

**THE INFLUENCE OF PROBABLE PASSAGE STRATEGY ON
READING COMPREHENSION OF THE SECOND YEAR
STUDENTS OF STATE JUNIOR HIGH SCHOOL
23 PEKANBARU**



BY

DIAN MUJAROKHIM

NIM. 10714000790

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

**THE INFLUENCE OF PROBABLE PASSAGE STRATEGY ON
READING COMPREHENSION OF THE SECOND YEAR
STUDENTS OF STATE JUNIOR HIGH SCHOOL
23 PEKANBARU**

A Thesis

Submitted to Fulfill One of Requirements
For Undergraduate Degree in English Education



BY

DIAN MUJAROKHIM

NIM. 10714000790

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

ABSTRACT

Dian Mujarokhim (2011). The Influence of Probable Passage Strategy on Reading Comprehension of the Second Year Students of State Junior High School 23 Pekanbaru

Based on the preliminary research at the Second Year Students of State Junior High School 23 Pekanbaru, the writer found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at State Junior High School 23 Pekanbaru. The subject of the research was the second year students of State Junior High School 23 Pekanbaru, and the object of this research was the influence of Probable Passage Strategy. The design of this research was quasi experiment design.

The population of this research was all of the second year students. The total number of population was 369 students. Because the number of population was large, the researcher used cluster sampling by taking two classes only as sample; 8.F consisted of 40 students as experimental group, and 8.A consisted of 40 students as control group, so the numbers of sample from two classes were 80 students. To analyze the data, the researcher adopted independent sample t-test formula by using SPSS.

After analyzing the data, the researcher found that there is significant influence of probable passage strategy on reading comprehension of the second year students of State Junior High School Pekanbaru, where T shows 5.999 at significant level of 5%, it shows 1.99, and at level of 1%, it shows 2.64. Thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted which shows $1.99 < 5.999 > 2.64$

ABSTRAK

Dian Mujarokhim (2011). Pengaruh Probable Passage Strategi Terhadap Pemahaman Bacaan Siswa Tahun Kedua di SMPN 23 Pekanbaru

Berdasarkan penelitian pendahuluan, di temukan bahwa, siswa belum mampu memahami sebuah 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 SMPN 23 Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua SMPN 23, dan objek dari penelitian ini adalah pengaruh dari probable passage strategi. Adapun jenis penelitiannya adalah *Quasi Experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 369 siswa. Dikarenakan jumlah populasinya sangat banyak, peneliti menggunakan *cluster sampling* yang hanya mengambil dua kelas sebagai sampel; 8.F yang terdiri dari 40 siswa sebagai kelompok eksperimen, dan 8.A yang terdiri dari 40 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 80 siswa. Untuk data analisisnya, peneliti menggunakan independent sample t-test melalui SPSS.

Setelah data di analisis, peneliti menemukan pengaruh yang signifikan dari probable passage strategi untuk meningkatkan pemahaman bacaan siswa tahun kedua SMPN 23 Pekanbaru, dimana T menunjukkan 5.999 pada level signifikan 5% adalah 1.99, dan pada level 1% adalah 2.64. Maka, null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima, ditunjukkan dengan $1.99 < 5.999 > 2.64$

ملخص

ديان مجرحيم (2011) : تأثير إستراتيجية Probable Passage على فهم القراءة
عند الطلاب الصف الثاني فى المدرسة المتوسطة
الحكومية 23 باكن بارو

على اساس الدراسة السابقة وجدت أن الطلاب لم يفهم القراءة التى وجدت
فى كتاب المدراسية. تسبب هذه المشكلة عوامل كثيرة. المثل بعض الطلاب لا يفهم
القراءة و لا يستطيعوا على تحديد معلومات من القراءة. على هذا المعلوم إهتمت
الباحثة لتبحث هذه المشكلة.

قام هذا البحث فى المدرسة المتوسطة الحكومية 23 باكن بارو. موضوع هذا
البحث طلاب الصف الثاني المدرسة المتوسطة الحكومية 23 باكن بارو و مباحث
هذا البحث تأثير إستراتيجية . و اما أنواع هذا البحث *Quasi Experiment*
مجتمع هذا البحث كل طلاب صف الثانى. عددهم 69 طلابا. ولكن
بسبب المجتمع كثيرة تقدم الباحثة *Cluster sampling* ويأخذ فصلين لعينتها. F8
أربعون طلابا و هم مجموعة التجريبية و A8 أربعون طلابا و هم مجموعة مراقبة.
فعدد كل عينة ثمانون طلابا. لتحليل البيانات تقدم الباحثة *Independent sample t-*
test فى SPSS

بعد تحليل البيانات تعرف الباحثة ان هناك تأثير هام من إستراتيجية *probable passage*
لزيادة فهم القراءة عند الطلاب صف الثانى فى المدرسة المتوسطة الحكومية
23 باكن بارو. هناك T 5.999 فى دراجة الهام 5% هي 1.99, و فى دراجة
الهام 1% هي 2.64. فعلى ذلك (H₀) مردود, (H_a) مقبول. ظهرت فى $1.99 >$
 $2.64 < 5.999$.

LIST OF CONTENT

SUPERVISOR APPROVAL	.....	i
EXAMINER APPROVAL	.....	ii
ACKNOWLEDGMENT	.....	iii
ABSTRACT	.....	v
LIST OF CONTENT	.....	viii
LIST OF TABLE	.....	ix
CHAPTER I INTRODUCTION	.....	1
A. The Background of the Problem	.....	1
B. The Reason for Choosing the Title	.....	5
C. The Problem	.....	6
D. The Objective and the Significance of the Research	.....	7
E. The Definition of the Term	.....	8
CHAPTER II REVIEW OF THE RELATED LITERATURE	.....	10
A. The Theoretical Framework	.....	10
B. The Relevant Research	.....	26
C. The Operational Concept	.....	27
D. The Assumption and the Hypothesis	.....	29
CHAPTER III RESEARCH METHOD	.....	30
A. The Research Design	.....	30
B. The Time and the Location of the Research	.....	31
C. The Subject and the Object of the Research	.....	31
D. The Population and the sample of the Research	.....	31
E. The Technique of Data Collection	.....	33
F. The Reliability and the Validity of the Test	.....	33
G. The Technique of Data Analysis	.....	40
CHAPTER IV PRESENTATION OF THE DATA ANALYSIS	.....	41
A. The Description of Research Procedure	.....	41
B. The Data Presentation	.....	42
C. The Data Analysis	.....	54
CHAPTER V CONCLUSION AND SUGGESTION	.....	58
A. Conclusion	.....	58
B. Suggestion	.....	58

