Students	Experimental Class	
		Pretest	Posttest
1	Student 1	65	75
2	Student 2	45	55
3	Student 3	55	70
4	Student 4	60	80
5	Student 5	60	80
6	Student 6	70	70
7	Student 7	65	75
8	Student 8	70	80
9	Student 9	70	85
10	Student 10	75	85
11	Student 11	80	90
12	Student 12	65	85
13	Student 13	75	90
14	Student 14	55	65
15	Student 15	70	75
16	Student 16	70	75
	Total	1050	1235
	Mean	65.63	77.2

Based on the table above, the writer found that the total score of pre-test in experimental class was 1050, while the highest score was 80 and the lowest was 45, and the total score of post-test in experimental class was 1235, while the highest score was 90 and the lowest score was 55. It means that the

students had a good increasing of their reading comprehension. The frequency score of pre-test and post-test of experimental class can be seen below:

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

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
45	1	6.2	6.2	6.2
55	2	12.5	12.5	18.8
60	2	12.5	12.5	31.2
65	3	18.8	18.8	50.0
70	5	31.2	31.2	81.2
75	2	12.5	12.5	93.8
80	1	6.2	6.2	100.0
Total	16	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 1 student who got score 45 (6.2%), 2 students who got score 55 (12.5%), 2 students who got score 60 (12.5%), 3 students who got score 65 (18.8%), 5 students who got score 70 (31.2%), 2 students who got score 75 (12.5%), 1 student who got 80 (6.2%). The highest frequency was 5 at the score of 70. The total frequency was 16.

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

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
55	1	6.2	6.2	6.2
65	1	6.2	6.2	12.5
70	2	12.5	12.5	25.0
75	4	25.0	25.0	50.0
80	3	18.8	18.8	68.8
85	3	18.8	18.8	87.5
90	2	12.5	12.5	100.0
Total	16	100.0	100.0	

Based on the table above, it can be seen that in post-test there were 1 student who got score 55 (6.2%), 1 student who got score 65 (6.2%), 2 students who got score 70 (12.5%), 4 students who got score 75 (25.0%), 3 students who got score 80 (18.8%), 3 students who got score 85 (18.8%), 2 student who got 90 (12.5%). The highest frequency was 4 at the score of 75. The total frequency was 16.

Table IV.8
The Score of Students' Reading Comprehension without Using Three Level Guide Strategy

No.	Students	Control Class	
		Pretest	Posttest
1	Student 1	50	65
2	Student 2	45	60
3	Student 3	55	70
4	Student 4	60	65
5	Student 5	60	65
6	Student 6	70	75
7	Student 7	65	70
8	Student 8	45	65
9	Student 9	40	50
10	Student 10	40	55
11	Student 11	60	70
12	Student 12	70	70
13	Student 13	70	80
14	Student 14	65	75
15	Student 15	55	75
16	Student 16	60	65
	Total	910	1075
	Mean	56.875	67.1875

Based on the table above, the writer found that the total score of pre-test in control class was 910, while the highest score was 70 and the lowest was 40, and the total score of post-test in control class was 1075, while the highest score was 80 and the lowest score was 50. It means that the students had a little increasing of their reading comprehension. The frequency score of pre-test and post-test of experimental class can be seen bellow:

Table IV.9
The Distribution of Frequency of Students' Pre-Test
Score in Control Class

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	12.5	12.5	12.5
45	2	12.5	12.5	25.0
50	1	6.2	6.2	31.2
55	2	12.5	12.5	43.8
60	4	25.0	25.0	68.8
65	2	12.5	12.5	81.2
70	3	18.8	18.8	100.0
Total	16	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 2 students who got score 40 (12.5%), 2 students who got score 45 (12.5%), 1 student who got score 50 (6.2%), 2 students who got score 55 (12.5%), 4 students who got score 60 (25.0%), 2 students who got score 65 (12.5%), 3 students who got 70 (18.8%). The highest frequency was 4 at the score of 60. The total frequency was 16.

Table IV.10
The Distribution of Frequency of Students' Post-Test
Score in Control Class

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
50	1	6.2	6.2	6.2
55	1	6.2	6.2	12.5
60	1	6.2	6.2	18.8
65	5	31.2	31.2	50.0
70	4	25.0	25.0	75.0
75	3	18.8	18.8	93.8
80	1	6.2	6.2	100.0
Total	16	100.0	100.0	

Based on the table above, it can be seen that in post-test there were 1 student who got score 50 (6.2%), 1 student who got score 55 (6.2%), 1 student who got score 60 (6.2%), 5 students who got score 65 (31.2%), 4 students who got score 70 (25.0%), 3 students who got score 75 (18.8%), 1 student who got score 80 (6.2%). The highest frequency was 5 at the score of 65. The total frequency was 16.

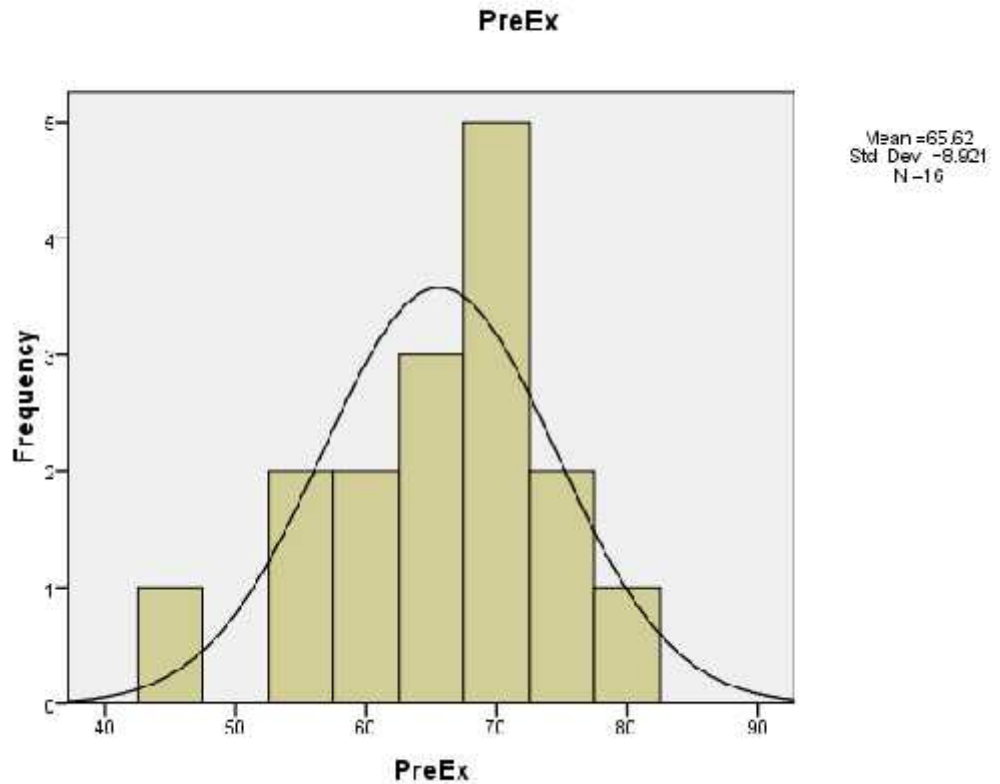
Finally, the students' scores have been known. The scores of post-test of experimental and control class can be concluded in the data analysis table.

C. The Data Analysis

1. The Data Analysis of Pre-test of Students' Reading Comprehension taught by using Three Level Guide Strategy

The data of the students' pre-test in experimental class were obtained from the result of their reading comprehension taught by using Three Level Guide strategy. It can also be seen that the total frequency was 16, the total score was 1050 and the mean 65.62 with the standard deviation was 8.921. The following histogram describes the frequency pre-test of experimental class.

Histogram IV.1 Frequency Pre-test of Experimental Class



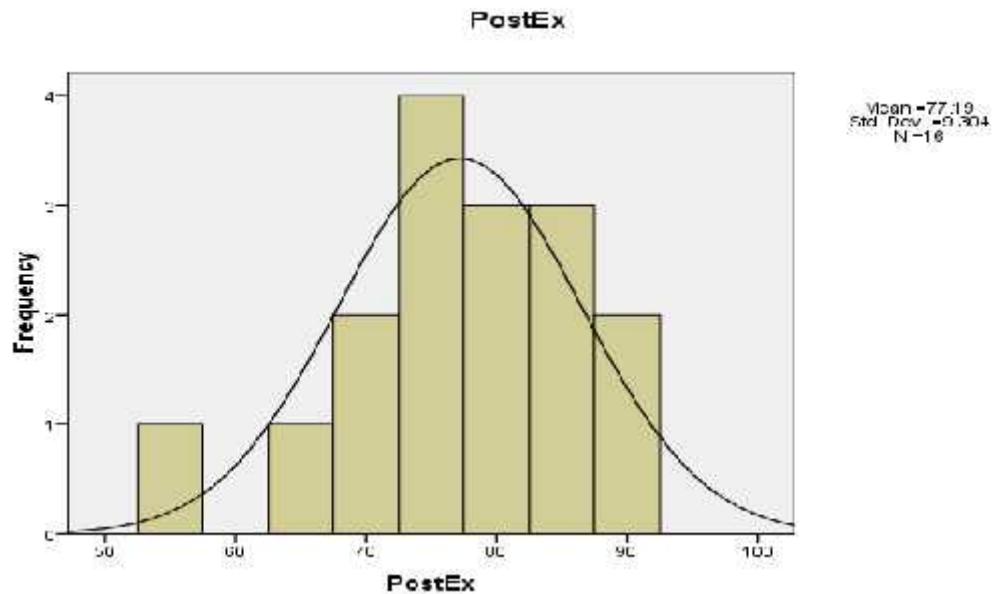
From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

2. The Data Analysis of Post-test of Students' Reading Comprehension Taught by Using Three Level Guide Strategy

The data of the students' post-test scores in experimental class were obtained from the result of their reading comprehension taught by using Three Level Guide strategy. It can also be seen that the total frequency was 16, the total scores was 1235, the Mean was 77.19 and the Standard

Deviation was 9.304. The following histogram describes the frequency post-test of experimental class.

Histogram IV.2
Frequency Post-test of Experimental Class



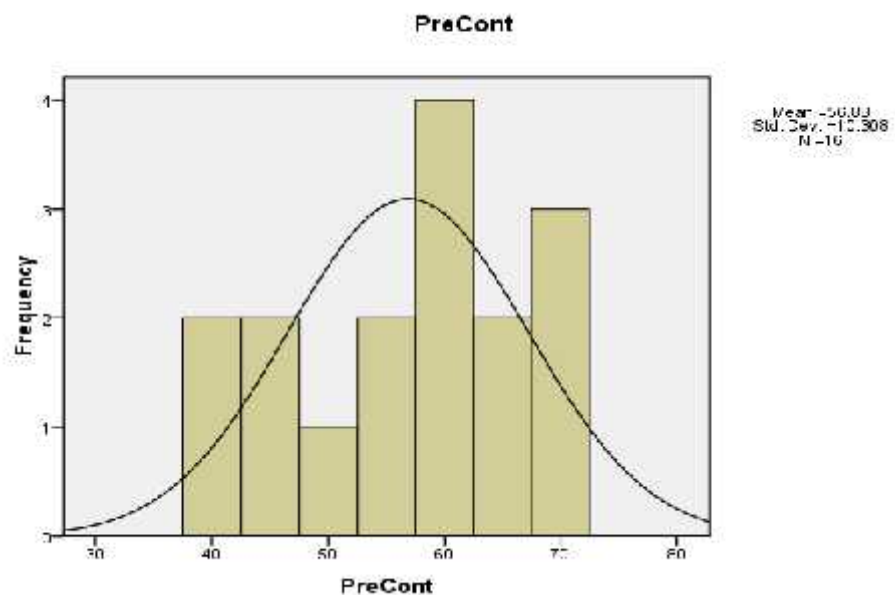
From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

3. The Data Analysis of Pre-test of Students' Reading Comprehension Taught without using Three Level Guide Strategy

The data of the students' pre-test scores in control class were obtained from the result of their reading taught without using Three Level Guide strategy. It can also be seen that the total frequency was 16, the

total score was 910, the Mean was 56.58 and the Standard Deviation was 10.308. The following histogram describes the frequency pre-test of control class.

