THE EFFECT OF USING STORY IMPRESSION STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT ISLAMIC JUNIOR HIGH SCHOOL AL-KAUTSAR PEKANBARU

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PEKANBARU

1433 H/2012 M

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Thesis

Submitted as a Partial Fulfillment of the Requirements

for Getting Bachelor Degree of Education

(S.Pd.)

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SUPERVISOR APPROVAL

The thesis entitled *"The Effect of Using Story Impression Strategy toward Reading Comprehension of the Second Year Students at Islamic Junior High School Al-Kautsar Pekanbaru"* is written by Ahmad Syarif NIM. 10814002121. It is accepted and approved to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for getting undergraduate degree (S.Pd.) in English Education.

Pekanbaru, Rabi'ul Akhir 19th 1433 H.
March 13th 2012 M.

Approved by

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EXAMINER APPROVAL

The thesis entitled *"The Effect of Using Story Impression Strategy toward Reading Comprehension of the Second Year Students at Islamic Junior High School Al-Kautsar Pekanbaru"* is written by Ahmad Syarif, NIM. 10814002121. It has been approved and examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil Akhir 19th 1433 H/May 11th 2012 M as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, <u>Jumadil Akhir, 19th 1433 H.</u>
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ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

All praises belong to Allah Almighty, the Lord of Universe, who rewards the researcher time, opportunity, energy, financial, health and the most is belief so the researcher is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. Shalawat and gratitude do to our noble character, the prophet Muhammad peace be upon him, he is a teacher of teachers, he is as the best educator that teaches and educates the human kind so he has brought us from darkness to the lightness.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finalize and publish this research:

1. Prof. Dr. H.M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.

2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of State Islamic University Sultan of Syarif Kasim Riau.

3. Dr. Hj. Zulhidah, M.Pd, the Chairperson Department of English Education for her guidance to complete this thesis.

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Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin….

Pekanbaru, Maret 16th 2012

The researcher

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ABSTRAK

Ahmad Syarif (2012) :"Pengaruh Penggunaan strategi Story Impression terhadap Pemahaman Bacaan Siswa Tahun Kedua di Madrasah Tsanawiyyah Al-Kautsar Pekanbaru".

Penelitian ini dilakukan karena beberapa kendala yang dihadapi oleh siswa dalam belajar bahasa Inggris terutama dalam membaca pemahaman teks naratif. Masalah adalah; Beberapa siswa tidak mengerti tentang isi teks bacaan, beberapa siswa tidak dapat menemukan ide utama dalam membaca teks, dan siswa juga tidak dapat mengidentifikasi informasi rinci dari teks.

Penelitian dilakukan dengan tujuan untuk mengetahui ada tidaknya pengaruh yang signifikan dari pemahaman siswa membaca teks narasi untuk siswa diajarkan dengan menggunakan strategi stori impression dan mereka yang diajar dengan menggunakan strategi konvensional.

Desain yang digunakan dalam penelitian ini adalah nonequivalent control group design di Quasi-Experimental penelitian. Dalam pengumpulan data, penulis menggunakan tes, itu digunakan untuk mengumpulkan data dari siswa memahami bacaan dalam teks narasi pada siswa kelas dua MTs Al-Kautsar Pekanbaru. Tes terdiri dari dua tes: Pretest digunakan untuk menentukan pemahaman siswa membaca sebelum mendapatkan pengobatan dan Posttest digunakan untuk menentukan pemahaman siswa membaca setelah mendapatkan perawatan. Dalam menganalisis data, penulis menggunakan tes tertulis. Nilai dari tes dianalisis dengan menggunakan rumus dari annova SPSS 16.

Dari temuan penelitian, dapat disimpulkan bahwa Ho ditolak dan Ha diterima. Ini berarti bahwa ada pengaruh yang signifikan dari pemahaman bacaan dalam teks narasi antara siswa yang diajar dengan menggunakan strategi stori impression dan mereka yang diajar dengan menggunakan strategi konvensional pada siswa kelas dua MTs Al-Kautsar Pekanbaru.

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CHAPTER 1

INTRODUCTION

A. The Background

In learning English, there are four skills that must be mastered, namely: reading, listening, speaking, and writing. Reading as one of the four skills is a fluent process of reader combining information from a text and their own background knowledge to build meaning that goal is comprehension[1].

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. 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.

