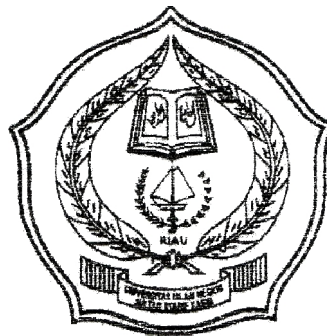


**THE EFFECT OF VARIOUS READING TEXTS PRESENTATION
TO IMPROVE STUDENTS' READING COMPREHENSION
AT THE SECOND YEAR SMA NEGERI 2
TEBING TINGGI OF MERANTI
REGENCY**

A Thesis

Submitted to Fulfill One of the Requirements
for Bachelor Degree in English Education
(S.Pd.)



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1432 H/2011 M**

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ملخص

نذرالدين (2011): تأثير أنواع النصوص القرائية إلى تحسين الاستيعاب القرائي لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 2 تابينغ تيننغي منطقة كفولاون ميرانتي.

بناء على الدراسة الأولية، رأى الباحث أن الطلبة لم يقدرُوا على تطبيق استيعابهم القرائي في النصوص القرائية الأخرى، وهم يعرفون النصوص القرائية في الكتب المدرسية فحسب. وتأتي هذه المشكلة بعوامل منها، بعض الطلبة لم يفهموا النصوص القرائية جيدا و لم يقدرُوا على تعيين المعلومات الموجودة في النصوص القرائية. لذلك، تشوق الباحث على أداء البحث التي يتعلق بهذه المشكلات.

وقد أجرى هذا البحث بالمدرسة المتوسطة العليا الحكومية 2 تابينغ تيننغي. المواضيع في هذا البحث طلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 2 وفي حين أن الأهداف في هذا البحث تأثير أنواع النصوص القرائية. وأن البحث هو بحث تجريبي قبلي. الأفراد في هذا البحث طلبة الصف الثاني. مجموع الأفراد في هذا البحث 202 طالب. ومن كير عدد الأفراد استخدم الباحث عينة عنقودة حيث يؤخذ فيها الفصلان للعينات هما: من فصل العلوم الطبيعية من الصف الحادي عشر الأول وفيه 41 طالبا للفرقة التجريبية، ومن فصل العلوم الطبيعية من الصف الحادي عشر الثاني وفيه 41 طالبا لفرقة الضبط. إذن كان مجموع العينات من الفصلين 82 طالبا. وفي تحليلها استخدم الباحث عينة مزوجة ت- الاختبار بواسطة البرنامج س ف س س.

وبعد تمام تحليل البيانات، رأى الباحث تأثيرا مهما من أنواع النصوص القرائية لتحسين الاستيعاب القرائي لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 2 حيث يدل ت 9.461 في المستوى 5 في المائة و 2.02 في المستوى 1 في المائة 2،72. إذن ترفض الفرضية الصفرية و تقبل الفرضية البديلة وتظهر من $2.02 < 9.461 > 2.72$.

ABSTRACT

Nazaruddin (2011). The Effect of Various Reading Texts Presentation to improve Students Reading Comprehension at the Second Year SMAN 2 Tebing Tinggi of Meranti Regency

Based on the writer's preliminary study, it was found that, the students could not apply their reading to other reading texts, they only knew about readings in their text book at the school. This problem was caused by some factors. For example, some students could not understand about content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at SMAN 2 Tebing Tinggi. The subject of the research is the second year students at SMAN 2 Tebing Tinggi, and the object of this research is the effect of Various Reading Texts Presentation. The design of this research is Pre- experimental design.

The population of this research was all of the second year students. The total number of population was 202 students. Because the number of population was large, the researcher used cluster sampling by taking two classes only as sample; IPA XI. 1 consisted of 41 students as experimental group, and IPA XI. 2 consisted of 41 students as control group, so the numbers of sample from two classes were 82 students. To analyze the data, the researcher adopted paired sample t-test formula by using SPSS.

After analyzing the data, the researcher found that there is significant effect of various reading texts to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency, where T shows 9.461 at significant level 5%, it shows 2.02, and at level 1%, it shows 2.72. Thus, null hypothesis (H_0) is denied, and alternative hypothesis (H_a) is accepted which shows $2.02 < 9.461 > 2.72$.

ABSTRAK

Nazaruddin (2011). Pengaruh Variasi Pemberian Teks Bacaan dalam Meningkatkan Pemahaman Bacaan Siswa Tahun Kedua di SMA Negeri 2 Tebing Tinggi Kabupaten Kepulauan Meranti

Berdasarkan studi pendahuluan penulis, di temukan bahwa, siswa belum mampu menerapkan kemampuan bacaan mereka ke dalam teks bacaan yang lain, mereka hanya mengetahui tentang teks bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMA Negeri 2 Tebing Tinggi. Subjek dari penelitian ini adalah siswa tahun kedua SMA Negeri 2, dan objek dari penelitian ini adalah pengaruh dari variasi pemberian teks bacaan. Adapun jenis penelitiannya adalah *Pre-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 202 siswa. Dikarenakan jumlah populasinya sangat banyak, peneliti menggunakan *cluster sampling* yang hanya mengambil dua kelas sebagai sampel; IPA XI.1 yang terdiri dari 41 siswa sebagai kelompok eksperimen, dan IPA XI.2 yang terdiri dari 41 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 82 siswa. Untuk data analisisnya, peneliti menggunakan *paired sample t-test* melalui SPSS.

Setelah data di analisis, peneliti menemukan pengaruh yang signifikan dari variasi pemberian teks bacaan untuk meningkatkan pemahaman bacaan siswa tahun kedua SMA Negeri 2, dimana T menunjukkan 9.461 pada level signifikan 5% adalah 2.02, dan pada level 1% adalah 2.72. Maka, null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima, ditunjukkan dengan $2.02 < 9.461 > 2.72$.

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CHAPTER I

THE INTRODUCTION

A. The Background

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. According to Harmer, the reader employs a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills. The skills of reading are: predictive skill, extracting specific picture, getting specific picture, extracting detailed information and discourse pattern, deducting meaning from context.¹

Reading is one of the English skills which should be mastered by the students. The aim of teaching reading is to make the students able to read the English text efficiently and effectively. Effective reading is always purpose of activity, even if pre-reading is done for pleasure. In this case, three activities in reading comprehension are: pre-reading, while-reading, and post-reading. A good leading of doing technique in reading classroom activities should be thought in effective and efficient way. The teacher should apply an appropriate technique for the students to comprehend the passage well.

¹ Harmer. *The Practice of English Language Teaching*, (London and New York: Longman 1991). P. 130.

According to Richard, reading is perceiving the written text in order to understand its contents.² Reading comprehension means how the students are able to understand the purpose of the reading text and they can reach the standard of reading score.

It is also supported by Mc. Neil, *et al.* He states that there are two understandings what they are reading, deal with explicitly stated information (literal comprehension) and draw deeper meaning about what is read (inferential comprehension).³ In conclusion, they do not only understand the structure of the texts explicitly but also comprehend the text implicitly.

The students that learn English as a foreign language should understand the process of reading when they read an English reading text.

According to Wassman and Rinsky, the effective reader;

You do not have to be genius or have an exceptionally high intelligence quotient (IQ) to read well. Rather, you need an understanding of the reading process in understanding of how to go about reading different types of printed information. In this way, you can practice techniques that will help you succeed in becoming an effective reader. Two main ingredients are needed: the willingness to change those reading habits that interfere with or limit your reading ability, and the willingness to practice, practice, and practice.⁴

Statement above informs us to do practice to understand reading text.

Various reading texts are some texts of reading, which have purpose that students can be learning English text implicitly when they read some texts. Various reading texts presentation will try to explain and to teach the

² Richard, *et al.* *Longman Dictionary of Language Teaching and Applied Linguistic.* (Malaysia: VVP. 1992). P. 306.

³ McNeil, *et al.* *How to Teach Reading Successfully.* (Boston, Toronto: Little Brown and Company. 1981). P. 130.

⁴ Wassman. *Effective Reading in Changing World.* (Prantice Hall, Inc. New Jersey 2000). P. 2.

reader in order to learn how to study variety of texts and get new ideas to improve reading comprehension. To understand the reading texts explicitly, the student have to know about the purpose to study reading text and comprehend the reading.

SMAN 2 Tebing Tinggi is one of the high schools in Meranti Regency located in Tebing Tinggi. English also becomes one of the course subjects taught and examined in UN (Ujian Nasional/National Examination). Reading is one of the English skills that has been taught and it should be mastered by the students in this school. Students at SMAN 2 study English four hours in a week. For English class, especially for classroom XI/1 and XI/2, Mrs. Rozita Rusdi, A.Md and Mrs. Erlina. A.Md. are the English teachers.

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 how it fits what they already know. In learning English, the students should understand what they are learning because; there is a complex connection between authors to the readers and the messages conveyed by authors to the reader. Therefore, the students have to have the strategy to be applied in reading.

The success of teaching reading for SMAN 2 Tebing Tinggi is determined by many aspects such as: material of reading, facility, teacher competence, and the students themselves. In reading subject, the English teachers have used various reading texts in teaching like: narrative, descriptive, recount, etc. Moreover, the students are taught by using various

reading texts in their textbooks. But, in reality, the results of their English study are still far from the expectation of curriculum.

Based on the writer's preliminary observation, the students could not apply their reading ability to understand reading texts; the factual can be seen in the actual symptoms as follows:

1. Some of the students could not understand about reading texts.
2. Some of the students felt bored when they found some texts in their learning.
3. Some of the students could not apply various reading texts in daily life.
4. Some of the students could not understand about content of reading text.

Based on the general symptoms above related to the importance of reading skill, the writer is interested in conducting a research entitled: **THE EFFECT OF VARIOUS READING TEXTS PRESENTATION TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND YEAR SMAN 2 TEBING TINGGI OF MERANTI REGENCY.**

B. The Problems

1. Identification of the problems

Based on the background and the phenomena on the difficulties encountered by the students, thus the problems of this research are identified into following identifications:

- a. What factors make the students difficult to understand a text?