BIBLIOGRAPHIES

APPENDICES

LIST OF TABLE

Table III.1 Research Type	30
Table III.2 Total Population at the Second Year Students of State Junior High School 23 Pekanbaru	32
Table III.3 Total Sample at the Second Year Students of State Junior High School 23 Pekanbaru	32
Table III.4 The Blueprint of the Test	33
Table III.5 The Item Difficulty of Try Out	35
Table III.6 Reliability Statistics	38
Table III.7 Summary Item Statistics	38
Table IV.1 The Percentage of Teacher's Activity	42
Table IV.2 The Score of the Students' Reading Comprehension Taught by Using Probable Passage Strategy	46
Table IV.3 The Frequency Score Pre-Test and Post Test of Experimental Class	47
Table IV.4 The Mean and standard Deviation of Pre Test and Post Test of Experimental Class	48
Table IV.5 The Score of the Students' Reading Comprehension Taught Without Using Probable Passage Strategy.....	49
Table IV.6 The Frequency Score Pre-Test and Post Test of Control Class	50
Table IV.7 The Mean and Standard Deviation of Pre Test and Post Test of Control Group Class	51
Table IV.8 Students' Pre-Test and Post-Test of Experimental.....	52
Table IV.9 Output SPSS Analysis	54
Table IV.10 Output Independent Sample T-Test	55

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the language skills which is not easy to master by students in learning English. The reading text contains letters, words, sentences, and encode meaning. Thus, students need knowledge, skills and strategies resulting in comprehension. According to Janette et al, reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variable related to the text itself (interest in text, understanding of text types).¹

Event tough, reading is not easy to master because the reader should have an ability to comprehend the author message, the main idea, and etc. but, to be a effective reader does not need a genius person. As Rose Wassman and Lee Ann Rinsky say:

“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”.²

¹ Janette K. Klingner, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*.(New York: The Guilford Press, 2007), pp.8

² Rose Wassman and Lee Ann Rinsky. *Effective Reading in a Changing World*. 3rd Edition. (New Jersey: Prentice Hall, Inc, 2000), pp. 2

Statement above informs us to always do practice to understand reading text. Think back to when you first learned to play a musical instrument. Think what your ability was a beginner and then think of your skill as you became more proficient. You probably practices almost daily, and the more you practiced, and the more confident you became. To become a skillful reader takes the same kind of effort and practice. So, as one of language skills, reading has important value because by reading someone can improve their knowledge, insight, and getting much information from the written materials. Furthermore, someone is able to his their analytic and imaginative competences by reading.

Michael F.Graves et al, stated that according to cognitive view of reading, reading is the active process to search the meaning of written text that influenced by cognitive work. In addition, constructivism emphasizes that comprehending the text is an active and constructive process of meaning from the text. From both views above, we can see that the reading is the process of constructing the meaning of written materials in order to comprehend the content of the text itself.³

Then, mentioned by Brown, the aim of teaching reading is to develop students' ability to read the material, get information and understand about text. The aim of teaching for the readers is to comprehend and to react to what is written. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Therefore, the students are given the

³ Michael F.Graves, et al. *Teaching Reading in 21st Century* 2nd Ed. (Boston: Allyn and Bacon Press, 2001), pp. 4

reading subject matter. In reading, the students are expected to have a competence of comprehending and understanding the text.⁴

In second year of Junior High School, the basic competence that should be achieved in reading English subject is the students are able to understand meaning in functional written text as well as simple and short essay in the forms of descriptive, recount, and narrative to interact in daily contexts.⁵ There are some basic competences for second year students in reading:

1. Responding meaning in simple and short functional written text accurately, fluently, and acceptably that enable them to interact in daily contexts.
2. Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably that enable them to interact in daily context in the forms of written descriptive, recount, and narrative.

Actually, the passing score of learning English for the second year students in reading text is 60 points. Even though the students have been taught about reading in English at school, three years at Elementary School, and a year at Junior High School, in fact, the result of their comprehension is still far from the expectation as required by the curriculum.

Then, on preliminary research by interviewing one of English teachers at the State Junior High School 23 Pekanbaru, the writer knows students have low ability in reading comprehension. The problems that still faced by the students are indicated in some symptoms as follows:

- a. Some of students are not able to find the main idea in reading text.

⁴ Gillian Brown, *Discourse Analysis*. (Cambridge: Cambridge University Press, 1984), pp.18

⁵ Syllabus at the Second Year Students of State Junior High School 23 Pekanbaru

- b. Some of students are not able to identify information.
- c. Some of students are not able to infer about the reading text.
- d. Some of students have lack of vocabulary.

Based on the writer's observation, the problem happened because of the teacher just focused on textbook in teaching and learning process. During reading activity, the teacher asks the students to read the passage and find out the meaning of difficult words, and then teacher asks the class to summarize the story. In this case, only one student who response. As the result, most students have low ability in reading comprehension. Sometimes, the students feel bored because their teacher just asks them in order to comprehend reading text based on handbook without using reading strategy while reading activity. Actually, there some methods that can be used in reading comprehension; one of them is probable passage strategy.

The Probable Passage strategy has been developed to encourage struggling readers to activate their prior knowledge; to recognize connections to their own experiences, to another text, or to the world, and to make predictions about what might happen. By doing so, students' understanding of what is being read is greatly improved. Using this strategy as a pre reading activity not only introduces readers to vocabulary they will encounter, it also provides a powerful incentive to read and discover that the story follows the outline that has been suggested. When the strategy is introduced for the first

time, it is important that the teacher model each stage, and always thinking aloud.⁶

Based on the phenomena above, the writer is interested in carrying out a research entitled **“The influence of probable passage strategy on reading comprehension of the second year students of State Junior High School 23 Pekanbaru”**.

B. The Reason for Choosing the Title

The writer is interested in doing this research for the following reasons:

1. The writer is interested in finding out the students' reading comprehension taught by using probable passage strategy at the second year students of state junior high school 23 Pekanbaru.
2. The research is relevant to the writer as a student of English Education Department.
3. As far as the writer is concerned, the title of this research has never been raised by any researcher.

⁶ <http://www.learningpt.org/literacy>(Retrieved on 26th February 2011)

C. The Problem

1. Identification of the Problem

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

- a. Why are some students not able to find main idea in reading text?
- b. Why are some of the students not able to identify the information reading text?
- c. Why are some students not able to infer about the reading text?
- d. Why do some of students have lack of vocabulary?
- e. Is the use of probable passage strategy effective to improve students' reading comprehension?

2. Limitation of the Problem

From the identification of the problem, the writer focused the research in the influence of probable passage strategy as a reading strategy on students' ability in reading comprehension at the second year students of State Junior High School 23 Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problem, the researcher will formulated the problems as the following questions:

- a. How is students' reading comprehension taught by probable passage strategy?
- b. How is students' reading comprehension not taught by probable passage strategy?
- c. Is there any significant difference of students' in reading comprehensions who are taught by probable passage strategy and who are not?

D. The Objective and Significance of the Research

1. Objective of the Research

- a. To find out how is students' ability in reading text who are taught by probable passage strategy and who are not?
- b. To find out is there any significant difference between students' ability in reading texts who are taught by probable passage strategy and who are not?

2. Significance of the Research

The writer hopes that the finding of this research will provide the contribution and information to:

- a. Enlarge the writer's knowledge about the research especially the writer's insight in the topic of probable passage strategy on reading comprehension.
- b. Give information and contribution for students and teacher after taught by a probable passage strategy at the second year students' of state junior high school 23 Pekanbaru.
- c. Fulfill one of requirements in finishing the writer's study at the Department of English Education of University of Sultan Syarif Kasim Riau

E. The Definition of the Term

To avoid misunderstanding and misinterpreting toward the term used in this research, it needs some explanation and definition about the meaning of the term which used in this research:

1. Influence

Influence is effect that somebody or something has on the way somebody thinks or behaves or on the way something develops.⁷ The significance of influence is known by testing the different in the result of the test students who are taught by probable passage strategy and who are not.