In addition, reading is an essential skill that should be completed with comprehension. Reading comprehension is an important part, that should be mastered by students. Ultimately, reading comprehension can be defined as a process of interprating meaning and it is not only reading the words, but also proceeding and even interpreting knowledge efficiently and fluently.

Klingger,Vaughn and Boardman state that Reading comprehension is a process of constructing meaning, coordinated with complex processes, included word reading, word and world knowledge, and fluency[2].

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[1] David Nunan. *Practice English Language Teaching.* (New York: Mcgraw Hill. 2003) p.67.
[2] Klingner, Jannete, K, & Sharon Vaughn & Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties.* New York. 2007. p. 163.

MTS Al-Kautsar is one of the Islamic Junior High Schools in Pekanbaru city. As a formal education, this school also has English subject to teach for the students especially, reading skill. According to school based curriculum (kurikulum tingkat satuan pendidikan- KTSP in 2011), the purpose of teaching English at MTs al-kautsar, especially in reading skill is to express the various meaning of interaction oral text and monolog in descriptive, narrative, recount, procedure, report and anecdote text[3].

Based on the writer's preliminary research at MTs Al-Kautsar Pekanbaru, English subject has been taught since the first year of English teaching period. English is taught twice a week with time duration 40 minutes for one hour of learning process. In teaching English at the second year of MTs Al-Kautsar Pekanbaru, the teacher teaches the students by using lecturing method. It means that the teacher gives explanation to the students about the materials and then the teacher asks the students to questions and gives responds. Those are done by the teacher continuously.

In this school, the teacher always uses lecturing method. First, the teacher explains the material to the students, and then, the teacher asks them to give some questions, after that, the teacher asks the students to respond the questions from some of their friends, finally the teacher concludes the lesson before closing.

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[3]Department Pendidikan Nasional. 2003. *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTS*. Jakarta: Pusat Kurikulum.

From the explanation above, ideally the students at the second year of MTs Al-Kautsar are able to understand the topic of reading well. but, in reality they not able to comprehend the text. It can be seen from the following phenomena:

1. Some of the students cannot find main idea in the paragraph.

2. Some of the students cannot find synonym of word.

3. Some of the students are not able to get information from the text.

4. Some of the students are unable to reference the text.

5. Some of the students do not have good strategies in reading.

6. Some of the students are unable to find purpose of the text.

Based on those conditions, the writer tries to solve the problem by offering one teaching strategy for teaching Reading, called Story impression strategy. The reason why the writer chooses story impression strategy is because it can be a very effective strategy in teaching Reading. According to Karen D Wood, the purpose of story impression is to enable readers to predict a story line using sequently presented key words or phrases derived from the selection[4]. So, it is clear enough that story impression strategy is very good strategy used for teaching reading.

From the explanation, the writer is interested in carrying out a research entitled" **THE EFFECT OF USING STORY IMPRESSION STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR**

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[4]Wood Karen D. *Practical Strategies for Improving Instruction*. National Middle School Association. 1994. P. 36

STUDENTS AT ISLAMIC JUNIOR HIGH SCHOOL AL-KAUTSAR PEKANBARU".

B. **The Definition of Terms**

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. Story Impression strategy is help students develop ideas about a concept [5]. In this research, story impression is a strategy that will be used by the researcher to improve the students' reading comprehension of the second year students at Islamic Junior High School Al-Kautsar Pekanbaru.

2. Reading is the action of the person who reads or attempts to make a meaning from what an author has written. According to Ricahrd, reading comprehension is perceiving a written text in order to understand its content[6]. In this study, reading comprehension is the capability of the second year students at Islamic Junior High School Al-Kautsar Pekanbaru in understanding or comprehending the reading text.

C. **The Problems**

1. **The Identification of the Problem**

Based on the background of the study mentioned above, the identification of the problem of the research are:

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[5]Edmund Burke. *Reading Strategies to Guide Learning*. BHSSC. 2005. p. 8
[6]Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics.* Third Edition (New York: Pearson Education, 2002) p. 306

a. Why are some of students not able to find main idea in the paragraph?

b. Why are some of students not able to find synonym of word?

c. Why are some of students not able to get information from the text?

d. Why are some of students not able to identify references the text?

e. Why are some of students do not have good strategies in reading?

f. Why are some of students not able to find purpose of the text?