- b. Are the students difficult in finding specific information in a text?
- c. Can various reading texts presentation improve students' reading comprehension?
- d. Why do the students have a problem about how to differ various reading texts?
- e. Why are the students difficult in developing the content of reading text?
- f. Is there an improvement after giving method of various reading texts to the students' reading comprehension?
- g. How good is the various texts applied in improving the students' reading comprehension?

2. Limitation of the problems

Based on the identification of the problem above, the writer limits the problems of the research, more focus on the effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency.

3. Formulation of the problems

Based on the limitation of the problem above, the problem of this research is formulated into following research questions are:

1. How is the effect of various reading texts presentation in improving students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency?

2. Is there any significant effect of various reading texts presentation in improving students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency?

C. The Objective and Significance of the Research

1. The Objective of the Research

The objective of the research on the student's reading comprehension by using various reading texts presentation is to find out the significant effect of various reading text presentation in improving students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency.

2. The Significance of the Research

By doing this research, the result would be righteously useful in some sides. The significance of the research is:

1. The significance for students

- a. To improve students' skill, especially in understanding reading texts presentation.
- b. To trigger the students to read actively and to improve the students' reading comprehension.
- c. As a valuable contribution for students, who want to improve their creativity, especially in understanding various reading texts presentation.

2. The significance for the researcher

- a. To fulfill one of the requirements to complete the undergraduate degree at Department of English Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.
- b. As the writers' contribution to develop various reading texts presentation in teaching reading in all aspects, and to give advantages for student's reading comprehension.

D. The Reasons for Choosing the Title

The topic is very interesting to be observed because:

- a. The problems of the research are very interesting and challenging to be investigated in term of teaching and learning.
- b. The writer wants to know how the students' can apply their reading subject in daily life.
- c. The research is relevant to the writer as a student of Department of English.

E. The Definition of Terms

The topic of this research is the effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

1. Various Reading Text

Various reading texts are some texts of reading used in daily life. According to Richards, *et al.* A term is sometimes used instead of Language, Dialect, Socialite, Pidgin, Creole, etc. It may also be used for different varieties of one language.⁵ In this research, various reading texts means the variety of texts such as; Novel, Magazine, and Newspaper.

2. Reading Comprehension

Reading Comprehension is the main objective.⁶ According to Richards, *et al.* In this research, reading comprehension is the second year students' ability in analyzing and understanding the reading texts presentation that they read at SMAN 2 Tebing Tinggi of Meranti Regency.

⁵ *Ibid*, P. 347

⁶ *Ibid*, P. 307

CHAPTER II

THE THEORETICAL FRAMEWORK

A. The Nature of Reading

According to Paulston and Burder says that, the last of the four language skills of listening, speaking, reading, and writing.¹ All of them can not be separated each other. Besides as a skill, reading is clearly important.

Furthermore, Reading is a complex process that depends upon learning specific skills. The purpose of teaching reading in school is both to teach children to become independently active readers and to introduce them to the pleasure of knowledge which effective reading makes possible.²

Reading is activity we will be doing before we get some informations directly. According to Nunan, reading is an interactive process between what readers already knows about topic or subject, and what the writer writes.³

According to Nunan, Reading is unlike speaking, it is not something that every individual learns to do.⁴ When student starts to learn reading, they need more time, much money and effort in studying reading. For the teachers also have facts that it is probably true that more time is needed in teaching reading than any other skills. Reading is difficult subject to learn for the first

¹ Paulston and Bruder. *Teaching English as a Second Language: Techniques and Procedures*. (Cambridge: Winthrop Publisher, Inc. 1976). P. 203.

² *Ibid*, P. 379

³ David Nunan. *Second Language Teaching and Learning*. (U.S.A: Heinle & Heinle Publisher) 1999. P. 33.

⁴ *Ibid*, P. 249.

time but it needs more practice until getting the fluency. Finally, they can feel the function of reading skill in their life.

According to Murcia, “reading is to learn unique thinking skill in which ESL/EFL learners must have ability to comprehend the material from a text by using their own through activities which help them to analyze texts, determine main idea, and build them into an effect example following an agrument in the text, choose relevant topic under discussion.”⁵

Reading is one of the English skills that is very important for each people to get information indirectly. To comprehend a variety of reading material is not only with a process of knowing the meaning of the word semantically, but also a process how to get the ideas of the text or what the writer talks by comprehending reading material. Besides, readers must have good interaction and knows what writer means in an English text and also to understand purpose of various reading text.

Furthermore, the writer can appear the purposes of various reading texts as follows:

- a. All of the students in the school can understand if they find some texts in English.
- b. They can understand about content in the text.
- c. They can find some vocabularies from different texts and topic.
- d. They can be interested in reading English text.

⁵Murcia, Lois Mc Intosh. *Teaching English as a Second or Foreign Language*. (Univerity of California, Los Angeles: Newbury House Publishers, Inc. 1908), P. 20.

In this case, Rivers and Temperely in Nunan suggest that, there are seven main purposes for reading:

- a. To obtain information for some purposes or because we are curious about some topics;
- b. To obtain instruction on how to perform some tasks for our work or daily life.
- c. To act in plays such as game, a puzzle;
- d. To keep in touching with friends by correspondence or to understand business letters;
- e. To know when or where something will take place or what is available;
- f. To know what is happening or has happened (as reported in newspapers, magazines, reports);
- g. For enjoyment or excitement.⁶

Alderson and Urquhart, in Richards *et al*, states that, different type of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading effected.⁷ The followings are commonly referred to:

- a. Literal comprehension: reading is to understand, remember, or recall the information explicitly contained in a passage.

⁶ David Nunan. *Second Language Teaching and Learning*. (U. S. A: Heinle & Heinle Publisher.1999) page 251.

⁷ Richards *et al*. *Longman Dictionary of Language Teaching and Applied Linguistic*. (Malaysia: VVP. 1992). P. 306-307.

- b. Inferential comprehension: reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading is to gain an emotional or other kinds of valued response from a passage.

Based on the explanation above, the purposes of reading are to get information, understanding the text, recall the information explicitly and recognize ideas from reading text.

1. Three Phases in Teaching Reading

To help student to develop their ability in reading comprehension in teaching learning process will involve these phases: Pre-reading, While-reading, and Post-reading.

To find out the explanation about these phases, the writer will identify into the following identifications:

1.1. Pre-reading

Pre-reading is the activity before reading process, the aims of this phase are:

- a. To introduce and arouse the interest of the students to the topic. In this phase, the teacher introduces the students about the topic, which they will discuss in English lesson.

- b. To motivate the students to give a reaction for the reading text.
Teacher can ask the students some questions related to the topic, like; what do you know about.....?
- c. To provide some language preparation for the text. In this term, teacher can show some variety of texts, such as: magazine, news-paper, and novel.

1.2. While-reading

While-reading is the core of the lesson. What is done in this phase for development of the students in reading skill and the students do activities focuses on:

- a. Reading the text once or twice silently; in this task, the students are asked to read the text by themselves.
- b. Discussing the kinds of text in their group; the students find out the characteristic of topic what they read.
- c. Discussing the content of texts; the students are asked about the content of each paragraph according to the text.
- d. Getting some information from the text; the students are discussing some information and showing the information in front of the class, the teacher will be giving instruction to all of the student to get some point based on the information.

1.3. Post-reading

This phase is the last activities for reading class, which the aims are as follows;

- a. To consolidate or reflect up on what has been read.
- b. To relate the text to the students knowledge interest or views.
- c. In this phase, the students still work in the group. By evaluating the task, they can share the content based on their ideas, related to their real life.

2. The Various of Reading Text

Various reading texts are some texts of reading, which have purposes that students can be learning something when they read the text with various subjects of reading. Various reading texts will try to explain and teach the reader in order to learn new information and get new ideas for creating or doing something.

“There are two styles of English writing; formal and informal English but in textual scopes, English is classified into five main types in accordance with the English for Translating and Interpreting Study Rachmat Effendi classifies as follows:

1. Popular English (i.e.: news-paper, magazine, novel, leaflet, brochures etc.);
2. Legal English (laws and regulation, notarial deed, MoU etc.);
3. Technical English (i.e.: engineering, tool/equipment guide, manufacturing instruction etc.);
4. Scientific English (i.e.: medical, pharmaceutical, laboratory guide, education etc.);

5. Popular-Scientific English (i.e.: management, banking, economy etc).⁸

Furthermore, all of the types can be used in this research but the writer only uses the popular English Like: newspaper , magazine, and novel. The others types are not suitable for senior high school. For example, in Legal English explains about law and regulation, notarial deed, MoU etc. This type is only learned in another educational like vocational school. It means that, only one type is appropriate for senior high school.

According to Cooper and Kiger (<http://www.2dix.com/file/learning-english-CALL PDF.php/?>) states that:

Each type of text can also be used for any type of reading experience—read aloud, instructional reading, guided reading, or independent reading. Some types of texts, as discussed, are more appropriate for some purposes than others, but all texts can be used for a variety of types of reading. The important point to keep in mind is that students must have a variety of types of text in their reading instruction in order to help them become motivated, successful readers.⁹

It means that, the use of various reading texts is very important, because variety types of text like; newspaper, magazine, and novel in their reading can help them become motivated in reading comprehension and apply it in daily life.

⁸ Effendi R. *Cara Mudah Menulis dan Menerjemahkan*. (Jakarta: Yayasan Bina Edukasi dan Konsultasi Hapsa Et Studia. 2008), P. 36.

⁹ Cooper and Kiger, *Using Different Types of Texts for Effective Reading Instruction*. (Boston: Houghton Mifflin. 2001), P.6.

Based on the explanation above, the writer gives examples of the various reading texts presentation for students' reading comprehension in popular English, those are: newspaper, magazine, and novel.