Histogram IV.3
Frequency Pre-test of Control Class



From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

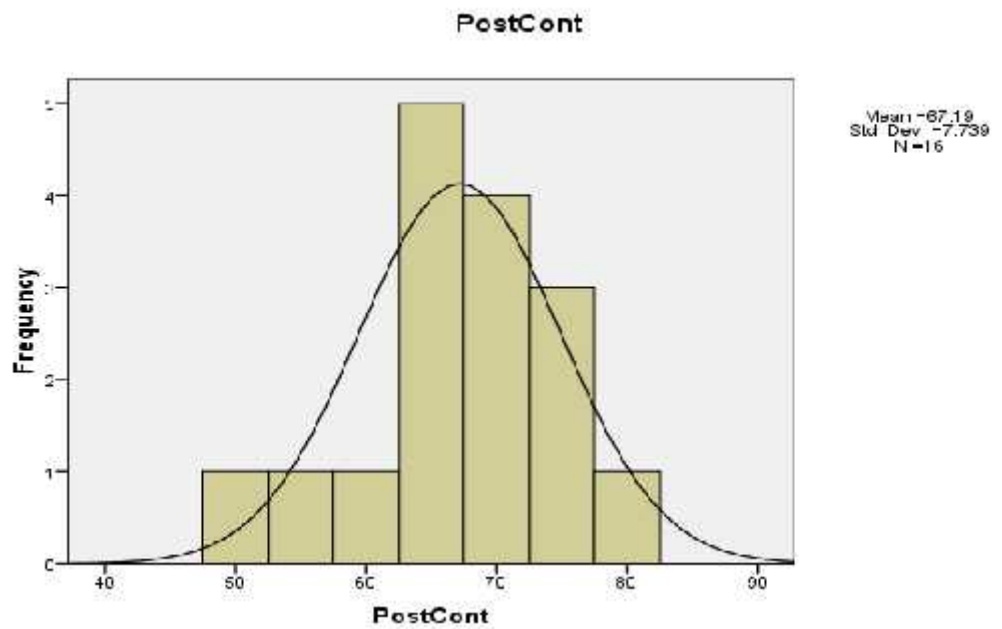
4. The Data Analysis of Post-test of Students' Reading Comprehension Taught without using Three Level Guide Strategy

The data of the students' post-test scores in control class were obtained from the result of their reading comprehension without using three level guide strategy. It can also be seen that the total frequency was

16, the total score was 1075, the Mean was 67.19 and the Standard Deviation was 7.739. The following histogram describes the frequency post-test of control class.

Histogram IV.4

Frequency Post-test of Control Class



From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

Table IV.11

The Students' Post-test Scores

No.	Students	Posttest Experimental Class	Posttest Control Class
1	Student 1	75	65
2	Student 2	55	60
3	Student 3	70	70

4	Student 4	80	65
5	Student 5	80	65
6	Student 6	70	75
7	Student 7	75	70
8	Student 8	80	65
9	Student 9	85	50
10	Student 10	85	55
11	Student 11	90	70
12	Student 12	85	70
13	Student 13	90	80
14	Student 14	65	75
15	Student 15	75	75
16	Student 16	75	65

The process of statistical analysis by using t-test in SPSS program is as follows.⁶⁴

- a. Open SPSS program
- b. Entry data available based on the group in the certain variable.
- c. Click *analyze* in the menu of SPSS, then choose *compare mean*
- d. Choose *Independent Sample T-Test*
- e. Entry the experimental class score in *variable test (s)*
- f. Entry the control class in *grouping variable*
- g. Click *define group*
- h. Entry 1 to *group 1* and 2 to *group 2*
- i. Click *ok*

⁶⁴ Hartono, *SPSS 16.0, Analisis Data Statistika dan Penelitian*, (Yogyakarta: Pustaka Belajar, 2008), p. 154-160.

The output of data analysis is as follows:

**Table IV.12
Group Statistics**

	Postcontrol	N	Mean	Std. Deviation	Std. Error Mean
Postexp	1	16	67.19	7.739	1.935
	2	16	77.19	9.304	2.326

**Table IV.15
Independent Samples Test**

	Levene's Test for Equality of Variances	T-test for Equality of Means
--	---	------------------------------

	F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post Equal Exp variances assumed	.465	.500	3.305	30	.002	10.000	3.025	16.179	3.821
Equal variances not assumed			3.305	29.037	.003	10.000	3.025	16.187	3.813

After getting the output of SPSS analysis, the writer interprets the output as follows:

- a. The output of group statistic shows that the mean of the experimental class is 77.19 and the mean of control class is 67.19, and N (number of the case) for each class is 16. Standard deviation of experimental class is 9.304 and standard deviation of control class is 7.739. Standard error mean of the experimental class is 2.326 and standard error mean of the control class is 1.935.
- b. The output of independent samples test shows that the t-test result is 3.305, its df is 30, significance is 002, mean difference is 10.000, its standard error is 3.025, lower difference interval is 16.179, and upper difference interval is 3.821.

There are two ways that can be done in interpreting t_o , they are as follows:

1. By comparing t_o ($t_{obtained}$) to t_t (t_{table}), from $df = 30$. It is found that the level of significance of 5 % is 2.04 and the level of significance of 1% is 2.75. it can be stated that $2.04 < 3.305 > 2.75$. It means that the null hypothesis (H_o) is rejected, while the alternative hypothesis is accepted.
2. By orienting the number of significance. If probability > 0.05 , null hypothesis (H_o) is accepted. If probability < 0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-test (3.305), it shows that there is significance difference on the students between who are taught who are not taught by implementing Three Level Guide strategy. It is proved by the finding t_{table} at 5% level of significance (2.04) which is less than t-test (3.305), while t-test is (3.305) greater at t_{table} at 1% level of significance (2.75). It can be stated that $2.04 < 3.305 > 2.75$. It means that null hypothesis (H_o) is rejected, while alternative hypothesis (H_a) is accepted. In conclusion, teaching reading by implementing three level guide strategy of the first grade students at SMA Al-Muhsinin regency is better than without implementing Three Level Guide strategy. Thus, there is a significant difference between using and using Three Level Guide strategy on students' reading comprehension in narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir regency.

Based on the analysis data about the students' reading comprehension on narrative text, it showed that mean of the students' reading comprehension on narrative text taught using Three Level Guide strategy was higher than mean of the students' reading comprehension on narrative text without using Three Level Guide strategy.

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

1. The students' reading comprehension on narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir Regency taught without using Three Level Guide strategy had lower score.
2. The students' reading comprehension on narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir Regency taught using Three Level Guide strategy had higher score.
3. There is a significant difference between using and without using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade at SMA Al-Muhsinin Rokan Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research consists of two variables. They are the effect Of Three Level Guide strategy (independent variable) and the students' reading comprehension (dependent variable). Here, the writer students' reading comprehension that was taught without using Three Level Guide strategy is lower than using Three Level Guide strategy or the students' reading comprehension that was taught by using Three Level Guide strategy is better than without using Three Level Guide strategy, and the students' reading comprehension taught by using Three Level Guide strategy differs significantly from those reading comprehension taught without using Three Level Guide strategy at the first grade at SMA Al-Muhsinin Rokan Hilir Regency.

In conclusion, teaching English by implementing Three Level Guide strategy of the first grade students at Senior High School Al-Muhsinin Rokan Hilir Regency is successful to improve their reading comprehension.

B. Suggestion

1. Suggestion for the Teacher

- a. The teacher should be creative in selecting the strategy that can be used in English teaching in order to make the students are interested in learning English..
- b. The teacher should give opportunities to the students to share or express their ideas or opinions in front of their friends.
- c. By using Three Level Guide Strategy, the teacher can help the students to find the topic and other pertinent information from the text.

2. Suggestion for the Students

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and share information with their friends about English to improve their reading comprehension.

3. Suggestion for Next Researcher

- a. Next students' researchers are expected to give more contribution in conducting the research especially for reading comprehension.
- b. This research is expected to be one of the ways on students' reading comprehension. It is also expected that the findings will be used as starting points to conduct another research. There are many

other techniques to make teaching and learning process more effective.

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LESSON PLAN FOR EXPERIMENTAL CLASS

School : SMA AL-MUHSININ

Subject : English

Class/Semester : X/1

Time Allocation : 2 x 45 minutes

Meeting : 1

Subject : Reading

Topic : Narrative Text (Thumbelina)

A. Standard Competence

1. Understanding the meaning of monologue texts / essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.
2. Expressing the meaning in the monologue texts/essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

B. Basic Competence

1. Understanding and responding the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

2. Expressing the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

C. Indicators

1. The students identify topic, main idea and generic structure of a narrative text.
2. The students making inference of a narrative text
3. The students analyzing the meaning of certain words of a narrative text

D. Goal of Learning

1. The students are able to identify topic, main idea and generic structure of a narrative text.
2. The students are able to making inference of a narrative text
3. The students are able to analyzing the meaning of certain words of a narrative text

E. Materials

Thumbelina

There was once a woman who wanted a small child but didn't know where to get one. So she went to a witch for help.

“A little child?” said the witch, “That’s easy. Here’s a magic seed. Plant it in a flower pot and see what happens!” The woman thanked the witch, paid her with a piece of silver, and went home to plant the magic seed. As soon as it touched the soil, the seed grew into a tulip, whose flower opened with a pop. In the middle of the flower sat a tiny girl.

“Why, the pretty little thing is hardly as big as my thumb!” cried the woman. “I am going to call her Thumbelina.”

The woman made Thumbelina a bed from a walnut shell. Instead of going out, Thumbelina played on the kitchen table. Her favorite game was sailing across a bowl of water in a boat made from a tulip leaf. As she sailed, she sang in a high, sweet voice.

One night, an old toad got in through an open window and hopped down into the kitchen table. “Just the wife for my son!” the toad declared when it saw Thumbelina sleeping in her tiny bed. The toad picked up the walnut shell and hopped out through the window into the garden. At the bottom of the garden, there was a stream with muddy banks, and that was where the old toad lived with her son. He was even damper and uglier than his mother. When he saw the pretty little girl asleep in the walnut shell, all he could say was, “Ribbik! Ribbik!”. “Not so loud!”.

F. Teaching Strategy

- Three level guide strategy

G. Steps

1. *Pre Teaching*

- a. The teacher explains the materials based on the topic given.
- b. The teacher demonstrates the topic and tries to make the students understand.

2. *Whilst Teaching*

- a. The teacher distributes handout of narrative text.
- b. The teacher asks the students to read the selected narrative text

- c. The teacher asks the students to simply search for the information within the text (level one)
- d. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- e. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

3. *Post Teaching*

- a. The teacher asks the students' difficulties in constructing a sentence in a group.
- b. The teacher clarifies the students' mistakes.
- c. The teacher concludes the topic.

H. Sources

- Book English "Look Ahead 1"
- LKS Bahasa Inggris SMA X
- Dictionary
- Internet

I. Evaluation

Technique : Written Text

Instruments : Essay

1. What is the story about?
2. How did she get a child?
3. Where did the woman keep her?

4. Who kidnapped her?
5. What is the message of the story?

Assessment

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

Rimba Melintang, July 23th 2013

English Teacher

Researcher

Amrizal, S.Pd

Siti Aminah

Approval by,

Headmaster of SMA Al-Muhsinin

H. Wildansyah, L.C

LESSON PLAN FOR EXPERIMENTAL CLASS

School : SMA AL-MUHSININ

Subject : English

Class/Semester : X/1

Time Allocation : 2 x 45 minutes

Meeting : 2

Subject : Reading

Topic : Narrative Text (The Silver Key)

J. Standard Competence

3. Understanding the meaning of monologue texts / essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.
4. Expressing the meaning in the monologue texts/essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

K. Basic Competence

3. Understanding and responding the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.
4. Expressing the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

L. Indicators

4. The students identify topic, main idea and generic structure of a narrative text.
5. The students making inference of a narrative text
6. The students analyzing the meaning of certain words of a narrative text

M. Goal of Learning

4. The students are able to identify topic, main idea and generic structure of a narrative text.
5. The students are able to making inference of a narrative text
6. The students are able to analyzing the meaning of certain words of a narrative text

N. Materials

The Silver Key

There was a traveler going to a distant town. When he reached the town it was almost midnight. He came to an inn but it locked from the inside. He knocked at the door. “Who are you?” asked a voice from inside the inn. “What do you want? The door cannot be unlocked at such an odd hour”. The traveler needed rest, food and shelter. He said, “Please, innkeeper, unlock the door. See, how cold outside!”

“It’s a strange lock and can be opened only with a silver key,” replied the innkeeper. The traveler passed a silver coin through a slit in the door, got the door unlocked and entered into the inn.

“I have left one of my two bags outside,” said the traveler. “Will you please bring it in?”

No sooner had the innkeeper gone out than traveler locked the door from inside. The greedy innkeeper was now shut out. He requested the traveler to unlock the door. “I’m helpless,” replied the traveler. “It’s a strange lock. It can be opened only with a silver key. The innkeeper was obliged to push through the slit a silver coin. The traveler got back his rupee and unlocked the door.

O. Teaching Strategy

- Three level guide strategy

P. Steps

4. *Pre Teaching*

- c. The teacher explains the materials based on the topic given.
- d. The teacher demonstrates the topic and tries to make the students understand.

5. *Whilst Teaching*

- a. The teacher distributes handout of narrative text.
- b. The teacher asks the students to read the selected narrative text
- c. The teacher asks the students to simply search for the information within the text (level one)
- d. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- e. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

6. *Post Teaching*

- d. The teacher asks the students' difficulties in constructing a sentence in a group.
- e. The teacher clarifies the students' mistakes.
- f. The teacher concludes the topic.

Q. Sources

- Book English "Look Ahead 1"
- LKS Bahasa Inggris SMA X
- Dictionary
- Internet

R. Evaluation

Technique : Written Text

Instruments : Essay

6. What is the story about?

7. Who are the participants in this story?
8. What was the travel's problem?
9. What was the innkeeper's problem?
10. What is the message of the story?