⁷ Department University of Oxford. *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press, 2000),pp. 482

2. Probable Passage Strategy

A probable passage is a pre-reading strategy that integrates prediction, summarization, vocabulary instruction and story frames.⁸The Probable Passage strategy has been developed to encourage struggling readers to activate their prior knowledge; to recognize connections to their own experiences, to another text, or to the world; and to make predictions about what might happen. By doing so, students' understanding of what is being read is greatly improved. Using this strategy as a pre reading activity not only introduces readers to vocabulary they will encounter, it also provides a powerful incentive to read and discover that the story follows the outline that has been suggested. When the strategy is introduced for the first time, it is important that the teacher model each stage, always thinking aloud.⁹

3. Reading Comprehension

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁰In this case, reading comprehension is the ability of the second year students of State Junior High School 23 Pekanbaru in comprehending the reading text.

⁸ Glennw. *Tip of the Week – Probable Passages*. Retrieved on 26th February 2011 from <http://historytech.wordpress.com/2009/01/29/tip-of-the-week-probable-passages/>

⁹ <http://www.learningpt.org/literacy>(Retrieved on 26th February 2011)

¹⁰ Janette K. Klingner, et al. *Loc. cit.* (New York: The Guilford Press). pp.23

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

As one of the basic language skills, reading is important to be learned and mastered by students. The students need knowledge, skill and strategies to increase their comprehension. It can be known from Jannete et al. She stated that:

“Reading comprehension involves much more than readers responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variable related to the text itself (interest in text, understanding of text types).”¹¹

Besides, Jeremy harmer states that reading is not passive skill. To do it successfully, we have to understand what the words mean, see the pictures the word are painting, understand the arguments and work out if we agree with them.¹² Next, According to Penny Ur that reading means “reading and understanding”.¹³ She also states some assumptions about the nature of reading such as we need to perceive and decode letters in order to read words; we need to understand all the words in order to understand the meaning of a text; the more symbols (letters and words) there are in a text, the longer it will take to read it; we gather: meaning from what we read; our

¹¹ Jannete K Klingner, et al. *Loc. cit*, pp.8

¹² Jeremy Harmer. *How to Teach English*. (London: Longman, 1991), pp. 70

¹³Penny Ur. *A Course in Language Teaching: Practice and Theory*. (United Kingdom: Cambridge University Press, 1991), pp. 138

understanding of a text comes from understanding the words of which it is composed.

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

- a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic 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).¹⁴

Christine Nuttal defines that reading involves three type of learning: cognitive, affective, and psychomotor¹⁵. The psychomotor learning includes the physical process, related to reading activity. The affective learning includes the attitude of the students toward reading. The last is cognitive learning which deals with the process of understanding the text. Among

¹⁴ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *loc cit.*, pp. 115

¹⁵ Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book Company, 1982). pp,3

them, the cognitive learning is generally dominant to define the meaning on the other hand as the reading comprehension.

Then, according to Jhonson in Agvemi,¹⁶ comprehension is an activity in which the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about text. It means that the primary activity or reading is to comprehend what text about. Many readers cannot be able to catch the idea or what the writer talk about because they do not know the exact meaning of the words that the writer used. That is way, reading comprehension section always gives along with vocabulary section.

The goal of reading is comprehension. Readers' ability to understand the authors' message is influenced by their background knowledge. It is stated by Burnes and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an authors' message.¹⁷

In additional, Jack C. Richards and Richards Schmidt states that different type of reading comprehension are often distinguished, according

¹⁶ Agvemi Zuhadi Alga. *The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of MAN 1 Cerenti*. (Pekanbaru: 2009). pp. 8

¹⁷ Burnes and Page, G. *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985), pp.46

to the reader's purposes in reading and the type of reading effected.¹⁸ The followings are commonly referred to:

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

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encode in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Language learners also should know characteristics of efficient reading. According to Ur when someone needs a success in reading she/he

¹⁸ Jack C. Richards and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic. 3rd Edition* (Malaysia: Pearson Education Limited, 2002), pp. 443

must know well about the characteristics of efficient reading.¹⁹ They are as follows:

1. Language, the language of the text is comprehensible to the learner.
2. Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
3. Speed, the reading progresses 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.
4. Attention, the reader concentrates on the significant bits, and skim the rest, may even skip part he or she knows to be significant.
5. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.
6. Prediction, the reader thinks ahead, hypothesizes and predict.
7. Background information, the reader has and uses background information to help understand the text.
8. Motivation, the reader is motivated to read: by interesting content or a challenging task.
9. Purpose, the reader is aware of a clear purpose in reading for example, to find out something, or to get pleasure.

¹⁹ Penny Ur. *Loc cit*, pp. 148

10. Strategies, the reader uses different strategies for a different kind of reading

Then, Harmer²⁰(1991:183-184) points out that in reading the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends to large extent in these specific skills. The six skills of reading are:

1. Predictive skills.
2. Extracting specific information
3. Getting specific picture
4. Extracting detail information
5. Recognizing function and discourse patterns
6. Deducing meaning from context

The main purpose of reading is to understand and to find out the information from the passage. To be able in understanding and finding the information, the readers should know the characteristics and skills above because to understand the contents are not easy, but it has been overcome if we use the skills above when we read the contents in English. By using the skills above, we will find the information or the authors' mean exactly.

²⁰ Jeremy Harmer. *Loc cit* , pp. 183-184

2. Teaching Reading

There are several instructional practices that the teacher can use to improve the reading comprehension of struggling reader. Reading comprehension is supported by integrating variety of instructional practices in teaching reading routines including reading strategies and skills. Report of National Reading Panel 2000 in Jannete K. Klingner et al²¹ synthesizes reading comprehension intervention strategies. Though not specific to students with reading and learning disabilities, the panel was able to identify intervention practices, based on 203 studies, associated with improved outcomes with reading comprehension. These include:

- a. Teaching students to monitor their comprehension and to implement procedures when difficulties in understanding text arise.
- b. Using cooperative learning practices while implementing comprehension strategies in the context of reading.
- c. Providing graphic and semantic organizers that assist students in writing about, or drawing, relationship from the story.
- d. Providing support for questioning strategy through (1) structures that assist students in answering critical questions about the passage, (2) feedback to students regarding their answer to question about text, and (3) opportunities for students to ask and answer their own the question about the text.

²¹ Jannete K Klingner, et al, *loc. cit.*, pp. 102

- e. Teaching students to write important ideas about they've read and to summarize these idea after longer passage are read.
- f. Teaching students to use multicomponent strategies that integrated and apply several strategies.

Next, H Douglas Brown mentions there are ten such strategies, each of which can be practically applied to classroom.²² These include:

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level)
4. Skimming
5. Scanning
6. Semantic mapping or clustering
7. Guessing
8. Vocabulary analysis
9. Distinguish between literal and implied meaning
10. Capitalize on discourse markers to process relationship

Then, in integrating and apply reading strategies, according Kalayo and Fauzan stated that instructors can help students become effective readers by teaching them how to use strategies before, during and after reading.