1. Newspaper

Growing Facebook Signs up Its 500-Millionth Friend

Sanfrancisco, Social networking site Facebook officially has 500 million users, the company announced this week.

The milestone, reached on Wednesday, means that the six year-old Web site now researches 8 percent of the planet's population, just 18 months after it passed the 150 million user mark.

Last month Facebook founder and chief executive Mark Zuckerberg said there was a "good chance" that the social networking site could boast one billion users within three to five years, matching the number of Google users.

Facebook spokesman Randi Zuckerberg has been quoted as saying that many of the next 500 million users could come from India and Brazil, two large countries where the Web sites is still gaining traction.

(Jakarta Globe, Saturday/Sunday, July 24/25, 2010)

2. Magazine

GOING GREEN

Meet the Indonesian Businesses Greening up Their Act Harumi Supit Looks at How They Seek to Mix Eco-Credentials with Profitability

Recent oil hikes have raised public awareness about the world's limited resources. But in Indonesia, where there are no subsidies or common standards set for industries, how are green businesses translating this momentum into profit?

Fit and healthy from weekends spent at the Pulau Macan Village and Eco-Resort Jakarta-raised fonder and former political consultant Rodergo des Tombe says his project, which began rolling in March 2008, is already breaking even.

He says he has a simple eco-resort business model, which he believes is perfect for Indonesia, because it has the potential protect the environment and generate foreign exchange.

"We take an existing place, we lease it, and we make minimal improvements to make it comfortable. With a minimal investment, you have comfortable place. It's a real win-win situation for everyone."

(Mandala Magazine, January-March, 2009: 33)

3. Novel

The Gift of the Jackal

Along time ago in India, there lived a Brahmin. He came from a good family but he was very poor. The Brahmin was an old man. His wife was dead, but he had seven pretty daughters.

The Brahmin and his daughters lived together in a small wooden hut. They had a little garden, but nothing grew there.

The Brahmin was very poor. Sometimes, he had a few coins. Sometimes, he had no money. Sometimes, people gave him food. But often, he and his family were hungry. The Brahmin was always worried.

One evening, the old man looked at his daughters. They were tired and thin. Each of them had eaten a small piece of bread. There was nothing else to eat. And the Brahmin had no money.

‘My daughters,’ the Brahmin said. ‘I don’t know what to do. We have no food and we have no money. Someone must take care of you. Young girls get married and then their husbands take care of them. But no young man will marry you. If a young man wanted to marry one of you, I would have to give him a wedding-gift. I would have to give him some money. And I have no money!’

‘I must find husbands for you, my daughters,’ the old man went on sadly. ‘If a dog or a Jackal wants to marry one of you, you must agree to marry him. A dog or a Jackal will not want a wedding-gift!’

The Brahmin’s seven daughters laughed. ‘Girls do not marry animals, Father!’ one of the said.

But at that moment, they heard a noise outside the hut. Then somebody knocked on the door. The Brahmin got up and opened the door.

A Jackal walked into the hut. The Jackal had a bag in its mouth. He put the bag on the ground by the Brahmin’s feet. Then the Jackal spoke.

‘Dear sir,’ the Jackal said, ‘I was walking past your hut. I heard your words. I can help you. This bag is full of gold. I will give you this bag of gold if I can marry one of your daughters.’

The old man did not know what to do. He was a Brahmin a person from a good family. He did not want an animal to be his son-in-law. But he was very poor. He could buy food for all his family with this gold. He could buy enough food for many months.

He looked sadly at his daughters. At last he spoke.

‘Who will marry this good jackal?’ he said.

(Chaterine Khoo and Marguerite Siek, 2003: 9-10)

3. The Procedures in Teaching Activity

There are the procedures in teaching and learning process, as follows:

3.1. The researcher's activities

1. The pre-test activities

- a. The researcher greets the students.
- b. The researcher explains what is going to do.
- c. The researcher begins testing the students.

2. The treatment activities

- a. The researcher greets the students and given warming up.
- b. The researcher introduces the various reading texts, especially for newspaper , magazine and novel.
- c. The researcher teaches the students theory and the technique on reading.
- d. The researcher assigns the students to search some articles as the source of reading.

3. The post-test activities

- a. The researcher greets the students
- b. The researcher directly administers the post-test
- c. The researcher ends the research program.

3.2. The students' activities

1. The pre-test activities

- a. The students respond the researcher's greeting.
- b. The students answer the question asked by the researcher.

2. The treatment activities

- a. The students respond the researcher's greeting.
- b. The students listen to the researcher's explanation.
- c. The students do the assignment assigned by researcher.
- d. The students search some articles as the source of popular English like: newspaper, magazine, and novel.

3. The post-test activities

- a. The students are prepared for test.
- b. The students answer the question based on the text given.

B. The Relevant Research

As a matter of fact, there are a lot of previous researches regarding the analysis of students' reading performance. One of them was conducted by Titin Sukma Dewi, (2005). In her research. She found out the factual information, how the student found some information in the text.

Secondly, it was conducted by Wahyuni Widiastuti (2005). In her research, she focused on the use of various field reading texts in classroom for the improvement of reading comprehension ability of second years at SMAN 8 Pekanbaru. In her research, she just found the differences of students' understanding in reading text based on the data analysis:

1. Some of the students were difficult to identify the main idea and word formation in reading text.
2. Some of the students were difficult to find detail information or answer to a particular question.

Based on the two previous researches above, they only found the factual information, how the students found some information in the text and the differences on students' understanding in reading text.

The problem which is not yet discussed in the previous researches will be discussed in this research. This research is focused on the effect of various reading texts presentation to improve students' reading comprehension at the second year students' SMAN 2 Tebing Tinggi of Meranti Regency.

C. The Operational Concept

A concept is an element that avoids misinterpreting and misunderstanding in a scientific research. As a concept, it is still abstract form. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting about the paper content.

In this research, the writer concludes several factors to be operated described into the operational concept, as follows:

Variable X (various reading texts presentation)

1. The teacher develops the students' ability to understand various reading text.
2. The teacher gives explanation to the students' how to read and understand about various reading texts.
3. The teacher gives explanation to the students about understanding the content of various reading texts.

4. The teacher stimulates the students to be able to practice and understand about various reading texts presentation and anticipate the test or examination.
5. The teacher asks the students to determine the difficult words, main idea, from various reading text.

Variable Y (reading comprehension)

1. The students are able to understand the content of reading text.
2. The students are able to identify main idea in reading text.
3. The students are able to find the new vocabulary from the reading text.
4. The students are able to understand about the type of texts.
5. The students are able to find factual information of sentence.
6. The students answer the question correctly.

D. The Hypothesis

- a. The Null Hypothesis (H_0)

There is no significant effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency.

- b. The Alternative Hypothesis (H_a)

There is a significant effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Design of the Research

This research is Pre-Experimental design and the type of the research is the static-Group Comparison. The static-Group comparison at least involved two groups, one received a new, or experimental, treatment and other that received a traditional, or control group treatment.¹ Both groups were tested. The study consisted of two variables.

B. Location and the Time of the Research

The research was conducted at the second year of SMAN 2 Tebing Tinggi, which is located on Meranti regency. This research was started from July until September 2010.

C. The Subject and Object of the Research

The subject of this research was the students of SMAN 2 Tebing Tinggi. The object of this research was the effect of various reading texts presentation.

D. The Population and The Sample of the Research

The population of this research was all the second year students of SMAN 2 Tebing Tinggi. They consisted of five classes of IPA XI.1 (41 students), 2 (41 students), 3 (40 students), and IPS XI.1 (40 students), 2 (40 students). Based on the data above, all of the populations were 202 students.

¹ L.R. Gay, Peter Airasian. *Educational Research*. (United States of America, by Prentice Hall. 2000). P. 389-390.

In this research, the writer used Pre-experimental research design; the writer took two classes only. They were IPA XI. 1 class that consisted of 41 students as experimental group, and IPA XI. 2 classes that consisted of 41 students as control group. So, the total of sample was 82 students.

Since the number of total population was quite large, the writer used cluster sampling, because the students were already formed into classes. According to Husaini, in cluster sampling, population is divided into some groups/clusters. These cluster that has been taken randomly will be a sample.² The specification of the population can be seen on the table III.1 and III.2 below:

Table III. 1
Total Population at the Second Year
Students SMAN 2 Tebing Tinggi

No	Classes	Population		Total
		Female	Male	
1	IPA XI ¹	19	22	41
2	IPA XI ²	24	17	41
3	IPA XI ³	21	19	40
4	IPS XI ¹	19	21	40
5	IPS XI ²	18	22	40
Total Population				202

² Husaini and Purnomo. *Pengantar Statistika*. (Jakarta: Bumi Aksara, 2008). P. 185.

The spesification of the research sample can be seen on the table below:

Table III. 2
Total Sample at the Second Year
Students SMAN 2 Tebing Tinggi

No	Classes	Sample		Total
		Female	Male	
1	IPA XI ¹	19	22	41
2	IPA XI ²	24	17	41
Total Sample				82

E. The techniques of the Data Collection

In order to get some data needed to support this research, the writer applied the techniques as follows:

1. Observation

This technique was carried out to observe directly the process and the result on the the effect of various reading texts presentation to improve students' reading comprehension. The observation was used in classroom. It was carried out for eight meetings.

2. Test

The test was distributed to measure the student's reading comprehension. The test was divided into two tests. They were pre-test that is given before the treatment, and post-test were given after doing the treatment. The type of the test was multiple choice tests which consisted of 25 items.

F. The Data Analysis Techniques

The technique of collecting data in this research used test. The type of the test was multiple choice tests which consisted of 25 items. The data were analyzed by SPSS 16:

The reliability coefficients for good classroom comprehension test are expected to exceed 0.0 and closed 1.00. Heaton states that, the reliability of the test is considered as follows:

0.00 – 0.20	Reliability is low
0.21 – 0.40	Reliability is sufficient
0.41 – 0.60	Reliability is high
> . 0	Reliability is very high. ³

Comprehension test was used to evaluate subject results given from teachers to students, and so forth. To apply this test, the writer could divides the test into multiple choices.