Assessment

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

Rimba Melintang, July 25th 2013

English Teacher

Researcher

Amrizal, S.Pd

Siti Aminah

Approval by,

Headmaster of SMA Al-Muhsini

H. Wildansya

LESSON PLAN FOR EXPERIMENTAL CLASS

School : SMA AL-MUHSININ

Subject : English

Class/Semester : X/1

Time Allocation : 2 x 45 minutes

Meeting : 3

Subject : Reading

Topic : Narrative Text (Rapunzel)

S. Standard Competence

5. Understanding the meaning of monologue texts / essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.
6. Expressing the meaning in the monologue texts/essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

T. Basic Competence

5. Understanding and responding the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

6. Expressing the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

U. Indicators

7. The students identify topic, main idea and generic structure of a narrative text.
8. The students making inference of a narrative text
9. The students analyzing the meaning of certain words of a narrative text

V. Goal of Learning

7. The students are able to identify topic, main idea and generic structure of a narrative text.
8. The students are able to making inference of a narrative text
9. The students are able to analyzing the meaning of certain words of a narrative text

W. Materials

A long time ago, there lived a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant that only grew in her neighbor's garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it. Unfortunately, mother gothel, the owner of the garden, caught him doing it. She was a witch. Then, mother gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with mother gothel. Rapunzel grew to be a beautiful young girl with her long goldy hair. She, at first, was cared in a normal

way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, a young prince was out hunting. He stumbled upon the tower. He heard Rapunzel's beautiful voice. He decided that he must meet her. He spied and, by watching Mother Gothel, learned the words he had to say to have Rapunzel drop her hair. The prince visited her often and the two fell in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring her a skein of silk each time he visited. She might weave a ladder for her escape. Unfortunately, Mother Gothel caught on. Then, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. The thorns made the prince blind and he roamed the earth searching for his love.

Eventually, they found each other, and the prince's eyes were healed by Rapunzel's tears of happiness.

X. Teaching Strategy

- Three level guide strategy

Y. Steps

7. *Pre Teaching*

- e. The teacher explains the materials based on the topic given.
- f. The teacher demonstrates the topic and tries to make the students understand.

8. *Whilst Teaching*

- a. The teacher distributes handout of narrative text.
- b. The teacher asks the students to read the selected narrative text
- c. The teacher asks the students to simply search for the information within the text (level one)

- d. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- e. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

9. *Post Teaching*

- g. The teacher asks the students' difficulties in constructing a sentence in a group.
- h. The teacher clarifies the students' mistakes.
- i. The teacher concludes the topic.

Z. Sources

- Book English "Look Ahead 1"
- LKS Bahasa Inggris SMA X
- Dictionary
- Internet

AA. Evaluation

Technique : Written Text

Instruments : Essay

- 11. What is the story above?
- 12. What is the main idea of the story?
- 13. Please find the generic structure of the story?
- 14. What can you infer from the story?
- 15. What is the message of the story?

Assessment

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

Rimba Melintang, July 27th 2013

English Teacher

Researcher

Amrizal, S.Pd

Siti Aminah

Approval by,

Headmaster of SMA Al-Muhsinin

H. Wildansyah, L.C

LESSON PLAN FOR EXPERIMENTAL CLASS

School : SMA AL-MUHSININ

Subject : English

Class/Semester : X/1

Time Allocation : 2 x 45 minutes

Meeting : 4

Subject : Reading

Topic : Narrative (Why Do the Sun and the Moon Live in the Sky?)

BB. Standard Competence

7. Understanding the meaning of monologue texts / essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.
8. Expressing the meaning in the monologue texts/essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

CC. Basic Competence

7. Understanding and responding the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

8. Expressing the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

DD. Indicators

10. The students identify topic, main idea and generic structure of a narrative text.
11. The students making inference of a narrative text
12. The students analyzing the meaning of certain words of a narrative text

EE. Goal of Learning

10. The students are able to identify topic, main idea and generic structure of a narrative text.
11. The students are able to making inference of a narrative text
12. The students are able to analyzing the meaning of certain words of a narrative text

FF. Materials

Why do the Sun and the Moon Live in the Sky?

Long time ago, there was no day. It was always dark and always summer. This was because the Kachina, a very powerful people had stolen the Sun and the Moon and locked them away in a box.

In the light, Coyote and Eagle, two friends wondered the desert. Coyote and Eagle had always hunted together, but Coyote could not hunt anymore because he could not see at night.

Coyote suggested that they went to find the Sun and the Moon and make them light up the world. Eagle was worried. He reminded Coyote that the Sun and the Moon were very strong and it was dangerous to try to trick them.

In the end, Eagle agreed to help Coyote. While the Kachina were sleeping, Coyote and Eagle crept into their village, stole the Sun and the Moon, and headed into the hills.

Coyote told Eagle that he wanted to open the box containing the Sun and the Moon. Eagle said, "No". They must wait after their travels and open it with their eyes closed. Coyote grumbled. He couldn't wait to see what was in the box.

Finally he grew so curious that he threw it open. The light of the Sun was so bright that it blinded Coyote's eyes. The Sun and the Moon laughed and flew far away, up into the sky where they are today.

GG. Teaching Strategy

- Three level guide strategy

HH. Steps

10. Pre Teaching

- g. The teacher explains the materials based on the topic given.
- h. The teacher demonstrates the topic and tries to make the students understand.

11. Whilst Teaching

- a. The teacher distributes handout of narrative text.
- b. The teacher asks the students to read the selected narrative text
- c. The teacher asks the students to simply search for the information within the text (level one)
- d. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- e. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

12. Post Teaching

- j. The teacher asks the students' difficulties in constructing a sentence in a group.
- k. The teacher clarifies the students' mistakes.
- l. The teacher concludes the topic.

II. Sources

- Book English "Look Ahead 1"
- LKS Bahasa Inggris SMA X
- Dictionary

- Internet

JJ. Evaluation

Technique : Written Text

Instruments : Essay

16. Why was the sky dark?

17. Where did the kachina people hide the sun and the moon?

18. Why did Coyote steal the sun and the moon back?

19. When did Coyote steal the sun and the moon back?

20. Where did they go then?

Assessment

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

Rimba Melintang, August 20th 2013

English Teacher

Researcher

Amrizal, S.Pd

Siti Aminah

Approval by,
Headmaster of SMA Al-Muhsinin

H. Wildansyah, L.C

LESSON PLAN FOR EXPERIMENTAL CLASS

School : SMA AL-MUHSININ

Subject : English

Class/Semester : X/1

Time Allocation : 2 x 45 minutes

Meeting : 5

Subject : Reading

Topic : Narrative Text (Smart Parrot)

KK. Standard Competence

9. Understanding the meaning of monologue texts / essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.
10. Expressing the meaning in the monologue texts/essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

LL. Basic Competence

9. Understanding and responding the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.
10. Expressing the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

MM. Indicators

13. The students identify topic, main idea and generic structure of a narrative text.
14. The students making inference of a narrative text
15. The students analyzing the meaning of certain words of a narrative text

NN. Goal of Learning

13. The students are able to identify topic, main idea and generic structure of a narrative text.
14. The students are able to making inference of a narrative text
15. The students are able to analyzing the meaning of certain words of a narrative text

OO. Materials

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CATano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

PP. Teaching Strategy

- Three level guide strategy

QQ.Steps

13. Pre Teaching

- i. The teacher explains the materials based on the topic given.
- j. The teacher demonstrates the topic and tries to make the students understand.

14. Whilst Teaching

- a. The teacher distributes handout of narrative text.
- b. The teacher asks the students to read the selected narrative text
- c. The teacher asks the students to simply search for the information within the text (level one)
- d. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- e. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

15. Post Teaching

- m. The teacher asks the students' difficulties in constructing a sentence in a group.
- n. The teacher clarifies the students' mistakes.
- o. The teacher concludes the topic.

RR. Sources

- Book English “Look Ahead 1”
- LKS Bahasa Inggris SMA X
- Dictionary
- Internet

SS. Evaluation

Technique : Written Text

Instruments : Essay

21. Please find out the main idea from the text?
22. “The parrot was screaming at the fourth chickens”. What does the underlined word mean?
23. Where does the story take place?
24. What can you infer from the story?
25. Please find the generic structure of the story?

Assessment

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

Rimba Melintang, August 22th 2013

English Teacher

Researcher

Amrizal, S.Pd

Siti Aminah

Approval by,
Headmaster of SMA Al-Muhsinin

H. Wildansyah, L.C

LESSON PLAN FOR EXPERIMENTAL CLASS

School : SMA AL-MUHSININ

Subject : English

Class/Semester : X/1

Time Allocation : 2 x 45 minutes

Meeting : 6

Subject : Reading

Topic : Narrative Text (The Legend of Lake Batur)

TT. Standard Competence

11. Understanding the meaning of monologue texts / essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.
12. Expressing the meaning in the monologue texts/essays in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

UU. Basic Competence

11. Understanding and responding the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.
12. Expressing the meaning in the monologue text/essay which uses various written language accurately, fluently, and contextually in the form of narrative text.

VV. Indicators

16. The students identify topic, main idea and generic structure of a narrative text.
17. The students making inference of a narrative text
18. The students analyzing the meaning of certain words of a narrative text

WW. Goal of Learning

16. The students are able to identify topic, main idea and generic structure of a narrative text.
17. The students are able to making inference of a narrative text
18. The students are able to analyzing the meaning of certain words of a narrative text

XX. Materials

THE LEGEND OF LAKE BATUR

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwa. The people of Bali used to say that Kbo Iwa was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand man.

Difficulties arose when for the first time the barns almost empty and the new harvest was still a long way off. This made Kbo Iwa wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwa to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwa, he began to dig a deep hole. One

day he had eaten too much, he felt asleep in hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water in the hole boiling. Kbo Iwa was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwa is known as Mount Batur.

YY. Teaching Strategy

- Three level guide strategy

ZZ. Steps

16. Pre Teaching

- k. The teacher explains the materials based on the topic given.
- l. The teacher demonstrates the topic and tries to make the students understand.

17. Whilst Teaching

- a. The teacher distributes handout of narrative text.
- b. The teacher asks the students to read the selected narrative text
- c. The teacher asks the students to simply search for the information within the text (level one)
- d. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- e. The teacher asks the students to use the literal and inferential information and combine it with other information from their

previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

18. Post Teaching

- p. The teacher asks the students' difficulties in constructing a sentence in a group.
- q. The teacher clarifies the students' mistakes.
- r. The teacher concludes the topic.

AAA. Sources

- Book English "Look Ahead 1"
- LKS Bahasa Inggris SMA X
- Dictionary
- Internet

BBB. Evaluation

Technique : Written Text

Instruments : Essay

- 26. Please find out the main idea from the text?
- 27. The people...stop him. The underlined word refers to...
- 28. The word Harvest paragraph 2 has closest meaning with...
- 29. What can you infer from the story?
- 30. Please find the generic structure of the story?

Assessment

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

Rimba Melintang, August 29th 2013

English Teacher

Researcher

Amrizal, S.Pd

Siti Aminah

Approval by,

Headmaster of SMA Al-Muhsinin

H. Wildansyah, L.C

READING COMPREHENSION TEST (PRE-TEST)

Respondent : The First Grade Students at SMA Almuhsinin Rokan Hilir

Name :

Directions

- Write down your name above this sheet!
- Choose a, b, c, or d for the best answer based on the text by giving sign (X)
- Thank you very much for your participation
- The time given is 45 minutes

Questions

Text 1 (Question number 1- 5 refer to the following text)

The Farmer and The Mouse Deer

One day, Mouse Deer walked around the forest. Then he was bored and went to the edge of the jungle. The Mouse Deer saw row after row of vegetables in a garden near the forest edge. “Wow...juicy cucumbers!” said Mouse Deer. He began to walk into the garden. “It must be very delicious!”. Suddenly, snap! “Oh..oh..!” unfortunately, his leg was caught in a trap. He tried to pull his leg, but he couldn’t get away. “Poor of me! This is the end of my life,” he said, “the farmer will catch me for dinner!” Soon, he saw the farmer coming. He was confuse. He thought fast. He had an idea. He lay on the ground and made his body stiff. “Well..Well..Finally I got you! Poor Mouse Deer!” said the farmer, “but you look dead” The farmer pushed the mouse deer with his foot. But the Mouse Deer didn’t move. “Perhaps you have been dead,” said the farmer. “it’s a pity! I can’t eat you”. He pulled Mouse Deer’s leg out of the trap. Then he brought the Mouse Deer into the forest. The Mouse Deer landed with a soft plop. Then he jumped up and ran away. “Hey! You tricked me!” the farmer yelled. The Mouse Deer laughed, “You are smart but I am smarter than you!”