²² H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*.(Englewood Cliffs, NJ:Prentice Hall Regents, 1994), pp. 291-296

Before reading: Plan for the reading task

- a. Set a purpose or decide in advance what to read for
- b. Decide if more linguistic or background knowledge is needed
- c. Determine whether to enter the text from the top-down (attend to the overall meaning) or from the bottom up (focus on the word an phrases)

During and after reading: Monitor comprehension

- a. Verify prediction and check for inaccurate guesses
- b. Decide what is and is not important to understand
- c. Reread to check comprehension
- d. Ask for help

After reading: Evaluate comprehension and strategy use

- a. Evaluate comprehension in particular task or area
- b. Evaluate overall progress in reading and in particular types of reading task
- c. Decide if the strategies used were appropriate for the purpose and for the task
- d. Modify strategies if necessary²³

²³ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *loc cit.*, pp. 117

3. The Nature of Probable Passage Strategy

a. The Definition of Probable Passage Strategy

June Preszler²⁴ states reading strategies can often be divided into three categories; before, during, and after. *Before reading* strategies tend to be those that activate students' prior knowledge. When we incorporate these strategies, we let students tell us what they know before we begin the process of teaching the students. Research indicates that by spending a considerable amount of time on before reading strategies, we increase students' involvement in learning process, and we allow our teaching to be more directed toward students' level and need. *During reading*, strategies are those that help students process and manage complex information as they read and learn. These strategies often employ organizers or frameworks which allow students to efficiently categorize information. *After reading* strategies allow students to reflect on what they have learned and to share what they have learned. The strategies tend to be interactive so that students learn from each other.

Probable passage strategy includes before reading strategy. According to June Preszler²⁵, author Kylee Beers in *When Kids Can't Read, What Teachers Can Do*, suggests that teachers can help students increase comprehension by activating their prior knowledge before they actually begin reading the text. Beers suggests that it is essential to teach

²⁴ June Preszler, *Strategies to Help Struggling Readers Grades 4-12*. (Rapid City:Black Hills Special Service Cooperative, 2005), pp.2 <http://www.sdesa6.org> (Retrieved on January, 26th 2011)

²⁵ June Preszler, *Ibid*. pp.6

readers, especially struggling or reluctant readers, strategies to utilize before they begin reading. She suggests that probable passage strategy encourages students to make predictions, access background knowledge, see relationship between ideas, make inferences, and from pictures about what might occur in reading text.

Next, According to Glennw, probable passage is pre reading strategy that integrates prediction, summarization, vocabulary instruction and story frames.²⁶ He states strategy asks students to use key concepts, terms and other vocabulary to make prediction about specific text. Probable Passage strategy can be used with a variety of social studies text types. Using this strategy also provides a powerful incentive to discover whether the text is similar to their own work. The goal is not necessarily have correct information the first time but to get a sense of what the text contains and to write (and think) using a style and structure similar to the text. Using this strategy also provides a powerful incentive to discover whether the text is similar to their own work. When the strategy is introduced for the first time, it is important that the teacher model each stage, always thinking aloud.

In additional, according to Mary Kramer²⁷ the probable passage strategy has been developed to encourage struggling readers to activate their prior knowledge, to recognize connection to their own experiences,

²⁶ Glennw. *Loc cit.*

²⁷ Mary Kramer, *Making the Connection: Developing Active Comprehension Habits in Struggling Readers*. (Oxford School District, 2009) <http://www.outreach.olemiss.edu> (Retrieved on January, 26th 2011

to another text, and to make predictions about what might happen. By doing so, students' understanding of what is being read is greatly improved.

b. The purposes of probable passage strategy

The purposes of probable passage strategy are as follows:

1. To encourage students to make prediction by providing sentences as key word
2. To access background knowledge. Before reading, making predictions helps students activate their background knowledge and do some prior thinking as a way to invest in the activity of reading.
3. To help students develop an awareness of story structure
4. To increase vocabulary development

Probable passage strategy use prediction before reading to activate students' prior knowledge. And then, integrates vocabulary instruction story frame and summarization. Prediction means to make a guess about the text, without the ability to predict, the readers cannot comprehend the text passage. Before teacher uses this strategy the first time, model it with a smaller group of words on a different topic. Then, tell the students what the teacher thinking as the teacher go through the strategy, like how the teacher decides where to place the terms and how the teacher comes up with gist statement. To do this strategy also supports students' practice through the use worksheet that requires by students to record their thinking. By providing evidence from the print or

illustrations, students can see their own and their classmates' thought processes on paper. By doing this, can help students to predict about reading text. Furthermore, sample response of probable passage can be illustrated through the following template includes possible categories for key concepts. Categories should be modified as is appropriate for the text.²⁸

²⁸Language/English, Grades 7-9. pp. 12

<http://www.edu.gov.on.ca/engstudentsuccess/thinkliteracyfiles/ThinklitEnglish.pdf> (Retrieved on February, 26th 2011)

Probable Passage Template

Sample Response

Selection Title:

The Tallest Animal at the Zoo

Word List: zoo, giraffe, brown eyes, thick lashes, tall, camel, water, trees, leaves, helps, small herds, horn, strong legs, lives, male.

Categories:

Who	Identification	Description
- Giraffe	- Zoo - male - Tall	- Brown eyes - leaves - Thick lashes - helps - Water - horn - Trees -strong legs - Lives -brown spots

Summary/Gist Statement (We predict this is about ...)

The tallest animal in the zoo is the giraffe. It is male and tall.

The giraffe has big brown eyes. The eyes are protected by thick lashes. It has brown spots. This spots helps protect the giraffe. The giraffe also has two horns. The giraffe like Camel. It eats leaves from trees and drink water. It lives in the zoo.

Unknown Word (s)

- Herds

To Discover

1. Where is Camel live?
2. Does Camel tall too?
3. What exactly does Herds mean?

There are several distinctions of probable passage strategy and the other strategy.

- a. This technique engages students in contextual study of vocabulary before reading a passage, which is much more effective than giving students a list of words and requiring them to use a dictionary to define them one by one.
- b. Dependent readers often struggle because they don't predict what the selection might be about, don't think about what they already know about a topic, and don't form images as they read. When reading, students usually open a book, look at words and begin turning pages. Probable passage helps stop those passive reading habits by encouraging students to make predictions, to activate their prior knowledge about a topic, to make inferences, to form images about a reading passage.
- c. According to Pearson in Ellen McIntyre et al, studies show that instruction that focuses on self questioning improves comprehension.²⁹ Probable passage strategy also uses self questioning. It is called "*To Discover*" category in probable passage worksheet. The "*To Discover*" questions are a good way to get students thinking about the questions they have based on their predictions.

²⁹ Ellen McIntyre, et al. *Reading Instruction for Diverse Classrooms*. (New York: The Guilford Press, 2011), pp. 115-116

c. The procedure of probable passage strategy

In order this strategy works well, the teacher must model the strategy before assigning it to students.³⁰

- a. The teacher chooses 10-15 key words or phrases. The words should reflect the maintain ideas and concepts to be presented in the reading
- b. The teacher creates categories for students by providing labels. (if possible, label one **Unknown** for words that are completely unfamiliar to students)
- c. The teacher divides class into cooperative learning groups. Ask groups to place the key words in the categories that you have provided.
- d. Based on the key words and categories, the teacher asks students to write **Summary** or **Gist Statement** that explains what they think about the reading material. (Decide beforehand if students will need to use all of the keywords or phrases except those that fall into the **Unknown** category.
- e. In **To Discover** section, the teacher asks students to detail what they hope to learn or find out regarding the topic and the **unknown** items as they read.
- f. The teacher invites students to share their pre reading predictions and questions.
- g. The teacher reads aloud the actual text, pause reading at various point to revisit probable passage template, and review unknown words.