In analyzing the data, the writer used scores of the pre-test and post test of the experiment and control group. These score were analyzed by using statistical analyzed. The different mean was analyzed by using Paired-sample T-test SPSS.

The formula in the final step followed the basic format of:

$$\text{Test value} = \frac{(\text{observe value}) - (\text{expected value})}{\text{Standard error}}$$

Where, the observed value was the mean of the differences. The expected value was $\mu d = 0$. The standard error of the difference was the

³ Heaton. *Writing English Language Test*. (New York. Longman. Inc. 1995). P. 16

standard deviation of the difference, divided by the square root of the sample size. Both populations should be normally distributed.⁴

The following formula was t-Table. T-Table was employed to see a significant difference between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

$$df = N - 1$$

Statistically hypothesis:

$$H_o = t_o < t_{table}$$

$$H_a = t_o > t_{table}$$

Criteria of hypothesis:

1. H_o is accepted if $t_o < t_{table}$. It can be said that there is no significant difference in reading comprehension between the students taught by using various reading texts presentation and without various reading texts presentation.
2. H_a is accepted if $t_o > t_{table}$. It can be said that there is significant difference in reading comprehension between the students taught by using various reading texts presentation and without various reading texts presentation.

⁴ Bluman. *Elementary Statistics*. (United States Library of Congress. 2004). P. 466.

G. The Technique of Data Analysis by SPSS 16.0

The following step is how to get the result data based on SPSS 16.0, for windows-statistical software is:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics*, and click *Frequencies*.
3. From the menu, click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it consisted of four analysis group:
 - a. *Percentile Values*, click *Quartiles* and *Percentiles (s)*.
 - b. *Central Tendency*, click Mean, Mode, and Sum.
 - c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
 - d. *Distribution*, click Skewness and Kurtosis, and then click continue.
5. From the *Charts* analysis setting, click *Histogram with normal curve*, and click continue.
6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue.⁵

To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The following

⁵ Hartono. *Statistik untuk Penelitian*. (Pustaka Pelajar. Yogyakarta. 2004). P. 31-39.

step is how to get the result data based on SPSS 16.0, for windows-statistical software is:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

The following step is how to get the result data based on SPSS 16.0, for windows-statistical software is:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.
3. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Data of Classroom Observation

Besides the test, the writer also observed the effect of various reading texts to improve students' reading comprehension. The kinds of observation in this research only described the condition of classroom participant itself. The observation was conducted by the teacher and the writer. The writer did eight observations to experiment class about the effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency. The data can be seen as follows:

The Observation of English Teachers at SMAN 2 Tebing Tinggi of Meranti Regency

From the first to the last observation, I observed the researcher who had done study about various reading texts presentation rightfully. He was a good partner in teaching and learning process. He had good preparation in every meeting because the researcher was able to combine his teaching form within teaching English procedure at SMAN 2 Tebing Tinggi. The researcher also did formative test in every meeting. Based on my observed, the researcher had done various reading texts presentation procedures in teaching and learning process. See Appendix A

The Observation Form of Experimental Group at SMAN 2 Tebing Tinggi of Meranti Regency

From the first observation, there were good cooperation with the staff, teachers, and students. They had good learning facilities in the classroom. From the second observation, the students were very enthusiastic to begin to study English. From the third observation, I saw students who had good preparation to start studying, and they were honor person. From the fourth observation, I saw they were very enjoying in learning by using various reading texts like; novel, magazine, and newspaper.

From the fifth observation, students had focused on learning process. Automatically, they had good result in test. From the sixth observation, students were involved in teaching and learning process, more active than before. The English teacher was very communicative as a controller in the classroom. From the seventh observation, I saw, they had better comprehension than before based on their test result, and I did treatment to give the post-test. From the observations done above, it can be conclude that in the classroom observation, researcher, teachers, and students had done good cooperation in teaching and learning process. It could be seen from the teacher as a controller in the classroom as long as the researcher did the research. See Appendix A

2. The Data from Test

The student's reading comprehension data were gotten based on the result of the test. To get a good data, test should be valid and reliable. The data

about students' reading comprehension were obtained from the test that the writer administrated comprehension test. The writer made multiple choice questions. The score for each item was 4 (four). So, the students who answered all correct answer would get 100. The scores are presented in appendix. Based on the research finding, the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.02. While in the level of significance 1% is 2.72. Therefore, it can be analyzed that t_0 is higher than t table in either at 5% or 1% grade of significance. It can be read that $2.02 < 9.461 > 2.72$. From the data above, teaching reading by using various reading texts presentation got good effect to improve students' reading comprehension. It means that there is significant effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency.

B. The Data Analysis

1. The Data from Observation

Based on the data, the writer did not use items observation format category, but the writer only used descriptive form in observation. Then, the writer concludes that between researcher, teachers, and students had good cooperation as long as the writer did the research at SMAN 2 Tebing Tinggi of Meranti Regency.

2. The Data from Test

In order to find whether or not there was a significant difference in improving students' reading comprehension of the two classes, the writer calculated data taken from the scores of the students' final test. The data were analyzed by using statistical analysis technique to identify the average score of both experimental and control class. The difference of means was analyzed by using Paired sample T-test in SPSS. Instead, this research used pre-test and post-test.

Where, the observed value was the mean of the differences. The expected value was $\mu d = 0$. The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distribute.

The data of this research are the scores of students' post-test. The writer gave pre-test to all of the population to determine two classes as the samples. The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. Both groups (experimental and control group) were asked to express the pre-test and post-test.
- b. The teacher evaluated from the test based on reading comprehension aspect that consisted of finding.

Table IV. 1
The Result of Pre Test and Post Test for Experiment Class

Students	X	Y	X ²	Y ²	XY
1	60	60	3600	3600	3600
2	44	64	1936	4096	2816
3	36	68	1296	4624	2448
4	28	40	784	1600	1120
5	56	80	3136	6400	4480
6	60	80	3600	6400	4800
7	28	64	784	4096	1904
8	44	64	1936	4096	2816
9	56	60	3136	3600	3360
10	60	80	3600	6400	4800
11	76	80	5776	6400	6080
12	80	84	6400	7056	6720
13	68	80	4624	6400	5440
14	68	84	4624	7056	5712
15	56	64	3136	4096	3584
16	64	72	4096	5184	4608
17	48	64	2304	4096	3072
18	40	60	1600	3600	2400
19	48	48	2304	2304	2304
20	40	68	1600	4624	2720
21	56	56	3136	3136	3136
22	40	48	1600	2304	1920
23	64	64	4096	4096	4096
24	32	44	1024	1936	1408
25	48	76	2304	5776	3648
26	48	56	2304	3136	2688
27	36	60	1296	3600	2160
28	60	72	3600	7744	4320
29	40	56	1600	4096	2240
30	56	60	3136	4624	3360
31	36	56	1296	4096	2016
32	36	60	1296	5184	2160
33	28	32	784	1024	896
34	40	72	1600	5184	2880
35	64	60	4096	3600	3840
36	52	68	2704	4624	3536
37	36	60	1296	3600	2160
38	48	68	2304	4624	3264
39	48	60	2304	3600	2880
40	48	68	2304	4624	3264
41	60	44	3600	1936	2640
	2036	2604	107952	178032	135696

Table IV. 2
The Result of Pre Test and Post Test for Control Groups

Students	X	Y	X²	Y²	XY
1	64	56	4096	3136	3584
2	56	52	3136	2704	2912
3	40	72	1600	5184	2880
4	56	72	3136	5184	4032
5	48	36	2304	1296	1728
6	56	80	3136	6400	4480
7	88	72	7744	5184	6336
8	52	68	2704	4624	3536
9	64	76	4096	5776	4864
10	36	36	1296	1296	1296
11	56	80	3136	6400	4480
12	84	84	7056	7056	7056
13	64	72	4096	5184	4608
14	72	88	5184	7744	6336
15	52	40	2704	1600	2080
16	44	56	1936	3136	2464
17	40	52	1600	2704	2080
18	64	72	4096	5184	4608
19	56	44	3136	1936	2464
20	64	76	4096	5776	4864
21	56	60	3136	3600	3360
22	44	56	1936	3136	2464
23	56	56	3136	3136	3136
24	72	36	5184	1296	2592
25	48	48	2304	2304	2304
26	60	76	3600	5776	4560
27	52	64	2704	4096	3328
28	64	68	4096	4624	4352
29	88	88	7744	7744	7744
30	44	48	1936	2304	2112
31	52	88	2704	7744	4576
32	36	44	1296	1936	1584
33	56	52	3136	2704	2912
34	44	68	1936	4624	2992
35	66	76	4356	5776	5016
36	56	80	3136	6400	4480
37	44	72	1936	5184	3168
38	64	72	4096	5184	4608
39	48	64	2304	4096	3072
40	48	72	2304	5184	3456
41	56	56	3136	3136	3136
	2310	2628	136404	177488	151640

There were 25 items of reading comprehension test given to the 41 respondents in this research. From the test, it was obtained that the lower score is 28 and the higher score is 92. The mean is 69.37.

The result of the test from the experimental and control group can be seen in the following table:

Table IV.3
The Result of the Test from the Experimental and Control Group

		Before	After	Ctrlbefore	Ctrlafter
N	Valid	41	41	41	41
	Missing	0	0	0	0
Mean		49.66	69.37	56.34	64.10
Std. Error of Mean		2.043	2.434	1.953	2.348
Median		48.00	68.00	56.00	68.00
Mode		48	64	56	72
Std. Deviation		13.084	15.585	12.505	15.033
Variance		171.180	242.888	156.380	225.990
Skewness		.242	-.471	.790	-.320
Std. Error of Skewness		.369	.369	.369	.369
Kurtosis		-.538	.142	.763	-.854
Std. Error of Kurtosis		.724	.724	.724	.724
Range		52	64	52	52
Minimum		28	28	36	36
Maximum		80	92	88	88
Sum		2036	2844	2310	2628
Percentiles	25	40.00	62.00	48.00	52.00
	50	48.00	68.00	56.00	68.00
	75	60.00	84.00	64.00	76.00

Based on the table above, we can see that mean score of experimental group after having treatment was (69.37), and standard deviation was

(15.585). If we compare with before treatment score was mean (49.66), and standard deviation was (13.084). It means that the experimental group after is better than before. In control group after, the means core was (64.10), and standard deviation was (15.033). When we compare with control before, mean score was (56.34), and standard deviation was (12.505). It means that the control group after is better than before.