(Adapted from: <http://ariefirta.wordpress.com>)

1. Why did the mouse deer walk into the garden?
 - a. Because he felt bored
 - b. Because mouse deer want to have fun
 - c. Because mouse deer saw cucumbers
 - d. Because mouse deer want the fresh air

2. The mouse deer saw row...

a. Building	c. Gate
b. Line	d. Circle

3. Line 1 until 4 include...

c. Orientation	c. Resolution
d. Complication	d. Coda

4. It must be very delicious (line 3-4). The word ‘it’ refers to...

a. The forest edge	c. The fresh air
b. The garden	d. The mouse deer

5. What can you infer from paragraph 3 that the mouse deer was...

a. A curious animal	c. A smart animal
b. A greedy animal	d. A farmer’s best friend

Text 2 (Question number 6– 10 refer to the following text)

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

(Adapted from: www.storytotell.com)

6. The story mainly tells us about...
 - a. Twenty crocodiles
 - b. The boss of crocodiles
 - c. A rabbit and the boss of crocodiles
 - d. A rabbit and twenty crocodiles
7. We know from the first paragraph that the rabbit actually wanted...
 - a. To cross the river
 - b. To swim across the river
 - c. To know when the crocodiles
 - d. to know the number of crocodiles there
8. Line 3-5 include...
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Coda
9. "All of you are good, nice gentle, and kind..."
(Paragraph 2) the underline word is synonymous with...
 - a. Wild
 - b. Diligent
 - c. Easygoing
 - d. Honorable
10. What do we learn from the story?
 - a. Friendships
 - b. Family
 - c. Enmity
 - d. Enmity and Family

Text 3 (Question number 11 – 15 refer to the following text)

A long time ago, there lived a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant that only grew in her neighbor's garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it. Unfortunately, mother gothel, the owner of the garden, caught him doing it. She was a witch. Then, mother gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with mother gothel. Rapunzel grew to be a beautiful young girl with her long goldy hair. She, at first, was cared in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, a young prince was out hunting. He stumbled upon the tower. He heard Rapunzel's beautiful voice. He decided that he must meet her. He spied and, by watching Mother Gothel, learned the words he had to say to have Rapunzel drop her hair. The prince visited her often and the two fell in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring her a skein of silk each time he visited. She might weave a ladder for her escape. Unfortunately, Mother Gothel caught on. Then, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. The thorns made the prince blind and he roamed the earth searching for his love.

Eventually, they found each other, and the prince's eyes were healed by Rapunzel's tears of happiness.

(Adapted from: www.storytotell.com)

11. What is the story about?

- a. Rapunzel
- b. Gothel
- c. Long gold hair
- d. A young couple

12. what is the main idea of paragraph 3?

- a. A prince met with Rapunzel tower
- b. Rapunzel's beautiful Rapunzel
- c. A prince stumbled upon the
- d. A prince fell in love with

13. The last paragraph include...

- a. Resolution
- b. Complication
- c. Orientation
- d. Coda

14. She , at first, was cared in a normal way. She word refers to...

- a. Mother
- b. Woman
- c. Rapunzel
- d. Gothel

15. How is the end of this story?

- a. Mother Gothel caught the Rapunzel
- b. Mother Gothel banished Rapunzel
- c. Rapunzel and prince life happily
- d. Rapunzel never met with prince

Text 4 (Question number 16 – 20 refer to the following text)

One night, while they were praying, Buto Ijo a giant with supranatural powers passed their house. He heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said Buto Ijo. The farmers were so happy. They did not think about the risk of losing their child letter and agree to take the offer. Later, Buto Ijo gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants. No longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl. On her 17th birthday, Timun Mas was very happy.

However, the parents were very sad. They knew they had to keep their promise to Buto Ijo the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said father. "What do you mean, Father? I don't understand," said Timun Mas.

Right after that, Buto Ijo came into their house. "Run Timun Mas. Save your life!" said the mother. Buto ijo was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. Buto Ijo was getting closer and closer. Timun Mas then opened the bag and threw a handful of salt. It became sea. Buto Ijo had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt Buto Ijo. However, he was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But Buto Ijo still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste or *terasi*.

She threw it and became a big swamp. Buto Ijo was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

(Adapted from: www.storytotell.com)

16. What is the story about?

- a. Buto Ijo
- b. Timun Emas
- c. The Farmers
- d. Supranatural Powers

17. What is the main idea of paragraph 2?

- a. Buto ijo came into farmers house promise
- b. Parents' Timun Emas was very sad
- c. Parents' Timun Emas was promise
- d. Buto Ijo was very angry

18. Which paragraph is resolution ?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. Paragraph 4

19. This is not the character of the story?

- a. Timun Emas
- b. The Farmers
- c. Buto Ijo
- d. A Prince

20. How is the end of the story?

- a. Timun Emas and the farmers lived happily ever after
- b. Buto Ijo had to swim to cross the sea
- c. Buto Ijo was getting closer and closer
- d. Timun Mas has changed into a beautiful girl.

CHAPTER I

INTRODUCTION

E. The Background of the Problem

Reading is one of the subjects to get information and knowledge about everything those readers need from written form. Reading is very important, and it is one of the four language skills. Reading is one of the important language skills that should be mastered by the students. According to Kalayo Hasibuan, reading is an activity with a purpose.⁶⁵

The purpose of the reading will be achieved not only when the reader comprehends the reading text but also when the reader knows which skills and technique are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Based on the statement above, it is very clear that the students of senior high school level are strongly expected to know the technique of reading skill to comprehend the reading text well.

⁶⁵ Kalayo Hasibuan & Muhammad Fauzan Anshari, *Teaching English as a foreign Language (TEFL)*, (Pekanbaru: Alfa Riau Graha UNRI Press , 2007), p.114

When the students learn to make connection from their experience to the text, they are currently reading. As good readers, they think about what they are reading and consider it what they already know. The students in learning English, should understand what they are learning because there is a complex connection between authors to the readers and the messages conveyed between authors to the readers. Consequently, the students have to have the strategy to be applied in reading.

In learning English, one of the main skills that students should acquire is reading. The aim of teaching reading is to make students able to read the text effectively and efficiently⁶⁶. They are not only supposed to understand the structure of the texts, but also to comprehend the meaning of the texts. In this case, since English is not our first language, there are so many students who encounter difficulties in gathering and comprehending the idea of reading passage.

Based on the School-Based Curriculum of Senior High School 2006, the standards competence in reading is comprehending the meaning in short functional text and essay of report, narrative and analytical exposition form in daily life and to access knowledge.⁶⁷ In this school, the purpose of reading skill is students must comprehend the kind of text, such as narrative,

⁶⁶Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (United States of America : Heinle&Heinle ,2001) p 187

⁶⁷Department of National Education, *School Based Curriculum Syllabus of English*. 2006.

explanation, and discussion.⁶⁸ In this research, the writer will focus on narrative text. The passing score (KKM) of English subject in SMA Almuhsinin is 70. It can be concluded that reading skill needs a lot of aspects that should be mastered by students.

Senior High School Al Muhsinin Rokan Hilir Regency uses School Based Curriculum (KTSP) as English learning guide. English has been taught twice a week with duration 2 x 45 minutes per hour based on curriculum. Reading is one of the subjects that has been already taught since the first grade. In other words, they have been studying English for a long time, it means they should know a good learning method and strategies to learn English especially in reading comprehension. Ideally, the first grade students at SMA AL Muhsinin could develop their competence in reading comprehension, but in fact, it is still far from what is expected.

Based on the writer's preliminary observation at first grade at SMA Al Muhsinin Rokan Hilir regency, the writer found a lot of phenomena as follows:

6. Some of the students are not able to find the meaning of unfamiliar words in reading texts.
7. Some of the students are not able to find the main idea in reading texts.
8. Some of the students have difficulty in activating their prior knowledge when reading the materials.

⁶⁸Amrizal, *Syllabus of SMA Almuhsinin Rokan Hilir*: Unpublished. 2013.

9. Some of the students have lost comprehension of the meaning in the texts.

10. Some of the students' scores in reading subject are unsatisfied.

Therefore, to solve this problem needs an appropriate technique to 8-influence their reading comprehension, especially in reading narrative text. In this case, the writer wants to offer a Three Level Guide strategy. A Three Level Guide is a comprehension strategy which supports students in reading the text closely. It means that the students read the text closely by providing a clear purpose and direction for reading. It uses declarative statements which can spring discussions and conversations about the content.

This strategy helps the students in reading comprehension of the text. It assists them to make judgments about challenging concepts or ideas in the text and relate these ideas and concepts to other contexts. It is important to determine the content objectives. This gives the guide a clear focus and informs the development of statements.

Based on explanation about, the writer is interested in carrying out a research entitled **“The Effect of Using Three Level Guide Strategy on Students' Reading Comprehension in Narrative Text of the first Grade Students at SMA Al Muhsinin Rokan Hilir Regency”**.

F. The Definition of the Term

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

6. Effect

According to Jack C. Richards, effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.⁶⁹ In this research, effect is defined as the result of teaching reading treated with three level guide strategy.

7. Three Level Guide

According to Vacca, three level guide is a direct outgrowth of three levels of comprehension; literal, interpretive and applied.⁷⁰ Three Level Guide is a comprehension strategy which supports students to read the text closely by providing a clear purpose and direction for reading. The Three Level Statements, literal, interpretive and applied guide, the reader focuses on the relevant information and develops an informed opinion on the issues explored in the text.⁷¹

8. Reading

Reading is an action of the person who reads or attempts to make a meaning from what author has written. According to William Grabe,

⁶⁹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. (New York: Pearson Education, 2002). p.175

⁷⁰ Richard T. Vacca. *Op.Cit.* p.1

⁷¹ Keiju Suominen & Amanda Wilson, "Three Level Guide", http://www.myread.org/guide_three.htm, p.3. Retrieved on February 13th 2013

reading is the ability to draw meaning from the printed page and to interpret this information appropriately.⁷²

9. Comprehension

Comprehension is an active process in the constructions of meaning. According to Elizabeth, comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.⁷³

10. Narrative text

According to Jack C. Richards, narrative is the written or oral account of a real or fictional story.⁷⁴ Syafi'i stated that narration is the telling or relating of occurrences or a series of events.⁷⁵

G. The Problem

4. Identification of the Problem

Based on the phenomena above, the problems can be identified as follows:

⁷² William Grabe & Fredricka L. Stoller. *Longman Book of Teaching and Researching reading*. (Harlow: Person Education, 2002). p.9

⁷³ Elizabeth S. Pang, et al., *Teaching Reading : The International Academy of Education (IAE)*, (Chicago: University of Illinois), p.14

⁷⁴ Jack C. Richard and Richard Schmidt. *Op.Cit.* p.443

⁷⁵ M. Syafi'I, Fauzan A, et al. *The Effective Paragraph Developments, the Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p.16

- f. What makes some of the students struggle with reading comprehension on narrative text?
- g. What makes some of the students unable to identify generic structure in reading narrative text?
- h. What makes some of the students able to use three level guide strategy?
- i. How is the students' reading comprehension on narrative texts after and before they are taught by using three level guide strategy?
- j. Is there any significant difference between using and without using three level guide strategy towards students' reading comprehension?

5. Limitation of the Problem

Based on the identification of the problems stated above, the problem of this research focuses on the effect of using three level guide strategy on reading comprehension on narrative text of the first grade students at SMA Al Muhsinin Rokan Hilir regency.

6. Formulation of the Problem

The problems of the research can be formulated in the following research questions:

- d. How is the students' reading comprehension on narrative text taught by using three level guide strategy of the first grade at SMA Al Muhsinin Rokan Hilir regency?
- e. How is the students' reading comprehension on narrative text taught without using three level guide strategy of the first grade at SMA Al Muhsinin Rokan Hilir regency?
- f. Is there any significant difference between the students who are taught by using and without using three level guide strategy on their reading comprehension on narrative text of the first grade at SMA Al Muhsinin Rokan Hilir regency?

H. The Objective and Significance of the Research

3. The Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- d. To elicit the information about students' reading comprehension on narrative text taught by using three level guide strategy of the first grade students at SMA Al Muhsinin, Rokan Hilir regency.
- e. To find out the effect of the students' reading comprehension on narrative text taught by using three level guide strategy of the first grade students at SMA Al Muhsinin, Rokan Hilir regency.

- f. To find out if there is a significant difference between the students who are taught by using three level guide strategy and those taught without using three level guide strategy on their reading comprehension..

4. The Significance of the Research

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

- d. The research finding is expected to give the valuable input to the teachers of English at SMA Al-Muhsinin Rokan Hilir Regency.
- e. The research finding is expected to provide both theoretical and practical benefits for teaching English as a foreign language, especially for those who have great concerns in teaching reading.
- f. The research finding is expected to improve students' reading comprehension, in order to give chance to students to master English as a foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

E. Theoretical Framework

7. The Nature of Reading

Reading is one of the four skills that must be mastered by every individual. According to William Grabe, reading is the ability to draw meaning from the printed page and interpret this information appropriately.⁷⁶ Reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations.⁷⁷ So, reading is not a passive activity but reading is an

⁷⁶ William Grabe & Fredricka L. Stoller. *Longman Book of Teaching and Researching reading*. (Harlow: Person Education, 2002). p.9

⁷⁷ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language (third edition)*. (Heinle & Heinle: Thomson Learning, 2001), p.187

active process in which readers relate information in the text to what they already know.

Nuttall in Jo Ann Aebersold stated that reading is like an infectious disease: it is caught not taught.⁷⁸ According to Jack C. Richard, reading is saying a written text aloud (oral reading). This can be done with or without an understanding of the contents.⁷⁹ It means that reading is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material of following each line of written page.

According to J. Charles and Lyle, the nature of reading is crucial to the development of our assessment instruments.⁸⁰ Nunan in Wandu Syahputra stated that reading is an interactive process between what readers already knows about topic or subject, and what the writer writes.⁸¹ So, reading is an intensive process in which the eye quickly moves to assimilate text.