³⁰ June Preszler, *Loc cit*, pp. 6

- h. The teacher summarizes for students that the skill of predicting helps readers understand reading selection.

B. The Relevant Research

According to Syafi'i³¹, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, inform the design, finding and concluding of the previous research.

1. A research from Nurhidayati

In 2010, a research was done by Nurhayati alumnus of University of Jambi entitled "The Effectiveness of Probable Passage Strategy to Increase Students' Writing Ability at the Second Year Students of SMPN 1 Jambi. It was an action research. The findings of the research indicated that probable passage strategy was successful in increasing students' writing ability. The increase could be seen from the number of students who were categorized as Bad only 7 students (17,5%), Enough 25 students (62,5%), good 8 Students(20%).

2. A research from Ismi Mariati

In 2005, a research was done by Ismi Mariati alumnus of State Islamic University of Sultan Syarif Kasim Riau entitled "the effect of

³¹ M.Syafi'i.S.*From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007). pp.122

activating schemata on reading comprehension of the first year of SMAN I Bangkinang. She concluded that the conventional technique did not give a good learning process and the student's achievement in reading comprehension is not satisfactory yet. It proved by finding of t-observe (3.08) is higher than t-critical (2.00).

C. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding in this research. The operational concept of this study is constructed based on the contents and questions generally appear in English reading texts. This study consists of two variables, as follows:

1. The indicators of probable passage strategy (variable x) are as follows:
 - a. The teacher chooses 10-15 key words or phrases. The words should reflect the main ideas and concepts to be presented in the reading.
 - b. The teacher creates categories for students by providing labels. (if possible, label one **Unknown** for words that are completely unfamiliar to students)
 - c. The teacher divides class into cooperative learning groups. Ask groups to place the key words in the categories that you have provided.
 - d. Based on the key words and categories, the teacher asks students to write **Summary** or **Gist Statement** that explains what they think about the reading material. (Decide beforehand if students will need to use all

of the keywords or phrases except those that fall into the **Unknown** category.

- e. In **To Discover** section, the teacher asks students to detail what they hope to learn or find out regarding the topic and the **unknown** items as they read.
 - f. The teacher invites students to share their pre reading predictions and questions.
 - g. The teacher read aloud the actual text, pause reading at various point to revisit probable passage template, and review unknown words.
 - h. The teacher summarizes for students that the skill of predicting helps readers understand reading selection.
2. The indicators of students' reading comprehension (variable y) in reading subject are as follows:
- a. The students are able to answer question of main idea in the reading text.
 - b. The students are able to answer the question of meaning vocabulary in the reading text.
 - c. The students are able to answer the question of generic structure in the reading text.
 - d. The students are able to answer the question of communicative purpose in the reading text.
 - e. The students are able to answer the question of language features which are stated in the reading text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that (1) students' comprehension in reading text is various, and (2) teaching strategy can influence different ability in understanding the reading text.

2. Hypothesis

H₀: There is no significant difference of reading comprehension between students taught by using probable passage strategy and who are not.

H_a: There is a significant difference of reading comprehension between students taught by using probable passage strategy and who are not.

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research is categorized as quasi-experimental research. Quasi-experiment is a research design having some but not all of the characteristics of a true experiment. The element most frequently missing is random assignment of subjects to the control and experimental conditions.³²

In this research, the writer used two groups as sample, namely: experimental group and control group. For experimental group, the students were treated with particular teaching on what problems of research the writer had. Meanwhile, control group was only given a pre-test and pos-test without particular treatment as given to the experiment group. Both experimental and control group were treated in the same test.

Table III.1
Research Type

Group	Pre-test	Treatment	Post-test
Experimental	TO	X	T1
Control Group	TO	-	T2

³²Gay, L.R and Peter Airasian. *Educational Research Competencies for Analysis and Application .6thEd.* (New Jersey: Von Hoffmann Press, 2000) pp.389.

B. The Time and Location of the Research

The research was conducted at the second year students of State Junior High School 23 Pekanbaru. This research was started from July until August 2011.

C. The Subject and Object of the Research

The subject of this research is the students at the second year of State Junior High School 23 Pekanbaru, and the object of this research is the influence of probable passage strategy on reading comprehension.

D. The Population and Sample of the Research

The populations of this research consisted of 369 students. It was divided into nine classes namely 8.A=40, 8.B=40, 8.C=40, 8.D=40, 8.E=40, 8.F=40, 8.G=40, 8.H=40 and 8.I=40. In this research, the writer used quasi-experimental research; the writer took two classes only. They were 8.F class that consisted of 40 students as experimental group, and 8.A class that consisted of 40 students as control group. So, the total of sample was 80 students.

In determining sample of this research, the researcher used cluster random sampling because the population was large. To decide which one the population that would be taken as sample, the sample was taken based on the population that is specified. The sample of the research was 40 students taken

from 8.F class. The specification of the population can be seen on the table III.2 and III.3 below:

Table III. 2
Total Population at the Second Year
Students State Junior High School 23 Pekanbaru

No	Classes	Population		Total
		Female	Male	
1	8.A	17	23	40
2	8.B	23	17	40
3	8.C	22	18	40
4	8.D	19	21	40
5	8.E	19	21	40
6	8.F	24	16	40
7	8.G	20	20	40
8	8.H	18	22	40
9	8.I	18	22	40
Total Population				369

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

Table III. 3
Total Sample at the Second Year
Students State Junior High School 23 Pekanbaru

No	Classes	Sample		Total
		Female	Male	
1	8.A	17	23	40
2	8.F	24	16	40
Total Sample				80

E. The Technique of Data Collection

1. Test

The test was distributed to measure the student's reading comprehension. The tests were given to students of control class and experimental class. The test was divided into two tests. They were pre-test given before the treatment, and post-test were given after doing the treatment. The type of the test was multiple choice tests consisted of 25 items. . Every multiple choice item consisted of four answer options (a, b, c, and d).

2. Observation

This technique was carried out to observe directly the process and the result on the the influence of probable passage strategy on students reading comprehension. The observation was used in classroom. It was carried out for eight meetings.