Table IV. 4
The Frequency Distribution of Reading Comprehension
Test in Experimental Group

Before

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 28	3	7.3	7.3	7.3
32	1	2.4	2.4	9.8
36	5	12.2	12.2	22.0
40	5	12.2	12.2	34.1
44	2	4.9	4.9	39.0
48	7	17.1	17.1	56.1
52	1	2.4	2.4	58.5
56	5	12.2	12.2	70.7
60	5	12.2	12.2	82.9
64	3	7.3	7.3	90.2
68	2	4.9	4.9	95.1
76	1	2.4	2.4	97.6
80	1	2.4	2.4	100.0
Total	41	100.0	100.0	

From the table IV.4, about the frequency distribution of experimental group before shows the output from 41 respondents, the valid percent at interval 28 was 7.3%, at interval 32 was 2.4%, at interval 36 was 12.2%, at interval 40 was 12.2%, at interval 44 was 4.9%, at interval 48 was 17.1%, at interval 52 was 2.4%, at interval 56 was 12.2%, at interval 60 was 12.2%, at interval 64 was 7.3%, at interval 68 was 4.9%, at interval 76 was 2.4%, at interval 80 was 2.4%.

Table IV. 5
The Frequency Distribution of Reading Comprehension
Test in Experimental Group

		After			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	2.4	2.4	2.4
	40	2	4.9	4.9	7.3
	44	1	2.4	2.4	9.8
	48	1	2.4	2.4	12.2
	56	1	2.4	2.4	14.6
	60	4	9.8	9.8	24.4
	64	8	19.5	19.5	43.9
	68	4	9.8	9.8	53.7
	72	6	14.6	14.6	68.3
	76	1	2.4	2.4	70.7
	80	1	2.4	2.4	73.2
	84	2	4.9	4.9	78.0
	88	5	12.2	12.2	90.2
	92	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

From the table 1V.5, about the frequency distribution of experimental group before shows the output from 41 respondents, the valid percent at interval 28 was 2.4%, at interval 40 was 4.9%, at interval 44 was 2.4%, at interval 48 was 2.4%, at interval 56 was 2.4%, at interval 60 was 9.8%, at interval 64 was 19.5%, at interval 68 was 9.8%, at interval 72 was 14.6%, at interval 76 was 2.4%, at interval 80 was 2.4%, at interval 84 was 4.9%, at interval 88 was 12.2%, at interval 92 was 9.8%.

Table IV. 6
The Frequency Distribution of Reading Comprehension
Test in Control Group

Ctrlbefore

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 36	2	4.9	4.9	4.9
40	2	4.9	4.9	9.8
44	5	12.2	12.2	22.0
48	4	9.8	9.8	31.7
52	4	9.8	9.8	41.5
56	10	24.4	24.4	65.9
60	1	2.4	2.4	68.3
64	7	17.1	17.1	85.4
66	1	2.4	2.4	87.8
72	2	4.9	4.9	92.7
84	1	2.4	2.4	95.1
88	2	4.9	4.9	100.0
Total	41	100.0	100.0	

From the table IV.6, about the frequency distribution of experimental group before shows the output from 41 respondents, the valid percent at interval 36 was 4.9%, at interval 40 was 4.9%, at interval 44 was 12.2%, at interval 48 was 9.8%, at interval 52 was 9.8%, at interval 56 was 24.4%, at interval 60 was 2.4%, at interval 64 was 17.1%, at interval 66 was 2.4%, at interval 72 was 4.9%, at interval 84 was 2.4%, at interval 88 was 4.9%.

Table IV.7
The Frequency Distribution of Reading Comprehension
Test in Control Group

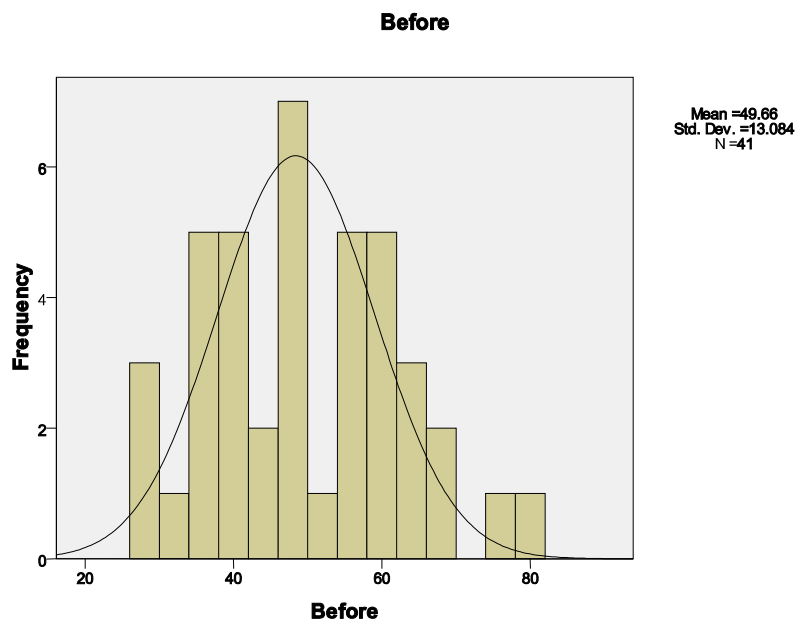
After

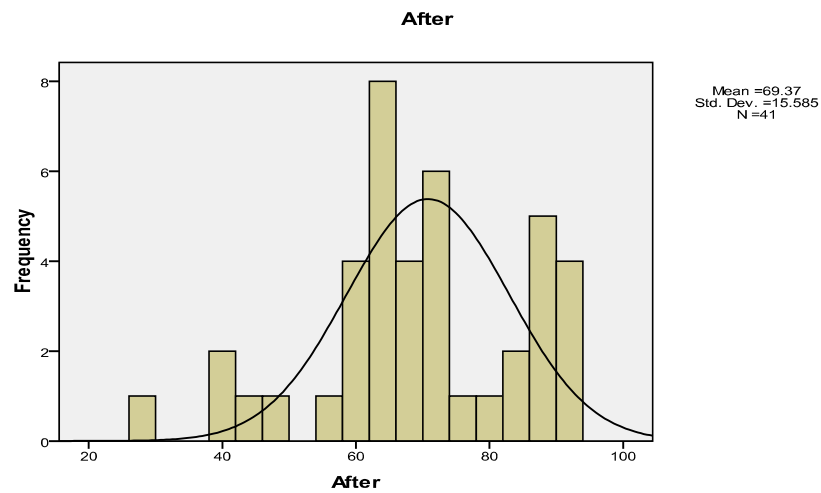
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 36	3	7.3	7.3	7.3
40	1	2.4	2.4	9.8
44	2	4.9	4.9	14.6
48	2	4.9	4.9	19.5
52	3	7.3	7.3	26.8
56	5	12.2	12.2	39.0
60	1	2.4	2.4	41.5
64	2	4.9	4.9	46.3
68	3	7.3	7.3	53.7
72	8	19.5	19.5	73.2
76	4	9.8	9.8	82.9
80	3	7.3	7.3	90.2
84	1	2.4	2.4	92.7
88	3	7.3	7.3	100.0
Total	41	100.0	100.0	

From the table 1V.7, about the frequency distribution of experimental group before shows the output from 41 respondents, the valid percent at interval 36 was 7.3%, at interval 40 was 2.4%, at interval 44 was 4.9%, at interval 48 was 4.9%, at interval 52 was 7.3%, at interval 56 was 12.2%, at interval 60 was 2.4%, at interval 64 was 4.9%, at interval 68 was 7.3%, at interval 72 was 19.5%, at interval 76 was 9.8%, at interval 80 was 7.3%, at interval 84 was 2.4%. at interval 88 was 7.3%.

To know more about using various reading text and result given to the 41 respondents of the second year students' at SMAN 2 Tebing Tinggi of Meranti Regency, the writer gives the following histogram:

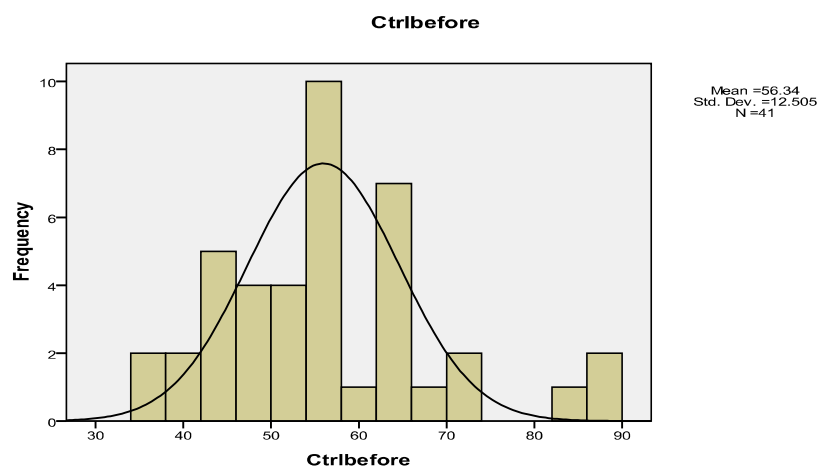
Histogram of Experimental group

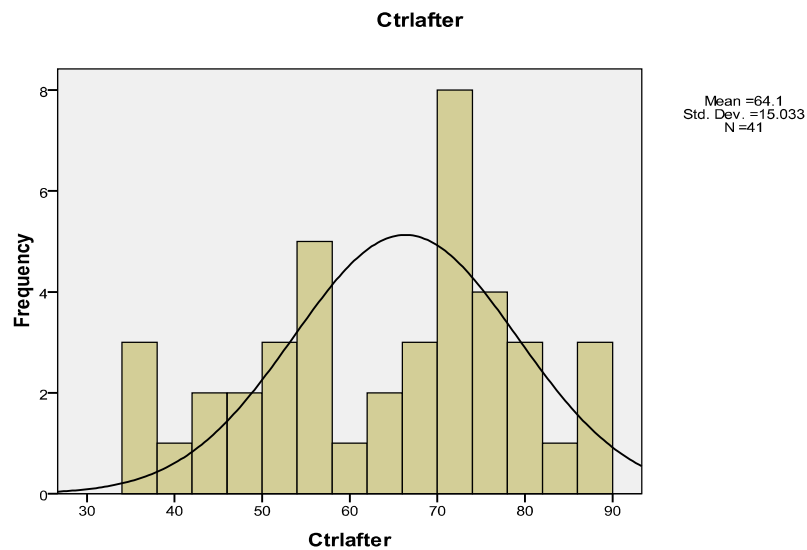




Based on histogram above, we can see that mean score of experimental group after having treatment was (69.37), and standard deviation was (15.585). If we compare with before treatment score was mean (49.66), and standard deviation was (13.084). It means that the experimental group after is better than before.