According to Kalayo Hasibuan, reading is an interactive process that goes on between the reader and text, resulting in comprehension.⁸²

⁷⁸ Jo Ann Aebersold and Mary Lee Field. *From Reader to Reading Teacher*. (American: Cambridge University Press, 1996), p.5

⁷⁹Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. (New York: Person Education, 2002), p.454

⁸⁰ J.Charles Alderson and Lyle F.Bachman. *Assessing Reading*. (Cambridge University Press, 2000), p.31

⁸¹ Wandu Syahputra, "The effect of using SQ3R Method toward Reading Achievement of the second year at MAN 1 Pekanbaru". (Publisher: UIN Suska, 2010), p.1

⁸²Kalayo Hasibuan & Muhammad Fauzan Anshari, *Teaching English as a foreign Language (TEFL)*, (Pekanbaru: Alfa Riau Graha UNRI Press , 2007), p.2

The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. The characteristics and skill in reading include:

- e. Linguistic competences: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- f. Discourse competences; knowledge to discourse makers and how they connect part of the text to one another.
- g. Social linguistic competence; knowledge about different types of texts and their usual structure and content.
- h. Strategic competence; the ability to use top down strategies as well as knowledge of the language (a bottom-up strategy).

Reading is a way to get information from something that is written. Reading involved the interaction between reader and the passage. According to Grabe and Stoller, the purposes of reading are as follows:⁸³

- h. Reading to search for simple information
- i. Reading to skim quickly
- j. Reading to learn from texts
- k. Reading to integrate information
- l. Reading to write (search for information needed for writing)
- m. Reading to critique texts

⁸³ William Grabe, *Op.Cit*, p.13

n. Reading for general comprehension

From the statement above, it is concluded that the purposes of reading is different for every person; they are based on the readers' interest and needs.

8. The Nature of Reading Comprehension

Reading cannot be separated from comprehension because the purpose of the result of reading activity is to comprehend what has been read. Kalayo Hasibuan stated that the purposes for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.⁸⁴ Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension.

Comprehension is the process of making sense words, sentences, and connected text. According to Phang, comprehension is the process of deriving meaning from connected text.⁸⁵ It involves word knowledge as well as thinking and reasoning. Reading comprehension is understanding

⁸⁴Kalayo Hasibuan, *Op.Cit.*, p.115

⁸⁵ Phang, Elizabeth, et all.*Op.Cit.*, p.15

text means extracting the required information from it as efficiently as possible.⁸⁶

Reading comprehension is understanding text means extracting the required information from it as efficiently as possible.⁸⁷ In addition, reading comprehension has been described as a complex intellectual process involving a number of abilities.⁸⁸ This definition means that the information from the text becomes integrated with the reader's comprehension. There is also relationship between knowledge that students have their ability in comprehending the text. The readers can use their prior knowledge to guess about the material that they will read. So it will give contribution to the readers' achievement in reading. At the last, it can give general description about something on the texts or reading material.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸⁹ When reading, a reader should use his/her prior knowledge to get new knowledge. Reading comprehension is about

⁸⁶ Grellet Francoise. *Developing Reading Skill; a Pratical Guide to Reading Comprehension Exercise*. (Cambridge: University Press), p.3

⁸⁷ *Ibid.* P. 3

⁸⁸ Peter Westwood. *Reading Learning Difficulties ; Approaches to Teaching Assesment*. Australia Council for Education Research: Brown Prior Aderson. Publisher. 2001.p. 19s

⁸⁹ Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension*. (Chicago: RAND,2002), p.11

relating prior knowledge to new knowledge contained in written texts.⁹⁰ In this research, the writer uses one of the types of paragraph especially on narrative text. This paragraph tells about the story to make a point or explain an idea or event that can be fun to read.

Based on Karen, reading comprehension depends on three factors⁹¹, they are:

- d. The readers have command of the linguistic structure of the text.
- e. The readers are able to exercise metacognitive control over the content being read. It means that the readers are able to monitor and reflect on his or her own level of understanding while reading the material.
- f. The readers have adequate background in the content and vocabulary being presented.

Comprehension is the central of reading.⁹² It is the important one in reading. Without comprehension the readers are not able to find out the meaning of the text. Comprehension is the process of deriving meaning from connected text.⁹³ The readers should master the comprehension skill. It requires prior knowledge to have comprehension skill. The more we have good prior knowledge the easier we

⁹⁰ Elizabeth S Phang, et all. *Teaching Reading*. (Chicago: IAE, 2003), p.13

⁹¹ Karen Tankerley, *The Threads of Reading Strategies for Literacy Development*. (New Jersey: ASCD,2003), p.38

⁹² *Ibid*, p.90

⁹³ Pat Beckman. *Strategy Instruction*. (Virginia: Eric Clearinghouse on Disabilities and Gifted Education Airlington VA,2002), p.24

comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.⁹⁴

Elizabeth stated that students can be instructed in strategies to improve text comprehension and information use. The practical applications are:⁹⁵

- f. Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
- g. Comprehension can also be changed by building on students' background knowledge, e.g. by having a group discussion before reading.
- h. Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include; asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.
- i. Teaching a combination of different strategies is better than focusing on one.
- j. Different methods have been found to be effective in teaching text comprehension.

⁹⁴ Judi Moirellon, *Collaborative Strategies for Teaching Reading Comprehension Maximizin Your Impact*. (American: Chicago, 2007), p.19

⁹⁵ Phang, Elizabeth, et al, *Op.Cit*, p.17

Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.⁹⁶

It can be concluded that reading comprehension is the power to get an idea or meaning from a written text. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message in graphic language by a writer. It is an interaction between reader and author.

9. The Nature of Narrative Text

Narrative text is one of the types of paragraph in reading that should be mastered by students especially for the first grade students of Senior High School. Narration is the telling or relating of occurrences or a series of events, it requires us to tell what happened.⁹⁷ Narrative text tells a true story or fiction, a narrative text gives an account of one or more

⁹⁶Peter, Westwood. *Op.Cit.* p.19

⁹⁷ M. Syafi'I, Fauzan A, et al. *The Effective Paragraph Developments, the Process of Writing for Classroom Settings.* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p.16

experiences.⁹⁸ This paragraph tells about the story to make a point or explain an idea or event that can be fun to read.

There are several kinds of narrative text such as fairytales, legends, plays, cartoons, and adventure stories.⁹⁹ All types of narrative paragraph have the social purpose to entertain and instruct the reader. Narratives are usually organized to include:¹⁰⁰

- e. Orientation. In this stage the writer tries to introduce the main characters in setting in time and places.
- f. Complication. In this stage sequence of events, which may begin in a usual pattern of event becomes a problem for one or more characteristic.
- g. Resolution. In this stage, the problem is attempted to be resolved in the resolution.
- h. Coda. In this stage is optimal. It makes explicit how the character/s has changed as a consequence of the experience.

In other side, in narrative texts, there are common grammatical features of narrative texts, they are:¹⁰¹

- g. Use of particular nouns refers or describes the particular people, animal, and things that the story about, e.g, stepmother, household.

⁹⁸*Ibid*, p.16

⁹⁹ Kalayo Hasibuan, *Op.Cit*, p.130

¹⁰⁰ Departement of School Education and Training. *English K-6 Modules*. (Sydney: Board of Study NSW, 1998), p.113

¹⁰¹*Ibid*, p.113

- h. Use of adjectives builds noun groups to describe the people, animals, or things in the story.
- i. Use of time connectives and conjunction sequence event through time, such as after, before, soon, then, after that, etc.
- j. Use of adverb and adverbial phrases locates the particular incidents, or events, such as stayed, climbed, etc.
- k. Use of past tense action verbs indicates the action in narrative, such as went, closed, ran, etc.
- l. Use of saying and thinking verbs indicates what characters are feeling. Thinking or saying, said, told, thought, understood, etc.

10. Teaching Reading Comprehension on Narrative Text

There are many methods, techniques and strategies that can be used in teaching reading comprehension on narrative text. According to Kalayo, method is an overall plan for the orderly presentation of language material-procedural. Technique is kind of classroom activities based on certain methods.¹⁰² Rebecca said that strategies are tools for active, self-directed involvement, which is essential for developing communicative competence.¹⁰³ So, the teachers should use many methods, techniques and strategies in teaching materials.

¹⁰² Kalayo Hasibuan. *Op. Cit.*p.4

¹⁰³ Rebecca L. Oxford. *Language Learning Strategies: What Every Teachers Should Know.* (Newbury House Publisher. New York. 1990). P.1

In teaching reading, the teacher should use many strategies to make teaching reading interesting. Because the aim of reading is comprehension, in teaching reading comprehension needs the strategies to gain the level of reading comprehension itself. Reader needs to use a strategy in order to make them easy to get the meaning of the text.

There are four language skills that should be mastered; they are listening, speaking, reading and writing. One of those skills is reading. Teaching reading is one of the important parts in the curriculum stated in indonesia's curriculum not only for elementary school, junior high school, senior high school, but also for the college students and adults. The aim of teaching reading is to develop the students' ability, so that they can read and understand the English text especially on narrative text effectively and efficiently.

In teaching reading we must know about the characteristics of efficient reading. According to Penny Ur in Rizka Yanti Mala there are some of an efficient reading as follows:¹⁰⁴

- k. Language, the language of the text is comprehensible in the learners.
- l. Content, the contents of the text is accessible to the learners. They know enough about it where they are able to apply their own background knowledge.

¹⁰⁴ Mala rizka Yanti, "The effect of Using Scheme Strategy toward Reading Narrative Text Comprehension of the Second Year Students at MTs Sawah Kampar". (Pekanbaru: Unpublisher Thesis UIN Suska, 2012), p. 20

- m. Speed, the reading progress fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time working about each or group of new words.
- n. Attention, the reader concentrates on significant bits, and skim the rest, even skip parts he or she knows to be significant.
- o. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride; guess its meaning from the surrounding text, or ignores it and manages without using a dictionary.
- p. Prediction, the reader thinks ahead, hypothesizes and predicts.
- q. Background information, the reader has and uses background information to help understanding the text.
- r. Motivation, the reader is motivated to read by an interesting main idea or a challenging task.
- s. Purpose, the reader is aware of a clear purpose in reading for example to find out some information or to get pleasure.
- t. Strategies, the reader uses different strategies for a different kind of reading.

Additionally Pearson and Pressley in Graves recommended nine keys of reading comprehension strategies. They are as follows:¹⁰⁵

- j. Establishing a purpose for reading

¹⁰⁵ Graves, Michel F. *Teaching Reading in the 21st Century*. (Boston: Allyn and Balcon Press), p.310

- k. Using prior knowledge
- l. Asking and answering questions
- m. Making inferences
- n. Determining what is important
- o. Summarizing
- p. Dealing with graphic information
- q. Imaging and creating graphic representations
- r. Monitoring comprehension

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process.

11. The Nature of Three Level Guide

According to Herber, Three Level Guide is a comprehension strategy which supports students to read the text closely by providing a clear purpose and direction for reading.¹⁰⁶ According to Doug Huels, Three Level Guide strategy is a strategy that prompts students to engage in all three levels of thinking when they interact with written text.¹⁰⁷

¹⁰⁶Herber, “*Three Level Guide*”, 1978.

http://hercules.gscu.edu/~cbader/5210SPED/threelevel_reading_guide.htm, p.1 Retrieved on February 13th 2013

¹⁰⁷Dough Buehl, *Three Level Guide*, Posted April 10th 2007, http://weac.org/news_and_publications/education_news/2006-2007/readinginroom.aspx, p.2. Retrieved on February 13th 2013

A three level guide is a printed form students use to analyze a text selection.¹⁰⁸ According to Vacca, Three Level Guide is a direct outgrowth of three levels of comprehension; (1) Literal Level–Reading on the line. (2) Interpretive Level–Reading between the line. (3) Applied Level–Reading beyond the line.¹⁰⁹ It means that this strategy helps students think through the information in texts. The students are encouraged to draw on their background knowledge of the topic and to apply the information from the text to real life contexts.

The purposes of Three Level Guide are; (1) to provide a scaffold from which students can interact with difficult texts at different levels. (2) to stimulate an active response to meaning at the literal, interpretive, and applied levels. (3) to help students to develop a good sense of the conceptual complexity of the material.¹¹⁰

Furthermore, Three Level Guide strategy offers several potential good qualities in teaching reading comprehension as follows:¹¹¹

- e. Promotes discussion with statements that are open to variety of interpretations and draw out differing opinion.
- f. Leads the students to apply their background knowledge to the text and to think through the implications of the text to real life contexts.

¹⁰⁸<http://www.readingeducator.com/strategies/three.htm>, p.1. Retrieved on February 13th 2013

¹⁰⁹Richard T.Vacca. *Op.Cit.* p.1

¹¹⁰Richard T.Vacca. *Op.Cit.* p.1

¹¹¹Simon Grose, *Three Level Guide*. (The Camberra Times, November 20th 2001). Retrieved on February 13th 2013, p.2 http://www.myread.org/guide_three.htm

- g. Has set content objectives which link to the unit of work and give the three level guide direction and purpose.
- h. Focuses the reader's attention on the key elements of the text which illuminate the content objectives.

Three Level Reading Guides provide useful structure for engaging students into a progressively deeper and more sophisticated reading of a text. Furthermore, they are advantages of Three Level Guide strategy as follows:¹¹²

- d. Students clarify the literal message of an author to insure that they understood what the author is telling them
- e. Students become increasingly sensitive to implied meanings and received practice in making and justifying inferences
- f. Students are asked to synthesize their understandings by considering "if this, then..." thinking, which requires drawing conclusions and applying their learning to larger ideas and themes.