F. The Validity and Reliability of the Test

1. Test Blueprint

For further information about the instruction of the text, the writer showed the blueprint of both tests as follows:

Table III.4
The Blueprint of the Test

Number	Indicator of Items	Number of items	Items number
1.	Identify main idea	5 items	1,6,11,16,20
2.	Locate the meaning of vocabulary in context	5 items	2,7,12,17,21
3.	Identify generic structure	5 items	3,8,13,18,22
4.	Finding communicative purpose	5 items	4,9,14,19,24
5.	Finding language features	5 items	5,10,15,20,25

2. Validity

Before the tests were given to the sample, both of tests had been tried out to 40 students at the second year. 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. Item of difficulty was determined as the proportion of correct responses. The formula for item of difficulty is as follows:³³

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

Where P : index of difficulty or facility value

B : the number of correct answers

³³Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT. Rineka Cipta,2009) pp. 245

JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is $<0, 30$ and $>0, 70$.³⁴ It means that the item test that is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. See in appendix 5

Based on the try out result, it was determined that there were some items tests were rejected because those items were too easy and too difficult. It means that they should be revised with new items that were appropriate ones. The result of try out is as follows:

³⁴ *Ibid.* pp. 210

Table III.5
The Item Difficulty of Try Out

Item number	Item difficulty	Result
1.	0.98	Rejected/easy
2.	0.60	Accepted
3.	0.40	Accepted
4.	0.63	Accepted
5.	0.08	Rejected/difficult
6.	0.40	Accepted
7.	0.55	Accepted
8.	0.68	Accepted
9.	0.65	Accepted
10.	0.43	Accepted
11.	0.48	Accepted
12.	0.60	Accepted
13.	0.45	Accepted
14.	0.53	Accepted
15.	0.40	Accepted
16.	0.55	Accepted
17.	0.20	Rejected/difficult
18.	0.58	Accepted
19.	0.48	Accepted
20.	0.63	Accepted
21.	0.60	Accepted
22.	0.53	Accepted
23.	0.50	Accepted
24.	0.63	Accepted
25.	0.50	Accepted

Some items rejected were item number 1, 5, and 17. They had been revised.

3. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and

proficiency test and classroom test.³⁵ There are some factors affecting the reliability of a test, they are:

- a. The extent of sample of material selecting for testing
- b. The administration of the test, clearly this is an important factor in deciding reliability.

According to Grant Henning³⁶, reliability is thus a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error measurement is made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of confidence possible in score obtained from the test.

Then, Tinambunan in Ida Maulina³⁷ stated that the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He states that reliability of test is considered as follows:

- 0.00-0.20 : Reliability is low
- 0.21-0.40 : Reliability is sufficient
- 0.41-0.70 : Reliability is high
- 0.71- 1.0 : Reliability is very high

³⁵ J.B Heaton. *Writing English Language Test*. (New York: Longman Group UK Limited, 1988), pp.159

³⁶ Grant Henning. *A Guide to Language Testing: Development, Evaluation, Research*. (Cambridge: Newbury House Publishers, Inc, 1987), pp.74

³⁷ Ida Maulina. *The Effect of Using Win, Lose or Draw Game to Increase the Vocabulary Mastery at the First Year Students of SDN 035 Tampan Pekanbaru*. (Pekanbaru: Unpublished Thesis, UNRI 2005), pp.20

In this research, the writer used software SPSS 16.0 version to calculate the reliability of test. The following steps were how to get the result data based on SPSS 16.0 for windows-statistical software:

1. Open the student test file. See appendix 7
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 summaries; click means, and then click *ok* to end this process and you will see the output data of SPSS automatically.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Table III.6

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
.524	.526	25

Table III.7

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.509	.375	.625	.250	1.667	.007	25

The reliability of test was 0.53. It is categorized into high reliability level.

G. The Technique of Data Analysis

In order to find out whether there is significant influence of using probable passage strategy on reading comprehension, the data analyzed statistically. To analyze the data, the writer used score of post-test of the experimental and control groups. These scores were analyzed by using statistical analysis. The data was analyzed by using T-test (independent sample t-test), and it was calculated by using software SPSS 16.

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

Statistically hypothesis:

$$H_0 = t_0 < t \text{ table}$$

$$H_a = t_0 > t \text{ table}$$

Criteria of hypothesis:

1. H_0 is accepted if $t_0 < t \text{ table}$ or it can be said that there is no a significant influence of probable passage strategy on reading comprehension.
2. H_a is accepted if $t_0 > t \text{ table}$ or there is significant influence of probable passage strategy on reading comprehension.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of Research Procedure

The purpose of the research is to obtain the influence of probable passage strategy on reading comprehension of the second year students of State Junior High School 23 Pekanbaru. The data were obtained from students' post-test scores of experimental class and control class. Then, to obtain the homogeneity of students' reading comprehension, the writer gave pre-test to all of the population to determine two classes as the samples. It was found that class 8.F was experimental class, and 8.A was control class.

The data were obtained by giving post test to the experiment and control classes. The result of reading test was evaluated by concerning five components:

1. Identify main idea
2. Locate the meaning of vocabulary in context
3. Identify generic structure
4. Finding communicative purpose
5. Finding language features

The total of test for both classes were significant different. The total score of the experimental class was 2676, while the highest score was 88 and the lowest was 48. The total score of control group was 2116, while the highest was 80 and the lowest was 36. To support data, the writer used classroom observation. It just had been used in experimental group. Based on

data analysis, the result of the observation for answer “yes” was 87.5 % and for answer “No” was 12.5%.

B. The Data Presentation

1. The Data of Classroom Observation

In this research, the writer also used the observation to support the writer’s research in collecting the data. When the observation was done by the writer, the writer taught the students directly. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in experimental group. To obtain how to use probable passage strategy on reading comprehension, the writer took data from classroom observation. It will be described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in table below:

Tabel IV.1
The Percentage of Teacher's Activity

No	Indicators of Using Probable Passage Strategy	Alternative Answers	
		Yes	No
1	The teacher chooses 10-15 key words or phrases. The words should reflect the main ideas and concepts to be presented in the reading.	8	0
2	The teacher creates categories for students by providing labels.	8	0
3	The teacher divides class into cooperative learning groups. Ask groups to place the key words in the categories that has provided.	8	0
4	Based on the key words and categories, the teacher asks students to write Summary or Gist Statement that explains what they <i>think</i> about the reading material	8	0
5	The teacher asks students to list questions about the text in Discover category and find out Unknown word in the text	8	0
6	The teacher invites students to share their pre reading predictions and questions by reading aloud.	8	0
7	The teacher read aloud the actual text, pause reading at various point and ask students to revisit their Probable Passage Template, and review unknown words	4	4
8	Summarize for students that the skill of predicting helps readers understand reading selection	4	4
	Total	56	8
	Percentage	82.15%	17.86%

The writer used the following formula to get the percentage of the observation:

$$P = \frac{F}{N} \times 100\%$$

Where: P: Percentage

F: Frequency of the score

N: Number of Case

Sudjiono³⁸

$$\frac{56}{64} \times 100\% = 87.5\%$$

$$\frac{8}{64} \times 100\% = 12.5\%$$

Based on the data, the category of the observation can be seen below³⁹:

- a. 76-100% = Very good
- b. 56-76% = Enough
- c. 40-55% = Less
- d. Less than 40% = Bad

The table IV.1 shows the result of observation of the influence of probable passage strategy in experimental group. The result of observation for answer “yes” is 87.5 %, and it can be categorized in the level of very good and for answer “No” is 12.5%, it can be categorized in the level of bad.

³⁸ Anas Sudjiono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2007), pp. 43

³⁹ Suharsimi Arikunto, *Loc.cit.* pp. 245

The table of indicators shows some frequently aspects implemented by the writer as a teacher in the classroom. It can be seen as follows:

- a. The teacher chooses 10-15 key words or phrases. The words should reflect the main ideas and concepts to be presented in the reading.
- b. The teacher creates categories for students by providing labels.
- c. The teacher divides class into cooperative learning groups. Ask groups to place the key words in the categories that has provided.
- d. Based on the key words and categories, the teacher asks students to write **Summary or Gist Statement** that explains what they think about the reading material.
- e. The teacher asks students to list questions about the text in **Discover** category and find out **Unknown** word in the text.
- f. The teacher invites students to share their pre reading predictions and questions by reading aloud.
- g. The teacher reads aloud the actual text, pause reading at various point and ask students to revisit their Probable Passage Template, and review unknown words.
- h. The teacher summarizes for students that the skill of predicting helps readers understand reading selection.