Histogram of Control group





In control group after, had mean was (64.1), and standard deviation was (15.033). When we compare with control before, mean score was (56.34), and standard deviation was (12.505). It means that the control group after is better than before.

To obtain the data about the contribution of various reading texts presentation to improve students reading comprehension, the writer acquired to see each score. It was used pertaining to the most characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficulty or easy often show the low reliability. Item of difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly.¹

¹ *Ibid.* P. 178.

The formula for item of difficulty is as follows:

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

Where FV: index of difficulty or facility value

R: the number of correct answer

N: the number of examiners or students taking the test²

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded and changed into new items appropriately. Heaton says that, prepared in practice to accept items with facility between 0.30 and 0.70.³

The standard level of difficulty is <0.30 and >0.70. Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”, it can be seen in the following tables:

Table IV. 8
The Students are able to understand
The Content of Reading Text

Variable	Understanding the Content of Reading Text						N
Item no	6	7	10	13	15	25	41
Correct	29	23	27	28	27	26	
P	0.70	0.56	0.66	0.68	0.66	0.63	
Q	0.30	0.44	0.34	0.32	0.34	0.37	

² *Ibid.* P. 178.

³ *Ibid.* P. 179.

Based on the table IV. 8, the proportion of correct answer for item number 6 shows the proportion of correct 0.70, item number 7 shows the proportion of correct 0.56, item number 10 show the proportion of correct 0.66, item number 13 shows the proportion of correct 0.68, item number 15 shows the proportion of correct 0.66, item number 25 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 easy of each items number for understanding the content of reading text are accepted.

Table IV. 9
The Students are able to identify
Main Idea in Reading Text

Variable	Identifying Main Idea				N
Item no	2	9	16	21	41
Correct	17	33	15	29	
P	0.42	0.80	0.36	0.70	
Q	0.58	0.20	0.64	0.30	

Based on the table IV.9, the proportion of correct answer for item number 2 shows the proportion of correct 0.42, item number 9 shows the proportion of correct 0.80, item number 16 shows the proportion of correct 0.36, item number 21 shows the proportion of correct 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 items number for identifying main idea are accepted.

Table IV. 10
The Students are able to find the New Vocabulary
From the Reading Text

Variable	Finding the New Vocabulary					N
Item no	3	11	17	22	24	41
Correct	23	29	27	26	24	
P	0.56	0.70	0.66	0.63	0.58	
Q	0.44	0.30	0.34	0.37	0.42	

Based on the table IV.10, the proportion of correct answer for item number 3 shows the proportion of correct 0.56, item number 11 shows the proportion of correct 0.70, item number 17 shows the proportion of correct 0.95, item number 22 shows the proportion of correct 0.63, item number 24 shows the proportion of correct 0.58. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties, in easy of each items number for finding the new vocabulary are accepted.

Table IV. 11
The Students are able to understand about Type of Texts

Variable	Understanding Type of the Text				N
Item no	1	8	14	20	41
Correct	29	27	27	21	
P	0.70	0.66	0.66	0.51	
Q	0.30	0.34	0.34	0.49	

Based on the table IV.11, the proportion of correct answer for item number 1 shows the proportion of correct 0.70, item number 8 shows the

proportion of correct 0.66, item number 14 shows the proportion of correct 0.66, item number 20 shows the proportion of correct 0.51. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for identifying main idea are accepted.

Table IV. 12
The Students are able to find Factual Information of Sentence

Variable	Finding Factual Information of Sentence						N
Item no	4	5	12	18	19	23	41
Correct	27	29	23	19	24	24	
P	0.66	0.70	0.56	0.46	0.58	0.58	
Q	0.34	0.30	0.44	0.54	0.42	0.42	

Based on the table IV.12, the proportion of correct answer for item number 4 shows the proportion of correct 0.78, item number 5 shows the proportion of correct 0.70, item number 12 shows the proportion of correct 0.56, item number 18 shows the proportion of correct 0.46, item number 19 shows the proportion of correct 0.58, item number 23 shows the proportion of correct 0.58. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for finding factual information of sentence are accepted.

Table IV. 13
Case Processing Summary

		N	%
Cases	Valid	41	100.0
	Excluded ^a	0	.0
	Total	41	100.0

Table IV. 14
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.560	.558	25

Table IV. 15
Scale Statistics

Mean	Variance	Std. Deviation	N of Items
239.46	1373.805	37.065	25

The Reliability of Test

Number items	25
Mean	239.46
Standard deviation	37.065
Cronbach's Alpha	0.560

The score obtained compares to r table of product moment that the degree of freedom is 80, " r " product moment at level 5% is 0.217 and 1% is 0.283. The score obtained of Cronbach's Alpha was 0.560 higher than r table

whether 5% and 1% ($0.217 \leq 0.560 \geq 0.283$). It means that the test was reliable. See appendix C.

Paired Sample t-test

When the samples are dependent, a special t test for dependent mean is used. This test employed the difference in values of the matched pairs. The hypothesis is:

$$\begin{array}{l} \textit{Two-tailed...left-tailed..right-tailed} \\ H_0 : \mu_D = 0 \dots, H_0 : \mu_D \geq 0 \dots, H_0 : \mu_D \leq 0 \\ H_1 : \mu_D \neq 0 \dots, H_1 : \mu_D < 0 \dots, H_1 : \mu_D > 0 \end{array}$$

Where μ_D is the symbol for the expected mean of the difference of the matched pairs, where the observed value is the mean of the differences, the expected value μ_D is zero if the hypothesis is $\mu_D = 0$. the standard error of the difference is the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distributed.

Table IV. 16
The Data from Paired Sample t test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	49.66	41	13.084	2.043
	After	69.37	41	15.585	2.434

Table IV. 17
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Before & After	41	.579	.000

Table IV. 18
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before - After	-19.707	13.338	2.083	-23.917	-15.497	-9.461	40	.000

1. *Output Paired Samples Statistics* shows that mean score before is 49.66, and after 69.37, while N of two samples are 41. The Standard of Deviation before showed is 13.084, and after is showed 15.585. The Mean standard error before showed is 2.043, and after showed is 2.434.
2. *Output Paired Samples Correlation* shows correlation between before and after, where correlation obtained is 0.579 and significant sample is 0.00. The probability of assumption are:
 - a. If the probability > 0.05 the null hypothesis can be accepted.
 - b. If the probability < 0.05 the null hypothesis cannot be accepted.

So, because samples are significant, 0.00 smaller than 0.05. It means that the null hypothesis cannot be accepted.

3. *Output Paired Sample T Test* shows analysis of result by using t test. Where t test compares between t_0 (t observation) and t_t (t table). The score obtained of t_0 is 9.461, higher than t table whether 5% and 1% ($2.02 < 9.461 > 2.72$). It means that the null hypothesis cannot be accepted. The probability of assumption are:

- a. If the probability > 0.05 the null hypothesis can be accepted.
- b. If the probability < 0.05 the null hypothesis cannot be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign is. $< \alpha(0.00 < 0.05)$ H_0 cannot be accepted and H_a can be accepted. From the data above, teaching reading by using various reading texts presentation got effect to improve students' reading comprehension.⁴

After calculating the degree of freedom above, we know that the degree of freedom is 40. The t-table at 5% grade of significance is 2.02; while in the level of significance 1% are 2.72, so the writer can conclude that t_0 is higher than t-table 5% and 1%. It can be read that $2.02 < 9.461 > 2.72$.

The score above shows that the alternative hypothesis can be accepted and it means that there is significant effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency.

⁴ *Ibid.* P. 151-152.

CHAPTER V

CONCLUSION AND SUGGESTION

After doing the research, it seems very important for the writer to make conclusion and to give suggestions for the students and teacher.

A. The Conclusion

Based on the data analysis, the writer concludes that the second hypothesis is accepted because T-table is at the 5% grade of significance that refers to 2.02. While in the level of significance 1% is 2.72. Therefore, it can be analyzed that t_0 is higher than t table in either at 5% or 1% grade of significance. It can be read that $2.02 < 9.461 > 2.72$.

From the data above, teaching reading by using various reading texts presentation got good effect to improve students' reading comprehension. It means that there is significant effect of various reading texts presentation to improve students' reading comprehension at the second year SMAN 2 Tebing Tinggi of Meranti Regency.

Related for this study, by using various reading texts presentation can make the students predict and delimit easily as discussed or informed in the text after they read and answer the questions.