12. Teaching by Using Three Level Guide Strategy towards Students' Reading Comprehension on Narrative Text

The Three Level Guide is a reading strategy used to develop comprehension skills. The guide is a series of statement about the text,

¹¹² Dough Buehl. *Op.Cit.* p. 1

some true and some false. These statements are divided into three levels:¹¹³

- d. Level One: Literal Statements (at the surface level of the text)
- e. Level Two: Interpretive statements (at a between the lines level)
- f. Level Three: Applied statements (at a beyond the text level)

In this strategy, the students are asked to agree or disagree with these statements and justify their responses. To make more clearly, there are some procedures of using Three Level Guide strategy:¹¹⁴

- f. The teacher distributes a handout of narrative text.
- g. The teacher asks the students to read the selected narrative text
- h. The teacher asks the students to simply search for the information within the text (level one)
- i. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- j. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

¹¹³ Dee Edwards. *Learning Languages Facilitator*. Tim solutions 2011.
<http://www.literacy.org.nz/three-level-guide.php> P.1. Retrieved on February 13th 2013

¹¹⁴ *Ibid.* p. 1

F. Relevant Research

3. A research from Anne Crout Shelley, et al.

According to Anne Crout Shelley, et al., conducted a research entitled “Exploring the use of three level guides in elementary and middle school classroom”. They were investigated in conducted the research in order to share successes and frustrations and to offer suggestion. The reason of the writer in this research was because students in elementary and middle school were low in reading activity. From the result, the writer concluded that this strategy couldbe used in elementary and middle school classrooms for reading, especially helping students construct meaning from text. Students participating in this research improved in their ability to respond questions at varying cognitive levels and to support and defend those responses both in discussion and in writing.¹¹⁵

4. A research from Siti Rahmi utami

This research was done by Siti Rahmi Utami, conducted a research entitled “the effect of using Selfs Monitoring strategy toward reading comprehension of the second year students at SMA N 14 Pekanbaru”. It was an experimental research. She found that, there was significant effect that showed 5.217. the level of significant 5% was 2.00. the level of

¹¹⁵ Anne Crout Shelley, et al., “Exploring the use of three level guides in elemantary and middle school classrooms”. (University of South Carolina at Spartamburg: Unpublished, 2000), p.10

significant 1% was 2.65. It can be read $5\% < 5.128 > 1\%$. Therefore, there was significant effect of using Self Monitoring strategy toward reading comprehension of the second year students at SMA N 14 Pekanbaru.¹¹⁶

Based on explanation above, it shows that difference between the researcher of previous writers and this research that both of the previous writers aimed at knowing improvement of the students' comprehension in reading and the application of Three Level Guide strategy in reading comprehension. Therefore, the writer only focuses on three level guide strategy toward students' reading comprehension.

G. Operational Concept

The operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concluded several indicators to be operated in the operational concept. In this research there are two variables, they are (1) three level guide as the independent variable and it is symbolized by X and (2) students' reading comprehension on narrative text, as the dependent variable it is symbolized by Y.

3. Using Three Level Guide strategy (X) is classified in to indicators as follows:

¹¹⁶ Siti Rahmi Utami, "the effect of using Self monitoring Strategy toward Reading Comprehension of the Second Year Students at SMAN 14 Pekanbaru". (Pekanbaru:Unpublished Thesis, 2012), p.52

- f. The teacher distributes a handout of a narrative text.
- g. The teacher asks the students to read the selected narrative text
- h. The teacher asks the students to simply search for the information within the text (level one)
- i. The teacher asks the students to use the literal information, either from the text or from their previous knowledge and experience to find whether a statement is true or false (level two)
- j. The teacher asks the students to use the literal and inferential information and combine it with other information from their previous knowledge and experience in making generalisations, hypothesizing, being creating and discussion point of view.

4. Students' reading comprehension on narrative text (Y variable) is classified into the indicators as follows:

- f. The students are able to state topic on narrative texts.
- g. The students are able to state main idea on narrative texts.
- h. The students are able to identify generic structure on narrative texts.
- i. The students are able to make inferences on narrative texts..
- j. The students are able to analyze the meaning of certain words on narrative texts.

H. The Assumption and Hypothesis

3. The Assumption

In this research, the writer assumes that (1) students' reading comprehension is various, and (2) teaching strategy can influence students' reading comprehension.

4. The Hypothesis

Based on assumption above, there are two hypothesis proposed:

- c. H_0 : There is no significant effect of using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade students at SMA Almuhsini Rokan Hilir Regency.
- d. H_a : There is a significant effect of using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade students at SMA Almuhsini Rokan Hilir Regency.

CHAPTER III

RESEARCH METHOD

H. The Research Design

The design of research is an experimental research. According Cresswell, “An experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”.¹¹⁷ The design of this research is quasi experimental design called a non equivalent control group design which uses pre- and posttest .

Furthermore, Cresswell says that researcher can use intact group as the experimental or control, give a pretest to both groups, hold experimental

¹¹⁷John.W.Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), 299.

treatment activities with the experimental group only, after that give a posttest to assess the difference of mean between the two groups.¹¹⁸

Table III.1
Quasi Experimental Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
X ₁	T1		T2
X ₂	T1	X	T2

Where:

X₁ : Experimental group

X₂ : Control group

T1 : Pre-test for experimental group and control group

: Receiving particular treatment

X : Without particular treatment

T2 : Post-test for experimental group and control group.

I. The Location and the Time of the Research

The research was carried out to access the first grade students at SMA Al-Muhsinin Rokan Hilir Regency. This research was conducted in July up to August 2013.

J. The Subject and the Object of the Research

¹¹⁸*Ibid.*p.313-314

The subject of the research was the first grade students at SMA Al-Muhsinin, while the object of this research was the effect of using Three Level Guide strategy towards students' reading comprehension.

K. The Population and the Sampel of the Research

The population of this research was the first grade students at SMA AL Muhsinin in 2013-2014 academic years. Where the entire number of students was 32 students;

Table III.2
The total population of the first grade students of senior high school Al-Muhsinin 2013-2014

NO	CLASS	MALE	FEMALE	TOTAL
1	X₁	9	7	16
2	X₂	8	8	16
Total				32

The population of the research was 32 students. It was enough to be taken as sample. This research, the writer used nonrandom sample with purposive sampling. All the population took as sample. According to Gay,

purposive sampling is selects a sample based on his or her experience or knowledge of the group to be sampled.¹¹⁹

L. The Technique of Collecting Data

In this research, the writer used test to collect the data. The test was used to measure the comprehension of the first grade students in reading narrative text being researched.¹²⁰ The test consisted of pretest that was given before the treatment and posttest was given after doing the treatment. Then, the writer took the total score from the result of the reading comprehension test. The classification of the students' score is shown below:¹²¹

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

¹¹⁹ L.R.Gayand Peter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, 2000), p.141

¹²⁰ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p.266.

¹²¹ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009). p.245

M. Validity and Reliability of the Test

Every test, whether it is short, informal classroom test or a public examination should be valid it. The test aimed at providing a true measure of the particular skill in which it was intended to measure.

According to Arikunto, there are two kinds of validity, namely Logical Validity and Empirical Validity. Logical Validity is the validity stated based on the result of experience.¹²² It means that the instrument of the research is stated valid if the instrument has been examined from the experience such as try out.

The writer did try out once in July at other school but they had 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.

Before getting the data, the researcher used all of items in try out. Try out was intended to know the value of the test. The purpose of try out was to obtain validity and reliability of the test.

3. Validity of the Test

A test is valid if it measures what it purposes to measure.

According to Suharsimi Arikunto, the form of validity and reliability are:

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

¹²²*Ibid.*,p.75.

Where P : index of difficulty or facility value
 B : the number of correct answers
 JS : the number of examinees or students taking the test

The standard level of the difficulty used is >0.30 and <0.70, it means that the level of difficulty is between 0.30 and 0.70.

Table III.4
The students are able to state topic on narrative text

Variable	State Topic					N
Item No	1	5	9	13	17	24
Correct item	15	15	13	14	15	
P	0.63	0.63	0.54	0.58	0.63	
Q	0.38	0.38	0.46	0.42	0.34	

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

$$Q = 1.00 - P$$

Based on the table III.4 above, it shows the portion of correct answer. For item number 1 shows the proportion of correct 0.63, item number 5 shows the proportion of correct 0.63, item number 9 shows the proportion of correct 0.54, item number 13 shows the proportion of correct 0.58, item number 19 shows the proportion of correct 0.63. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for stating topic of the text are accepted.

Table III.5
The students are able to state main idea on narrative text

Variable	State Main idea				N
Item No	6	10	14	18	24
Correct item	14	17	13	16	
P	0.58	0.70	0.54	0.66	

Q	0.42	0.30	0.46	0.34	
$P = \frac{B}{JS}$					$Q = 1.00 - P$

Based on the table III.5, the item number for identifying the topic is 6, 10, 14, and 18. It shows that the proportion of correct answer number 6 is 0.58, the proportion of correct answer number 10 is 0.70, and the proportion of the correct answer number 14 is 0.54, and the proportion of correct answer number 18 is 0.66. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for stating main idea of the text are accepted.

Table III.6
The students are able to identify generic structure
on narrative text

Variable	Identify Generic Structure			N
Item No	2	7	19	24
Correct item	14	13	15	
P	0.58	0.54	0.63	
Q	0.42	0.46	0.34	
$P = \frac{B}{JS}$				

Based on the table III.6, the item number for identifying the topic is 2, 7, and 19. It shows that the proportion of correct answer number 2 is 0.58, the proportion of correct answer number 7 is 0.54, and the proportion of the correct answer number 19 is 0.63. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out

that item difficulties in average of each item number for identifying generic structure are accepted.

Table III.7
The students are able to make inference on narrative text

Variable	Making Inference			N
Item No	3	11	15	24
Correct item	16	17	17	
P	0.66	0.70	0.70	
Q	0.34	0.30	0.30	

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

$$Q = 1.00 - P$$

Based on the table III.7, the item number for identifying the topic is 3, 11 and 15. It shows that the proportion of correct answer number 3 is 0.66, the proportion of correct answer number 11 is 0.70, and the proportion of the correct answer number 15 is 0.70. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for making inference are accepted.

Table III.8
The students are able to analyze the meaning of certain words on narrative text

Variable	Analyzing the Meaning of Certain Words					N
Item No	4	8	12	16	20	24
Correct item	15	17	17	14	16	
P	0.63	0.70	0.70	0.58	0.66	
Q	0.38	0.30	0.30	0.42	0.34	

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

$$Q = 1.00 - P$$

Based on the table III.8, the item number for identifying the topic is 4, 8, 12, 16, and 20. It shows that the proportion of correct

answer number 4 is 0.63, the proportion of correct answer number 8 is 0.70, and the proportion of the correct answer number 12 is 0.70, and the proportion of correct answer number 16 is 0.58, and the proportion of correct answer number 20 is 0.66. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it is pointed out that item difficulties in average of each item number for analyzing the meaning of certain words are accepted.

4. Reliability of the Test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of a good test. Calculation of reliability uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula. From all of these formula, the researcher used the Kuder Richardson 20 (K-R 20) formula to calculate the reability of the test. The formula is as follows:

$$r_{ii} = \left(\frac{n}{n - 1} \right) \left(\frac{St^2 - \sum pq}{St^2} \right)$$

Where are :

$$\begin{aligned}
 S_t^2 &= \frac{\sum x_t^2}{N} \\
 &= \frac{3868}{24} \\
 &= \mathbf{161.17}
 \end{aligned}$$

$$n = 20$$

$$St^2 = 161.17$$

$$p_q = 4.53$$

$$x_t^2 = 17.33$$

$$N = 24$$

$$\begin{aligned}
 r_{ii} &= \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum pq}{St^2} \right) \\
 &= \left(\frac{20}{20-1} \right) \left(\frac{0.72 - 4.53}{0.72} \right) \\
 &= \left(\frac{20}{19} \right) \left(\frac{3.81}{0.72} \right) \\
 &= (1.05)(0.83) \\
 &= 0.56
 \end{aligned}$$

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

- e. 0.0-0.20 = reliability is low
- f. 0.21-0.40 = reliability is sufficient
- g. 0.41-0.70 = reliability is high
- h. 0.71-1.0 = reliability is very high¹²³

¹²³ J.B. Heaton, *Writing English Language Tests*. (Cambridge: Cambridge University Press, 1988), 168

N. The Technique of Data Analysis

In order to find out whether there is any significant difference between using and without using Three Level Guide strategy on students' reading comprehension in narrative text, the data were analyzed statistically. In analyzing the data, the writer used scores of post-test of the experimental, and control class. Those score were analyzed by using statistical analysis. In this research, the writer was used T-test formula. In this term, the writer used independent samples T-test.