The table of indicators show some frequently aspects that are not implemented by the teacher in the classroom. It can be seen as follows:

- a. The teacher reads aloud the actual text, pause reading at various point and ask students to revisit their Probable Passage Template, and review

unknown words. It is not implemented in teaching and learning process because the limited time.

- b. The teacher summarizes for students that the skill of predicting helps readers understand reading selection.

Based on the table above, it can be seen that the most that the most frequent treatments of using probable passage strategy had been implemented by researcher.

2. The Data from Test

a. Students' Reading Comprehension Taught by Using Probable Passage Strategy

The data of students' reading comprehension taught by using probable passage strategy were gotten from pre-test and post-test of 8.F class as experimental group taken from the sample of this class (40 students). The data can be seen from the table below:

Table IV.2
The Score of the Students' Reading Comprehension Taught by Using
Probable Passage Strategy

Numb.	Students	Experimental Class	
		Pre - Test	Post - Test
1.	Student 1	44	60
2.	Student 2	48	64
3.	Student 3	44	60
4.	Student 4	40	64
5.	Student 5	60	64
6.	Student 6	80	80
7.	Student 7	44	60
8.	Student 8	48	68
9.	Student 9	52	56
10.	Student 10	44	68
11.	Student 11	28	76
12.	Student 12	40	68
13.	Student 13	56	56
14.	Student 14	60	60
15.	Student 15	36	60
16.	Student 16	28	60
17.	Student 17	48	76
18.	Student 18	44	76
19.	Student 19	56	72
20.	Student 20	44	56
21.	Student 21	64	68
22.	Student 22	32	60
23.	Student 23	60	72
24.	Student 24	40	64
25.	Student 25	64	56
26.	Student 26	40	64
27.	Student 27	44	72
28.	Student 28	56	48
29.	Student 29	44	88
30.	Student 30	36	64
31.	Student 31	32	72
32.	Student 32	28	60
33.	Student 33	36	64
34.	Student 34	28	60
35.	Student 35	32	64
36.	Student 36	44	80
37.	Student 37	32	84
38.	Student 38	76	64
39.	Student 39	68	88
40.	Student 40	32	80
	Total	1832	2676

From the table IV.2, the writer found that the total score of pre test in experimental group was 1832, while the highest was 80, and the lowest was 28. Then, the total score of post- test in experimental group was 2676, while the highest was 88 and the lowest was 56. The frequency score pre test and post test which was significantly different can be seen below:

Table IV.3
The Frequency Score Pre-test and Post-test of Experimental Class

Numb.	Valid of Pre test	Frequency of pre test	Valid of post test	Frequency of post test
1.	28	4	48	1
2.	32	5	56	4
3.	36	3	60	9
4.	40	4	64	9
5.	44	9	68	4
6.	48	3	72	4
7.	52	1	76	3
8.	56	3	80	3
9.	60	3	84	1
10.	64	2	88	2
11.	68	1	-	
12	76	1	-	
13	80	1	-	
Total		40		

Besides, the mean and standard deviation are also needed in analyzing data which was gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16.0 to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table IV.4

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

	Mean	Standard Deviation
Pre test	45.80	1.39
Post test	66.90	9.33

b. Students' Reading Comprehension not Taught by Using Probable Passage Strategy

The data of students' reading comprehension not taught by using probable passage strategy were also taken from pre-test and post-test of 8.A as control class taken from the sample of this class (40 students). The data can be seen from the table below:

Table IV. 5

The Score of the Students' Reading Comprehension Taught Without Using Probable Passage Strategy

Numb.	Students	Control Class	
		Pre - Test	Post - Test
1.	Student 1	72	60
2.	Student 2	44	60
3.	Student 3	72	76
4.	Student 4	44	72
5.	Student 5	44	72
6.	Student 6	36	72
7.	Student 7	68	80
8.	Student 8	40	36
9.	Student 9	52	36
10.	Student 10	68	52
11.	Student 11	44	52
12.	Student 12	52	68
13.	Student 13	52	56
14.	Student 14	48	52
15.	Student 15	48	52
16.	Student 16	48	64
17.	Student 17	52	60
18.	Student 18	40	48
19.	Student 19	56	36
20.	Student 20	48	60
21.	Student 21	48	48
22.	Student 22	44	44
23.	Student 23	60	48
24.	Student 24	40	44
25.	Student 25	36	48
26.	Student 26	44	56
27.	Student 27	56	56
28.	Student 28	72	56
29.	Student 29	52	40
30.	Student 30	64	40
31.	Student 31	60	56
32.	Student 32	60	40
33.	Student 33	52	40
34.	Student 34	40	48
35.	Student 35	36	56
36.	Student 36	44	40
37.	Student 37	44	52
38.	Student 38	36	52
39.	Student 39	48	44
40.	Student 40	56	44
	Total	2020	2116

From the table IV.7, the writer found that the total score of pre test in control group was 2020, while the highest was 72 and the lowest was 36. In

addition, the total score of post test in control group was 2116, while the highest was 80 and the lowest was 36.

It means that the students have little increasing of their reading comprehension and it was not as experimental group. Besides, the mean of pre test and post test of control group and experimental group also have a big different. The frequency score and the mean of pre test and post test of control group can be seen as below:

Table IV.6
The Frequency Score Pre-test and Post-test of Control Class

Numb	Valid of Pre test	Frequency of pre test	Valid of post test	Frequency of post test
1.	36	4	36	3
2.	40	4	40	5
3.	44	8	44	4
4.	48	6	48	5
5.	52	6	52	6
6.	56	3	56	6
7.	60	3	60	4
8.	64	1	64	1
9.	68	2	68	1
10.	72	3	72	3
11.	-	-	76	1
12	-	-	80	1
Total		40		40

Table IV.7

The Mean and Standard Deviation of Pre-Test and Post-test of Control Group

	Mean	Std. Dev
Pre test	50.50	1.04
Post test	52.50	1.14

3. Data Presentation of the Influence of Using Probable Passage Strategy on Reading Comprehension

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

Table IV.8

Students' Pre- Test and Post-Test of Experimental and Control Class

Numb	Student	Control Class		Experiment Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Student 1	72	60	44	60
2.	Student 2	44	60	48	64
3.	Student 3	72	76	44	60
4.	Student 4	44	72	40	64
5.	Student 5	44	72	60	64
6.	Student 6	36	72	80	80
7.	Student 7	68	80	44	60
8.	Student 8	40	36	48	68
9.	Student 9	52	36	52	56
10.	Student 10	68	52	44	68
11.	Student 11	44	52	28	76
12.	Student 12	52	68	40	68
13.	Student 13	52	56	56	56
14.	Student 14	48	52	60	60
15.	Student 15	48	52	36	60
16.	Student 16	48	64	28	60
17.	Student 17	52	60	48	76
18.	Student 18	40	48	44	76
19.	Student 19	56	36	56	72
20.	Student 20	48	60	44	56
21.	Student 21	48	48	64	68
22.	Student 22	44	44	32	60
23.	Student 23	60	48	60	72
24.	Student 24	40	44	40	64
25.	Student 25	36	48	64	56
26.	Student 26	44	56	40	64
27.	Student 27	56	56	44	72
28.	Student 28	72	56	56	48
29.	Student 29	52	40	44	88
30.	Student 30	64	40	36	64
31.	Student 31	60	56	32	72
32.	Student 32	60	40	28	60
33.	Student 33	52	40	36	64
34.	Student 34	40	48	28	60
35.	Student 35	36	56	32	64
36.	Student 36	44	40	44	80
37.	Student 37	44	52	32	84
38.	Student 38	36	52	76	64
39.	Student 39	48	44	68	88
40.	Student 40	56	44	32	80

From the table above, can be seen that there is actually significant different between pre-test and post-test in experimental class and pre-test and post-test in control class. It also can be seen from the difference of post-test's score in the experimental class and control class.