B. The Suggestion

Considering the result of this study, the writer would like to give some suggestions, they are as follows:

1. Suggestion for Teachers

- a. The researcher suggests English teachers to choose the suitable methods in teaching reading for their students in order to make the students feel interested and not bored to study English.
- b. The teacher should be creative to improve the students' comprehension in reading text by giving any assignment or homework, especially the questions in form of content of the text and supporting details, regarded more difficult for the students.

2. Suggestion for Students

- a. The students should be creative to select kinds of reading in order to comprehend more the texts and in learning English, especially in reading subject.
- b. The students should know about the content of the texts if she/he is reading some texts.

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

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APPENDIX A

The Observation form:

The Effect of Various Reading Texts Presentation To improve Students Reading Comprehension At the Second Year SMA N 2 Tebing Tinggi Of Meranti Regency

Observation : I

Class : Experiment class/IPA1

Day/Date : Monday, August 9, 2010

On Monday, August 9, 2010 was the first observation doing at SMA N 2 Tebing Tinggi of Meranti Regency. I got good cooperation with the Head Master, is Drs. Darussamin, office staff Mrs Agustiana, English teachers, and students at SMA N 2 Tebing Tinggi of Meranti Regency. There are three English teachers especially, at science major they are; Mrs. Rozita Rusdi, A.md, Mrs. Erlina, A.md, and Mrs. Tengku Erfaini, S.Pd teachers at SMA N 2 Tebing Tinggi of Meranti Regency. I did introduction to the English teachers only for the first time.

Observation : II

Class : Experiment class/ IPA1

Day/Date : Thursday, August 12, 2010

On Thursday, August 12, 2010 was the second meeting I did observation in experimental classroom research. At seven thirty, the English teacher please me to come in classroom and class ready to began, students gave greeting and pray. I saw students very enthusiastic to begin study English, and I think this was good cooperation. For the first time, the English teacher gave introduction to the

students there was new comers from UIN Suska Riau, especially for me, I alumnus SMA N 2 in the 2006, and then the teacher please me to introduce myself. I did introduce myself, and making dialogue with the students. After that I did explain to the teacher and students about my title and research design and what aim to visit SMA N 2 again.

Observation : III

Class : Experiment class/IPA1

Day/Date : Thursday, August 19, 2010

On Thursday, August 19, 2010 was the third observation doing in experimental class. I explain about kind of the text in English would be teaching to the students, and the true teacher as class controller only. But, I was not taking various reading texts presentation in teaching learning process yet. I just gave them the list of pre-test for the first activity in teaching learning process, and they show their ability with enthusiastic and easy going.

Observation : IV

Class : Experiment class/IPA1

Day/Date : Saturday, 21 August, 2010

On Saturday, 21 August, 2010 was the fourth observation doing in experimental class. I taught and explain by using various reading text to the students, and the true teacher as class controller only. They looked enjoy learning by using various reading text especially about the novel and magazine the students happy and easily to follow it. I try to ask about who know about novel and

magazine and one of the students answer my questions and then continues the others student for answer my question. I am sure that the next time they can participation English well.

Observation : V

Class : Experiment class/IPA1

Day/Date : Thursday, August 26, 2010

On Thursday, August 26, 2010 was the fifth observation doing in experimental class. I taught and explain reading text by using news paper to the students, and the true teacher as class controller only. Students followed the class enjoy, stay focuses in learning process.

Observation : VI

Class : Experiment class/IPA1

Day/Date : Saturday, August 28, 2010

On Saturday, August 28, 2010 was the sixth observation doing in experimental class. I taught and explain reading text by using Novel to the students and the true teacher as class controller only. The novel is the book was known many students, students involve in teaching learning and more active than before.

Observation : VII

Class : Experiment class/IPA1

Day/Date : Thursday, September 23, 2010

On Monday, September 23, 2010 was the seventh observation doing in experimental class. I taught and explain reading text by using Magazine to the students and the true teacher as class controller only. After I saw the students' active and had good preparation, I gave them test before went to the post-test as the last test. I saw they had good achievement than before based on their test result, and I did treatment to go the post-test.

Observation : VIII

Class : Experiment class/IPA1

Day/Date : Saturday, September 25, 2010

On September 25, 2010 was the eighth observation doing in experimental class. I taught and explain reading text about all the texts to the students, and the true teacher as class controller only. Before doing the post-test as the last test, I gave presentation like announcement that this was the last time and day I taught them, said so thank you for students' cooperation and teachers, and so did them. I gave them post-test and they did by seriously and full attention.

From the observation have been done above, it can be conclude that in classroom observation researcher, teachers, and students have did good cooperation in teaching learning process. It can saw from the teachers be controller in the classroom as long the researcher as did research.

The Observation of English Teachers at SMA N 2 Tebing Tinggi of Meranti Regency

From the first to the last observation, I observed the researcher had done various reading text steps by rightfully. He was a good partner in teaching and learning process. He had good preparation in every meeting because; the researcher had to combine his teaching form within teaching English procedure here. From the observations above, it can be concluded that, among researcher, teachers, and students had done good cooperation in teaching and learning process.

English teachers,

Rozita Rusdi, A.Md
NIP.

Erlina A.Md
NIP.

APPENDIX E

THE STUDENTS' SCORE IN VARIOUS READING TEXTS (PRE-TEST)

NO	STUDENTS	NUMBERS OF EACH ITEMS																									TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	15
2	2	0	1	1	0	1	0	0	0	0	1	1	0	0	1	0	1	1	0	1	0	0	0	1	0	1	11
3	3	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	9
4	4	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	1	1	1	1	0	1	1	0	0	0	15
5	5	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	11
6	6	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	14
7	7	0	1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	12
8	8	0	0	1	0	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	10
9	9	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
10	10	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	6
11	11	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	9
12	12	0	1	1	1	1	0	0	0	1	1	0	0	0	1	1	1	1	0	0	1	1	1	1	1	1	16
13	13	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	11
14	14	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	17
15	15	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	13
16	16	0	0	0	1	0	0	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	13
17	17	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	0	1	9
18	18	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	11
19	19	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	1	1	0	1	12
20	20	0	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	19
21	21	1	1	1	1	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	13
22	22	1	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	18
23	23	1	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	16
24	24	1	1	1	1	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	1	1	1	1	14
25	25	1	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	17
26	26	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	14
27	27	0	1	1	1	1	0	0	1	0	1	0	1	1	0	0	0	1	0	0	0	0	1	0	0	1	11

28	28	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	7
29	29	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	15
30	30	0	0	1	0	1	0	0	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	10
31	31	0	1	1	1	1	0	1	0	1	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	12
32	32	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	1	12	
33	33	0	1	1	0	1	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	1	0	1	1	15
34	34	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1	1	0	1	11	
35	35	0	1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5
36	36	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	0	0	1	0	1	1	1	1	14
37	37	0	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	0	0	0	1	1	0	0	13
38	38	0	1	1	1	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	13
39	39	0	1	1	1	1	1	0	0	0	1	0	0	0	1	1	1	1	0	0	0	1	1	1	1	15
40	40	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0	1	1	11
41	41	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	1	1	1	1	12

APPENDIX VI

THE STUDENTS' SCORE IN MASTERING ENGLISH SYNONYMS (TRY OUT)

NO	NAME	NUMBERS OF EACH ITEMS																									TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	ARIADI	0	1	0	0	0	1	1	1	0	0	1	1	0	0	0	1	1	0	1	0	1	1	1	1	1	14
2	ANNISA	0	1	1	0	1	0	0	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	15
3	DADANG	1	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	0	16
4	DESI	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	1	1	1	1	0	1	1	0	0	0	15
5	RAPITA	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	12
6	YENDA	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1	0	1	13
7	MARILA	0	1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	11
8	RIDHO	0	0	1	0	1	0	1	1	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	1	12
9	MARIZAL	0	0	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	6
10	ROBY	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	7
11	JUMARDI	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	9
12	SUHERDI	0	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	18
13	WANDA	0	0	1	0	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	11
14	RAHMI	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	17
15	FAJRI	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	16
16	MARNI	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	12
17	JUFRI	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	0	1	9
18	RENI	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	12
19	ROSDIANA	0	1	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	1	1	12
20	SILVIA	0	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	10

```

FREQUENCIES VARIABLES=X Y X1 Y1
/NTILES=4
/STATISTICS=STDDEV VARIANCE RANGE MINIMUM
MAXIMUM SEMEAN MEAN MEDIAN MODE SUM SKEWNESS
SESKEW KURTOSIS SEKURT
/HISTOGRAM NORMAL
/ORDER=ANALYSIS.

```

Frequencies

[DataSet0]

Statistics

		Before	After	Ctrlbefore	Ctrlafter
N	Valid	41	41	41	41
	Missing	0	0	0	0
Mean		49.66	69.37	56.34	64.10
Std. Error of Mean		2.043	2.434	1.953	2.348
Median		48.00	68.00	56.00	68.00
Mode		48	64	56	72
Std. Deviation		13.084	15.585	12.505	15.033
Variance		171.180	242.888	156.380	225.990
Skewness		.242	-.471	.790	-.320
Std. Error of Skewness		.369	.369	.369	.369
Kurtosis		-.538	.142	.763	-.854
Std. Error of Kurtosis		.724	.724	.724	.724
Range		52	64	52	52
Minimum		28	28	36	36
Maximum		80	92	88	88
Sum		2036	2844	2310	2628
Percentiles	25	40.00	62.00	48.00	52.00
	50	48.00	68.00	56.00	68.00
	75	60.00	84.00	64.00	76.00

Frequency

Before

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	3	7.3	7.3	7.3
	32	1	2.4	2.4	9.8
	36	5	12.2	12.2	22.0
	40	5	12.2	12.2	34.1
	44	2	4.9	4.9	39.0
	48	7	17.1	17.1	56.1
	52	1	2.4	2.4	58.5
	56	5	12.2	12.2	70.7
	60	5	12.2	12.2	82.9
	64	3	7.3	7.3	90.2
	68	2	4.9	4.9	95.1
	76	1	2.4	2.4	97.6
	80	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