Perry said that the independent sample T-test is undertaken when the samples are unrelated with different participant in each sample. This test is also called the unrelated T-test or the independent measure T-test.¹²⁴ Jeremy also said that the independent groups T-test is the most powerful and is the test most likely to spot significant difference in the data. The independent groups T-test can be used for a non-experimental or quasi-experimental design.¹²⁵

In this research, the writer used these formulas; Independent sample t-test. The t-test for independent sample is used to determine the first and the second of the formulation of the problem, whether there is probably a

¹²⁴Perry R. Hinton. *SPSS Explained*. 2004. New York: Routledge. P. 107

¹²⁵Jeremy miles and Philip Banyard. *Understanding and Using Statistic in Psychology*. 2007. SAGE Publication: Los Angeles. P. 136-137

significant difference between the means of two independent sample.¹²⁶The different mean in analysis by using T-test formula:¹²⁷

$$T_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where :

To : The value of t- obtained

Mx : Mean score of experimental class

My : Mean score of control class

SDx : Standard deviation of experiment

SDy : Standard deviation of control class

N : Number of students

T-test is obtained by considering the degree of freedom (df) = (N1+N2) – 2. Statistically, the Hypothesis are:

Ho is accepted if $t_o < t\text{-table}$ or there is no significant difference between using and without using Three Level Guide strategy on students' reading comprehension in narrative text. Ha is accepted if $t_o > t\text{-table}$ or there is a significant difference between using and without using three level guide strategy on students' reading comprehension on narrative text. Furthermore, in computing the data, the writer used Statistical Product and Service Solutions (SPSS) 16.

¹²⁶L.R. Gay and Peter Airasian. *Op cit*, 484

¹²⁷Hartono. " *statistik pendidikan* ". 2004. Pekanbaru: CV Jaya patama. P.193

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

D. The Description of Research Procedures

The writer did some steps in doing the research in order to know whether there is difference between using and without using Three Level Guide strategy in teaching reading on narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir Regency or not. The writer used one instrument to gain the data of the research that is written test, so before applying the treatment to the sample, the writer gave pre-test. Then, the writer gave the treatment around six times – here, the treatment was teaching the sample by using Three Level Guide strategy. Then, the writer took the student's reading comprehension by giving them post-test.

The aim of this study is to obtain the difference between using and without using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir Regency. The data of the research were the score of the students' pre-test and post-test. The reading test is about reading comprehension on narrative text in the research, the total score of pre-test and post-test was significantly different. The total score of the experimental class was 1235, while the highest score was 90 and the lowest was 55. The total score of control class was 1075, while the highest score was 80 and the lowest score was 50.

E. The Data Presentation

The data from the test in this research were the score of the students' post-test score. The data were collected through the following procedures:

4. At pre-test and post-test, by asking them to answer the questions after they read the reading material given.
5. The Students were given treatment by Using Three Level Guide Strategy
6. The students' answer sheets were collected in order to get the data about their comprehension of narrative text.

The data of the students' score of pre-test as the result of the research are presented in the following table:

Table IV.1
The Students' Pre test and Post test Scorein Experimental Class

No.	Students	Experimental Class	
		Pretest	Posttest
1	Student 1	65	75
2	Student 2	45	55
3	Student 3	55	70
4	Student 4	60	80
5	Student 5	60	80
6	Student 6	70	70
7	Student 7	65	75
8	Student 8	70	80
9	Student 9	70	85
10	Student 10	75	85
11	Student 11	80	90
12	Student 12	65	85
13	Student 13	75	90
14	Student 14	55	65
15	Student 15	70	75

16	Student 16	70	75
	Total	1050	1235
	Mean	65.63	77.2

Based on the table above, the writer found that the total of pre-test in experimental class was 1050, while the highest was 80 and the lowest was 45 and the total score of post-test in experimental class was 1235, while the highest score was 90 and the lowest score was 55.

Table IV.2
The Students' Pre test and Post test Score in Control Class

No.	Students	Control Class	
		Pretest	Posttest
1	Student 1	50	65
2	Student 2	45	60
3	Student 3	55	70
4	Student 4	60	65
5	Student 5	60	65
6	Student 6	70	75
7	Student 7	65	70
8	Student 8	45	65
9	Student 9	40	50
10	Student 10	40	55
11	Student 11	60	70
12	Student 12	70	70
13	Student 13	70	80
14	Student 14	65	75
15	Student 15	55	75
16	Student 16	60	65
	Total	910	1075
	Mean	56.875	67.1875

Based on the table above, the writer found that the total of pre-test in experimental class was 910, while the highest was 70 and the lowest was 40 and the total score of post-test in experimental class was 1075, while the highest score was 80 and the lowest score was 50.

Table IV.3
The students' Pre-test and Post-test of Experimental and Control Class

No.	Students	Experimental Class		Control Class	
		Pretest	Posttest	Pretest	Posttest
1	Student 1	65	75	50	65
2	Student 2	45	55	45	60
3	Student 3	55	70	55	70
4	Student 4	60	80	60	65
5	Student 5	60	80	60	65
6	Student 6	70	70	70	75
7	Student 7	65	75	65	70
8	Student 8	70	80	45	65
9	Student 9	70	85	40	50
10	Student 10	75	85	40	55
11	Student 11	80	90	60	70
12	Student 12	65	85	70	70
13	Student 13	75	90	70	80
14	Student 14	55	65	65	75
15	Student 15	70	75	55	75
16	Student 16	70	75	60	65
	Total	1050	1235	910	1075
	Mean	65.63	77.2	56.875	67.1875

Based on the table above, it could be seen that the total score of post-test in experimental class was 1235 and the total score of post-test in control class was 1075. It means that the total score of post-test in experimental class was higher than the total score of post-test in control class.

The following table was the result of calculating data for experimental class and control class:

Table IV.6
The Result of the Test for Experimental and the Control Class
Statistics

Descriptive Statistic		Students	Pretest Experimental	Posttest Experimental	Pretest Control	Posttest Control
N	Valid	0	16	16	16	16
	Missing	16	0	0	0	0
Mean			65.62	77.19	56.88	67.19
Std. Error of Mean			2.230	2.326	2.577	1.935
Median			67.50	77.50	60.00	67.50
Mode			70	75	60	65
Std. Deviation			8.921	9.304	10.308	7.739
Variance			79.583	86.562	106.250	59.896
Range			35	35	30	30
Minimum			45	55	40	50
Maximum			80	90	70	80
Sum			1050	1235	910	1075

Based on the table above, it could be seen that the mean score from pre-test of experimental class was 65.62 and the mean score from post-test was 77.19. Furthermore, the mean score from pre-test of control class was 56.88 and the mean score from post-test was 67.19. It means that the class of experimental class had higher score than the class of control class.

Table IV.5
The Score of Students' Reading Comprehension taught by Using Three Level Guide Strategy

No.	Students	Experimental Class	
		Pretest	Posttest
1	Student 1	65	75
2	Student 2	45	55
3	Student 3	55	70
4	Student 4	60	80
5	Student 5	60	80
6	Student 6	70	70
7	Student 7	65	75
8	Student 8	70	80
9	Student 9	70	85
10	Student 10	75	85
11	Student 11	80	90
12	Student 12	65	85
13	Student 13	75	90
14	Student 14	55	65
15	Student 15	70	75
16	Student 16	70	75
	Total	1050	1235
	Mean	65.63	77.2

Based on the table above, the writer found that the total score of pre-test in experimental class was 1050, while the highest score was 80 and the lowest was 45, and the total score of post-test in experimental class was 1235, while the highest score was 90 and the lowest score was 55. It means that the students had a good increasing of their reading comprehension. The frequency score of pre-test and post-test of experimental class can be seen below:

Table IV.6
The Distribution of Frequency of Students' Pre-test Score

in Experimental Class

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
45	1	6.2	6.2	6.2
55	2	12.5	12.5	18.8
60	2	12.5	12.5	31.2
65	3	18.8	18.8	50.0
70	5	31.2	31.2	81.2
75	2	12.5	12.5	93.8
80	1	6.2	6.2	100.0
Total	16	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 1 student who got score 45 (6.2%), 2 students who got score 55 (12.5%), 2 students who got score 60 (12.5%), 3 students who got score 65 (18.8%), 5 students who got score 70 (31.2%), 2 students who got score 75 (12.5%), 1 student who got 80 (6.2%). The highest frequency was 5 at the score of 70. The total frequency was 16.

Table IV.7
The Distribution of Frequency of Students' Post-test Score

in Experimental Class

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
55	1	6.2	6.2	6.2
65	1	6.2	6.2	12.5
70	2	12.5	12.5	25.0
75	4	25.0	25.0	50.0
80	3	18.8	18.8	68.8
85	3	18.8	18.8	87.5
90	2	12.5	12.5	100.0
Total	16	100.0	100.0	

Based on the table above, it can be seen that in post-test there were 1 student who got score 55 (6.2%), 1 student who got score 65 (6.2%), 2 students who got score 70 (12.5%), 4 students who got score 75 (25.0%), 3 students who got score 80 (18.8%), 3 students who got score 85 (18.8%), 2 student who got 90 (12.5%). The highest frequency was 4 at the score of 75. The total frequency was 16.

Table IV.8

The Score of Students' Reading Comprehension without Using Three Level Guide Strategy

No.	Students	Control Class	
		Pretest	Posttest
1	Student 1	50	65
2	Student 2	45	60
3	Student 3	55	70
4	Student 4	60	65
5	Student 5	60	65
6	Student 6	70	75
7	Student 7	65	70
8	Student 8	45	65
9	Student 9	40	50
10	Student 10	40	55
11	Student 11	60	70
12	Student 12	70	70
13	Student 13	70	80
14	Student 14	65	75
15	Student 15	55	75
16	Student 16	60	65
	Total	910	1075
	Mean	56.875	67.1875

Based on the table above, the writer found that the total score of pre-test in control class was 910, while the highest score was 70 and the lowest was 40, and the total score of post-test in control class was 1075, while the highest score was 80 and the lowest score was 50. It means that the students had a little increasing of their reading comprehension. The frequency score of pre-test and post-test of experimental class can be seen bellow:

Table IV.9
The Distribution of Frequency of Students' Pre-Test

Score in Control Class

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	12.5	12.5	12.5
45	2	12.5	12.5	25.0
50	1	6.2	6.2	31.2
55	2	12.5	12.5	43.8
60	4	25.0	25.0	68.8
65	2	12.5	12.5	81.2
70	3	18.8	18.8	100.0
Total	16	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 2 students who got score 40 (12.5%), 2 students who got score 45 (12.5%), 1 student who got score 50 (6.2%), 2 students who got score 55 (12.5%), 4 students who got score 60 (25.0%), 2 students who got score 65 (12.5%), 3 students who got 70 (18.8%). The highest frequency was 4 at the score of 60. The total frequency was 16.

Table IV.10
The Distribution of Frequency of Students' Post-Test

Score in Control Class

Descriptive Statistic	Frequency	Percent	Valid Percent	Cumulative Percent
50	1	6.2	6.2	6.2
55	1	6.2	6.2	12.5
60	1	6.2	6.2	18.8
65	5	31.2	31.2	50.0
70	4	25.0	25.0	75.0
75	3	18.8	18.8	93.8
80	1	6.2	6.2	100.0
Total	16	100.0	100.0	

Based on the table above, it can be seen that in post-test there were 1 student who got score 50 (6.2%), 1 student who got score 55 (6.2%), 1 student who got score 60 (6.2%), 5 students who got score 65 (31.2%), 4 students who got score 70 (25.0%), 3 students who got score 75 (18.8%), 1 student who got score 80 (6.2%). The highest frequency was 5 at the score of 65. The total frequency was 16.

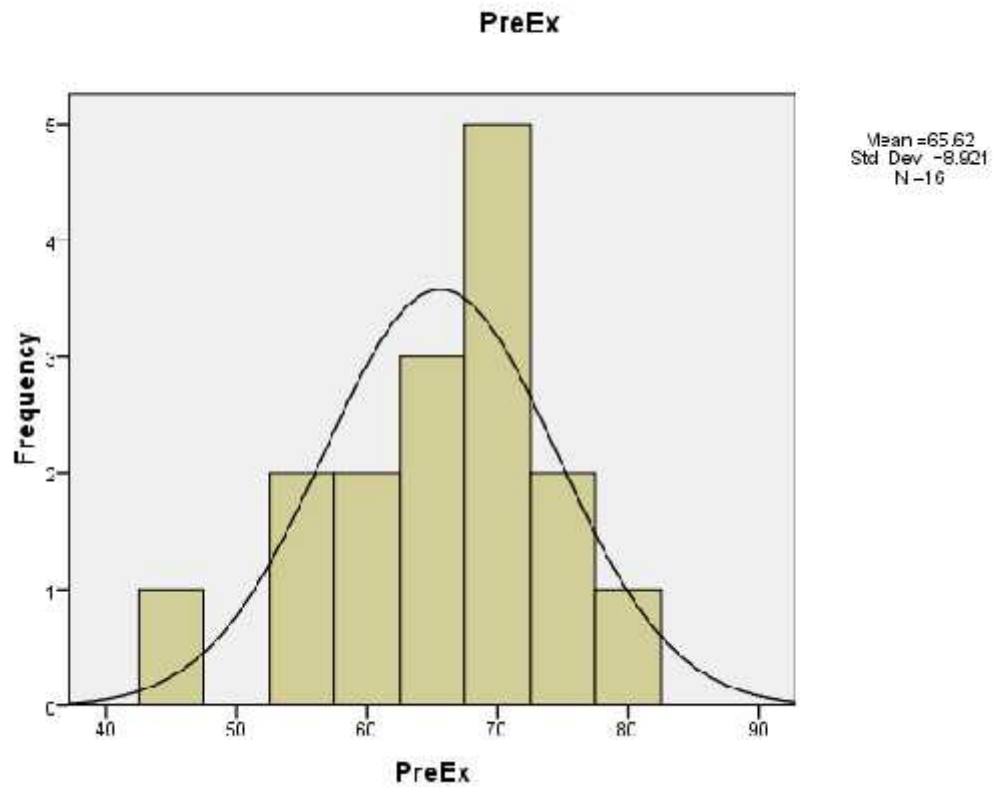
Finally, the students' scores have been known. The scores of post-test of experimental and control class can be concluded in the data analysis table.