C. The Data Analysis

1. The Data Analysis Observation

The writer had fully implemented the probable passage strategy to the second year students of State Junior High School 23 Pekanbaru. It can be seen from the total percentage of using probable passage strategy (87.5 %). In this observation, the English teacher State Junior High School 23 Pekanbaru as a observer.

2. The Data from the Test

The process of statistic analysis by using t-test in SPSS program was as follows:

- a. Open SPSS program.
- b. Entry of the data based on its procedure in Variable View and Data View.
- c. Click analyze in the menu of SPSS, choose compare mean.
- d. Choose Independent Samples T-Test.

The output of data analysis is as follows:

Independent samples T test

Table IV.9
Group Statistics

Experiment		N	Mean	Std. Deviation	Std. Error Mean
Control	1	40	66.9000	9.32545	1.47448
	2	40	52.9000	11.43947	1.80874

The table of output SPSS analysis above shows that the total students from each group was 40, the mean of experimental group was 66.90, and mean of control group was 52.90. Standard deviation from experimental group was 9.33, while standard deviation from control from control group was 11.44. Standard error mean from experimental group was 1.47, and control group was 1.80.

Table IV.10
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
Ctrl	Equal variances assumed	1.186	.279	5.999	78	.000	14.00000	2.33359	9.35418	18.64582
	Equal variances not assumed			5.999	74.956	.000	14.00000	2.33359	9.35121	18.64879

Based on the output SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.⁴⁰

Ho: Variance Population identical

Ha: Variance Population not identical

If Probabilities >0.005 , Ho is accepted

If Probabilities < 0.005 , Ha is accepted

Based on the output SPSS above, Ho is accepted because $0.279 > 0.005$. It means that the variance of the population is identical.

⁴⁰ Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008), pp,159.

From the output above, it also can be seen that t_o ($t_{\text{observation}}$) = 5.999 will be compared to t_t (t_{table}). From $df = 78$, it is found that the level of significance of 5% is 1.99 and the level of significance of 1% is 2.64. It can be stated that $1.99 < 5.999 > 2.64$. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.

In conclusion, teaching reading by probable passage strategy at the second year students of State Junior High School 23 Pekanbaru is better than without probable passage strategy. Thus, there is significant influence of probable passage strategy to improve students' reading comprehension at the second year students of State Junior High School 23 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data analysis, the writer concludes that the second hypothesis is accepted where T shows 5.999 at significant level of 5%, it shows 1.99, and at level of 1%, it shows 2.64. Thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted which shows $1.99 < 5.999 > 2.64$. It means that there is significant influence of probable passage strategy on reading comprehension of the second year students' of State Junior High School 23 Pekanbaru. In conclusion, teaching reading by implementing probable passage strategy at the second year students of State Junior High School 23 Pekanbaru is better than without implementing probable passage strategy.

B. The Suggestion

Considering the influence of probable passage on reading comprehension, the writer would like to give some suggestions as follows:

1. Suggestion for Teachers

- a. It is recommended to teacher to use probable passage strategy in teaching reading.

- b. The teacher should be creative to improve the students' comprehension in reading text by giving some assignment or homework, especially the question in form of content of the text and supporting details, which is regarded more difficult for the students.

2. Suggestion for Students

- a. The students should be creative to select the kinds of reading materials in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students should know the content of the text if she/he reads some texts.

BIBLIOGRAPHY

- Agyemi Zuhadi Alga. 2009. The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of MAN 1 Cerenti. Pekanbaru: A Thesis. Unpublished
- Anas Sudjiono. 2007. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada
- Burnes and Page,G. 1985. *Insight and Strategies for Teaching Reading*. New York: Harcourt Brace Jovanich Group. Pty Limited
- Christine Nuttal. 1982. *Teaching Reading Skill in a Foreign Language*. New York: Mc Grow Hill Book Company
- Department University of Oxford. 2000. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press
- Douglas Brown. 1994. *Teaching by Principles An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents
- Ellen McIntyre, et al. 2011. *Reading Instruction for Diverse Classrooms*. New York: The Guilford Press
- Gay, L.R and Peter Airasian. 2000. *Educational Research Competencies for Analysis and Application*. 6thEd. New Jersey: Von Hoffmann Press
- Gillian Brown. 1984. *Discourse Analysis*. Cambridge: Cambridge University Press
- Glennw. *Tip of the Week – Probable Passages*. Retrieved on 26th February 2011 from <http://historytech.wordpress.com/2009/01/29/tip-of-the-week-probable-passages>
- Grant Henning. 1987. *A Guide to Language Testing: Development, Evaluation, Research*. Cambridge: Newbury House Publishers, Inc
- Hartono. 2008. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Pekanbaru: Pustaka Pelajar
- Jack C. Richards and Richards Schmidt. 2002. *Longman Dictionary of Language Linguistics and Applied*. London: Pearson Education Limited
- Janette K. Klingner, et al. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press

J.B Heaton. 1988. *Writing English Language Test*. New York: Longman Group UK Limited

Jeremy Harmer. 2001. *The Practice of English Language Teaching*. Malaysia: Pearson Education Limited

June Preszler. 2005. *Strategies to Help Struggling Readers Grades 4-12*. Rapid City:Black Hills Special Service Cooperative from <http://www.sdesa6.org> (Retrieved on January, 26th 2011)

Language/English, Grades 7-9, pp.12
<http://www.edu.gov.on.ca/engstudentsuccess/thinkliteracyfiles/ThinklitEnglish.pdf> (Retrieved on February, 26th 2011)

Michael F.Graves, et al. 2001. *Teaching Reading in 21st Century*. 2nd Ed. Boston: Allyn and Bacon Press.

M.Syafi'i.S. 2007. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive

Penny Ur. 1991. *A Course in Language Teaching: Practice and Theory*. United Kingdom: Cambridge University Press

Rose Wassman and Lee Ann Rinsky. *Effective Reading in a Changing World*. 2000. 3rd Edition. New Jersey: Prentice Hall, Inc

Syllabus at the Second Year Students of State Junior High School 23 Pekanbaru

Suharsimi Arikunto. 2009. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: PT. Rineka Cipta

<http://www.learningpt.org/literacy> (Retrieved on February, 26th, 2011)