After

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	2.4	2.4	2.4
	40	2	4.9	4.9	7.3
	44	1	2.4	2.4	9.8
	48	1	2.4	2.4	12.2
	56	1	2.4	2.4	14.6
	60	4	9.8	9.8	24.4
	64	8	19.5	19.5	43.9
	68	4	9.8	9.8	53.7
	72	6	14.6	14.6	68.3
	76	1	2.4	2.4	70.7
	80	1	2.4	2.4	73.2
	84	2	4.9	4.9	78.0
	88	5	12.2	12.2	90.2
	92	4	9.8	9.8	100.0

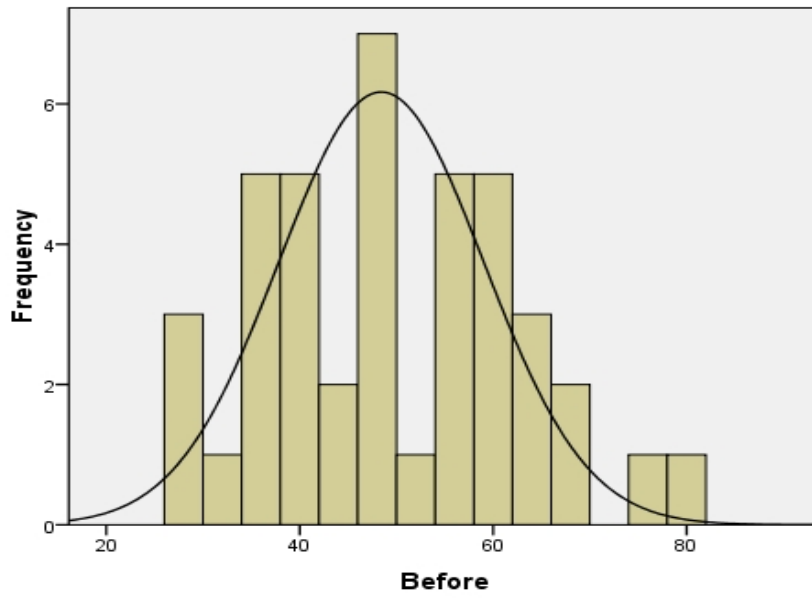
Ctrbefore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	4.9	4.9	4.9
	40	2	4.9	4.9	9.8
	44	5	12.2	12.2	22.0
	48	4	9.8	9.8	31.7
	52	4	9.8	9.8	41.5
	56	10	24.4	24.4	65.9
	60	1	2.4	2.4	68.3
	64	7	17.1	17.1	85.4
	66	1	2.4	2.4	87.8
	72	2	4.9	4.9	92.7
	84	1	2.4	2.4	95.1
	88	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

Ctrlafter

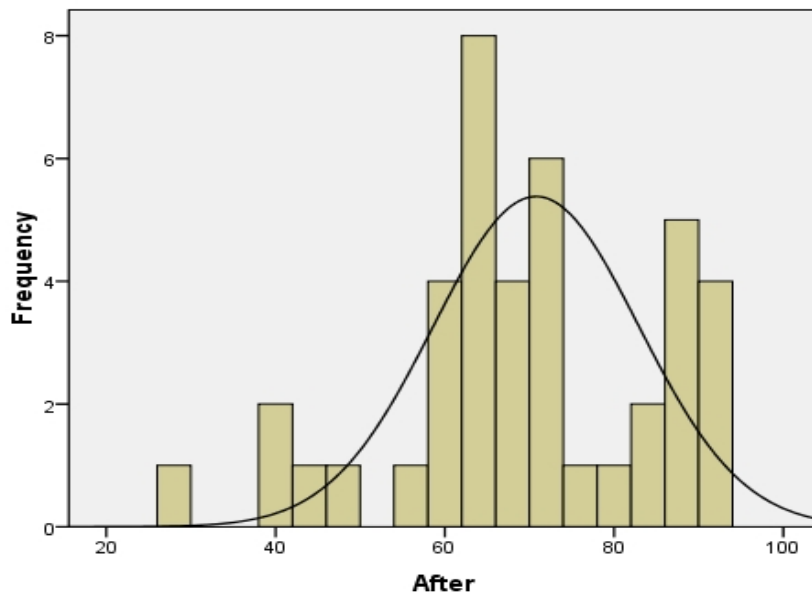
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	3	7.3	7.3	7.3
	40	1	2.4	2.4	9.8
	44	2	4.9	4.9	14.6
	48	2	4.9	4.9	19.5
	52	3	7.3	7.3	26.8
	56	5	12.2	12.2	39.0
	60	1	2.4	2.4	41.5
	64	2	4.9	4.9	46.3
	68	3	7.3	7.3	53.7
	72	8	19.5	19.5	73.2
	76	4	9.8	9.8	82.9
	80	3	7.3	7.3	90.2
	84	1	2.4	2.4	92.7
	88	3	7.3	7.3	100.0
	Total	41	100.0	100.0	

Before



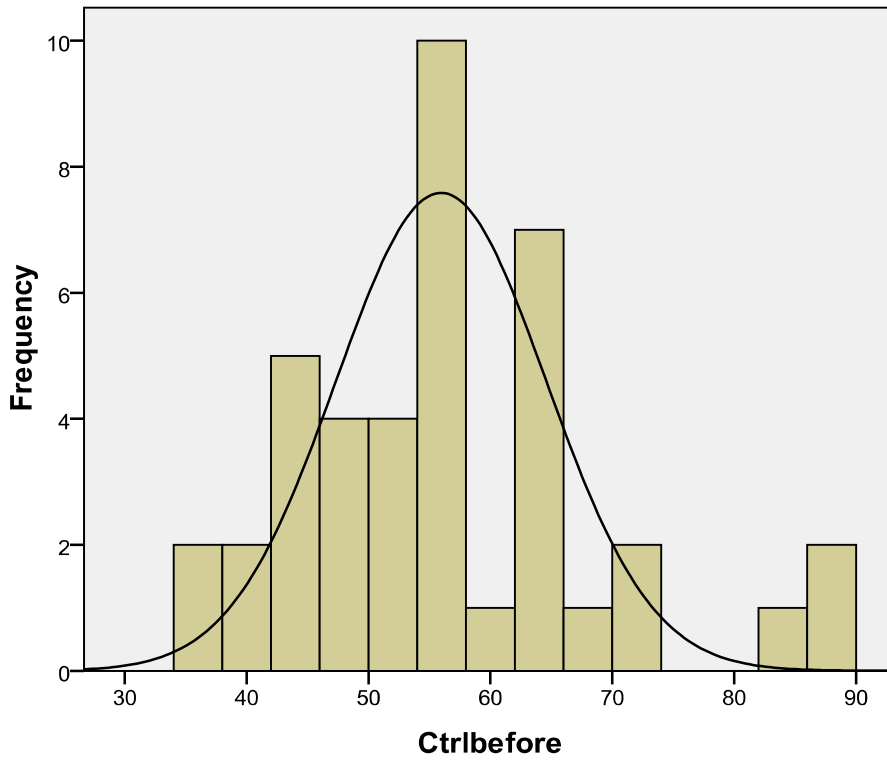
Mean =49.66
Std. Dev. =13.084
N =41

After



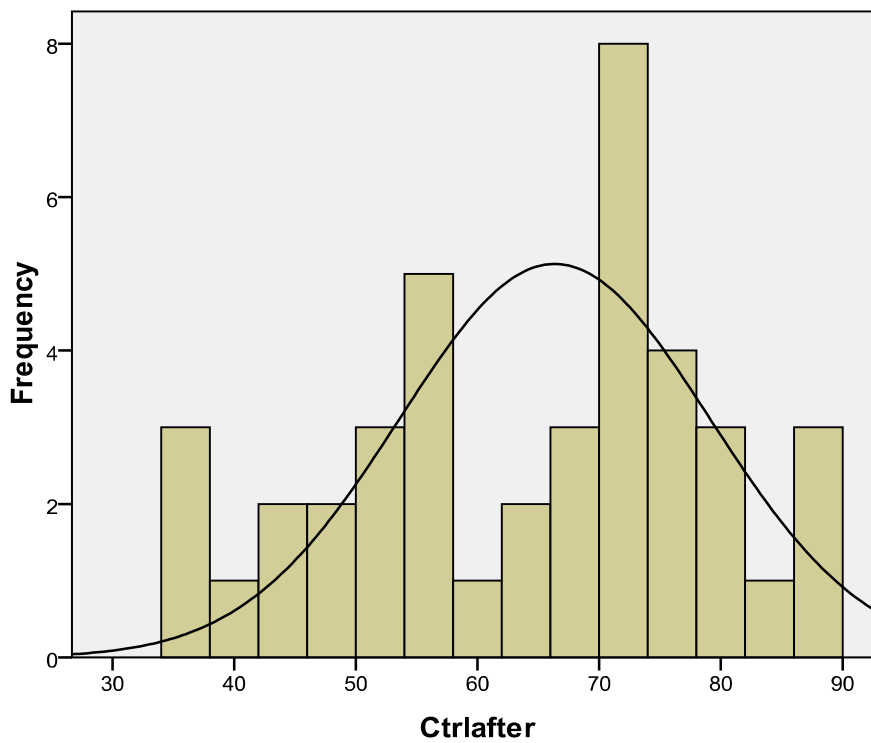
Mean =69.37
Std. Dev. =15.585
N =41

Ctrlbefore



Mean =56.34
Std. Dev. =12.505
N =41

Ctrlafter



Mean =64.1
Std. Dev. =15.033
N =41

```

RELIABILITY
/VARIABLES=X Y X1 Y1
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=MEANS CORR.

```

Reliability

[DataSet0]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	41	100.0
	Excluded ^a	0	.0
	Total	41	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.560	.558	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
239.46	1373.805	37.065	25

```

T-TEST PAIRS=X WITH Y (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

```

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	49.66	41	13.084	2.043
	After	69.37	41	15.585	2.434

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before & After	41	.579	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Before - After	-19.707	13.338	2.083	-23.917	-15.497	-9.461	40	.000