F. The Data Analysis

5. The Data Analysis of Pre-test of Students' Reading Comprehension taught by using Three Level Guide Strategy

The data of the students' pre-test in experimental class were obtained from the result of their reading comprehension taught by using Three Level Guide strategy. It can also be seen that the total frequency was 16, the total score was 1050 and the mean 65.62 with the standard deviation was 8.921. The following histogram describes the frequency pre-test of experimental class.

Histogram IV.1
Frequency Pre-test of Experimental Class

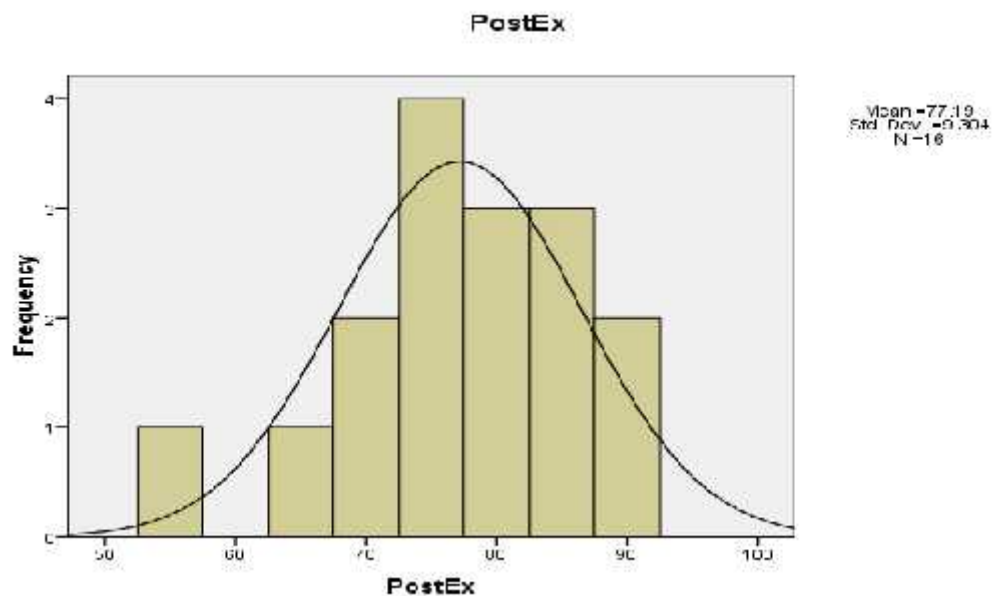


From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

6. The Data Analysis of Post-test of Students' Reading Comprehension Taught by Using Three Level Guide Strategy

The data of the students' post-test scores in experimental class were obtained from the result of their reading comprehension taught by using Three Level Guide strategy. It can also be seen that the total frequency was 16, the total scores was 1235, the Mean was 77.19 and the Standard Deviation was 9.304. The following histogram describes the frequency post-test of experimental class.

Histogram IV.2
Frequency Post-test of Experimental Class

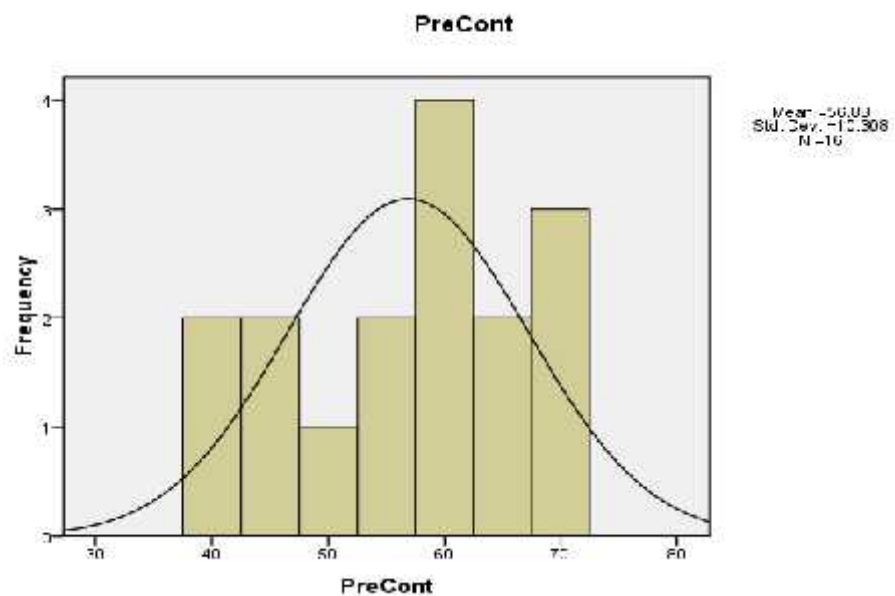


From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

7. The Data Analysis of Pre-test of Students' Reading Comprehension Taught without using Three Level Guide Strategy

The data of the students' pre-test scores in control class were obtained from the result of their reading taught without using Three Level Guide strategy. It can also be seen that the total frequency was 16, the total score was 910, the Mean was 56.58 and the Standard Deviation was 10.308. The following histogram describes the frequency pre-test of control class.

Histogram IV.3
Frequency Pre-test of Control Class

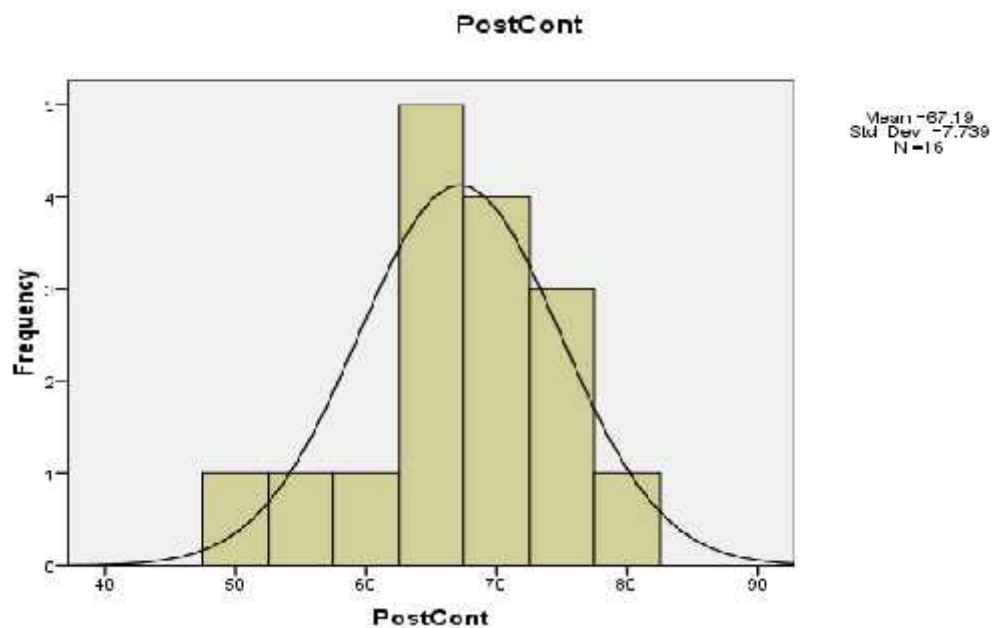


From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

8. The Data Analysis of Post-test of Students' Reading Comprehension Taught without using Three Level Guide Strategy

The data of the students' post-test scores in control class were obtained from the result of their reading comprehension without using three level guide strategy. It can also be seen that the total frequency was 16, the total score was 1075, the Mean was 67.19 and the Standard Deviation was 7.739. The following histogram describes the frequency post-test of control class.

Histogram IV.4
Frequency Post-test of Control Class



From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

Table IV.11
The Students' Post-test Scores

No.	Students	Posttest Experimental Class	Posttest Control Class
1	Student 1	75	65
2	Student 2	55	60
3	Student 3	70	70
4	Student 4	80	65
5	Student 5	80	65
6	Student 6	70	75
7	Student 7	75	70
8	Student 8	80	65
9	Student 9	85	50
10	Student 10	85	55
11	Student 11	90	70
12	Student 12	85	70
13	Student 13	90	80
14	Student 14	65	75
15	Student 15	75	75
16	Student 16	75	65

The process of statistical analysis by using t-test in SPSS program is as follows:¹²⁸

- j. Open SPSS program
- k. Entry data available based on the group in the certain variable.

¹²⁸ Hartono, *SPSS 16.0, Analisis Data Statistika dan Penelitian*, (Yogyakarta: Pustaka Belajar, 2008), p. 154-160.

- l. Click *analyze* in the menu of SPSS, then choose *compare mean*
- m. Choose *Independent Sample T-Test*
- n. Entry the experimental class score in *variable test (s)*
- o. Entry the control class in *grouping variable*
- p. Click *define group*
- q. Entry 1 to *group 1* and 2 to *group 2*
- r. Click *ok*

The output of data analysis is as follows:

Table IV.12
Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Postexp	1	16	67.19	7.739	1.935
	2	16	77.19	9.304	2.326

Table IV.15
Independent Samples Test

	Levene's Test for Equality of Variances		T-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post Equal Exp variances assumed	.465	.500	3.305	30	.002	10.000	3.025	16.179	3.821
Equal variances not assumed			3.305	29.037	.003	10.000	3.025	16.187	3.813

After getting the output of SPSS analysis, the writer interprets the output as follows:

- c. The output of group statistic shows that the mean of the experimental class is 77.19 and the mean of control class is 67.19, and N (number of the case) for each class is 16. Standard deviation of experimental class is 9.304 and standard deviation of control class is 7.739. Standard error mean of the experimental class is 2.326 and standard error mean of the control class is 1.935.

- d. The output of independent samples test shows that the t-test result is 3.305, its df is 30, significance is 002, mean difference is 10.000, its standard error is 3.025, lower difference interval is 16.179, and upper difference interval is 3.821.

There are two ways that can be done in interpreting t_o , they are as follows:

3. By comparing t_o ($t_{obtained}$) to t_t (t_{table}), from $df = 30$. It is found that the level of significance of 5 % is 2.04 and the level of significance of 1% is 2.75. it can be stated that $2.04 < 3.305 > 2.75$. It means that the null hypothesis (H_o) is rejected, while the alternative hypothesis is accepted.
4. By orienting the number of significance. If probability > 0.05 , nuul hypothesis (H_o) is accepted. If probability < 0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-test (3.305), it shows that there is significance difference on the students between who are taught who are not taught by implementing Three Level Guide strategy. It is proved by the finding t_{table} at 5% level of significance (2.04) which is less than t-test (3.305), while t-test is (3.305) greater at t_{table} at 1% level of significance (2.75). It can be stated that $2.04 < 3.305 > 2.75$. It means that null hypothesis (H_o) is rejected, while alternative hypothesis (H_a) is accepted. In conclusion, teaching reading by implementing three level guide strategy of the first grade students at SMA Al-

Muhsinin regency is better than without implementing Three Level Guide strategy. Thus, there is a significant difference between using and using Three Level Guide strategy on students' reading comprehension in narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir regency.

Based on the analysis data about the students' reading comprehension on narrative text, it showed that mean of the students' reading comprehension on narrative text taught using Three Level Guide strategy was higher than mean of the students' reading comprehension on narrative text without using Three Level Guide strategy.

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

4. The students' reading comprehension on narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir Regency taught without using Three Level Guide strategy had lower score.
5. The students' reading comprehension on narrative text of the first grade students at SMA Al-Muhsinin Rokan Hilir Regency taught using Three Level Guide strategy had higher score.
6. There is a significant difference between using and without using Three Level Guide strategy on students' reading comprehension on narrative text of the first grade at SMA Al-Muhsinin Rokan Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

This research consists of two variables. They are the effect Of Three Level Guide strategy (independent variable) and the students' reading comprehension (dependent variable). Here, the writer students' reading comprehension that was taught without using Three Level Guide strategy is lower than using Three Level Guide strategy or the students' reading comprehension that was taught by using Three Level Guide strategy is better than without using Three Level Guide strategy, and the students' reading comprehension taught by using Three Level Guide strategy differs significantly from those reading comprehension taught without using Three Level Guide strategy at the first grade at SMA Al-Muhsinin Rokan Hilir Regency.

In conclusion, teaching English by implementing Three Level Guide strategy of the first grade students at Senior High School Al-Muhsinin Rokan Hilir Regency is successful to improve their reading comprehension.

D. Suggestion

4. Suggestion for the Teacher

- d. The teacher should be creative in selecting the strategy that can be used in English teaching in order to make the students are interested in learning English..
- e. The teacher should give opportunities to the students to share or express their ideas or opinions in front of their friends.
- f. By using Three Level Guide Strategy, the teacher can help the students to find the topic and other pertinent information from the text.

5. Suggestion for the Students

- c. The students should pay more attention to the lesson that has been explained by the teacher.
- d. The students should have discussion and share information with their friends about English to improve their reading comprehension.

6. Suggestion for Next Researcher

- c. Next students' researchers are expected to give more contribution in conducting the research especially for reading comprehension.
- d. This research is expected to be one of the ways on students' reading comprehension. It is also expected that the findings will be used as starting points to conduct another research. There are many

other techniques to make teaching and learning process more effective.

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