2. **The Limitation of the Problem**

Based on the identification of the problem. Problems that appear smaller on the low student reading comprehension skills for narrative text. It demonstrates that application of the methods that teachers use the lecturing method is less effective in students' reading comprehension. In this study the writer focus the research on the strategies story impression, because this strategy is an effective theory for text narrative than others. Then, the writer limit that the focus of this research was student find main idea of the text, student find synonym of word, and student find factual information of the text.

3. **The Formulation of the Problem**

Concerning with the problem above, the research problem are formulated as follows :

a. How is the students' reading comprehension after being taught by using story impression strategy?

b. How is the students' reading comprehension after being taught by using conventional strategy?

c. Is there any significant effect of students' reading comprehension in narrative text between those who are taught by using Story Impression strategy and those who are taught by using Conventional strategy?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

Commonly, the objectives of this research are:

a. To find out students' reading comprehension in Narrative text taught by using the Story Impression strategy.

b. To find out students' reading comprehension in Narrative text taught by using the Convensional strategy.

c. To find out the significant effect of students' reading comprehension in narrative text between those who are taught by using Story Impression strategy and those who are taught by using Conventional strategy.

2. The Significance of the Research

a. To give contributions to the teacher in teaching reading

b. To enlarge and develop the researcher insight and knowledge

c. By conducting this study, the researcher hopes, it would be a guidance to improve students' reading comprehension

d. To be academic requirements to get undergraduate degree

CHAPTER II

REVIEWING OF LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is one of the English skills which must be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get the meaning of text. The purpose of reading is to connect the ideas on the page to what the reader already knows. According to Patel, reading is most useful and important skill for people[1]. In other word, this skill is the most important from the other skills because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language.

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The reading also helps readers to decipher new words and phrases that they come across in everyday conversations. According to Brassell and Rasinski, reading refers to the ability to comprehend or make meaning from a written text[2]. It can be said that Reading can improved someone's ability in their daily conversation.

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[1] Dr. M.F. Patel and Praveen M. Jain. *English Language Teaching Methods, Tools and Technique [Electronic Book]*. Jaipur: Sunrise Publishers and Distributors, 2008. p. 113

[2] Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension* . Shell education, 2008. p. 15-16

According to in Kristin Lems, Reading is an interactive process that takes places between the text and the readers processing strategies and background knowledge[3]. In addition, Kalayo Hasibuan says that 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's knowledge, skills, and strategies include[4]:

a. Lingustics 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 to discourse markers and how they connect part 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).

So, based on the opinion above the writer conludes that when a reader wants to determine what the meaning of the text is such have a skill or knowledge that includes linguistic competence when a reader writes a text.

Lems states that, to read, someone needs to master a set of word level skills, they are[5]:

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[3] Kristin Lems, *Teaching Reading to English Language Learner*, The Guildford Press, New York, 2010, p. 33

[4] Kalayo Hasibuan and Muhammad Fauzan A. *Teaching Englis as a Foreign Language (TEFL),* Alaf Riau Graha UNRI Press, Pekanbaru, 2007, p. 115

[5] Kristin Lems. *Op.Cit*. p. 33-34

a. Bottom up skills

Bottom up skills refers to the word level skills that are required for decoding. Bottom up skill arques the reader to construct the text from the smallest units (letters to words, phrases to the sentence, etc) and becomes automatic that readers are not aware of how it operates. It means that the reader has to understand the passage by reading word by word to reach the whole understanding.

b. Top down skills

Top down skills refers to the analytical and cognitive skills that are needed for comprehension. The readers use in concept with background knowledge to construct meaning from text. Top down skill argues that the readers bring a great deal of knowledge, expectations, assumption and questions to the text given a basic understanding of the vocabulary and check when new information appears. A reader has known about the passage, so they just want to know if there is any new information in the passage.

2. **The Nature of Reading Comprehension**

Actually, reading and comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Kalayo Hasibuan the purpose (s) for reading and the type of the text

determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension[6].

According to Nunan comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating[7]. In addition, Mark Sadoski says that comprehension is understanding something, getting its meaning[8]. So the purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

Moreover, According to Snow, reading comprehension is the process of simultaneously extracting and constructing meaning trough interaction and involvement with written language. She also mentions that comprehension entails three elements, such as[9]:

a. The reader who is doing the comprehension

b. The text is to be comprehended

c. The activity in which comprehension is a part

Besides that, Catherine Snow states that to comprehend, a reader must have a wide range of capacities and abilities[10]. These include:

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[6] Kalayo Hasibuanand Muhammad Fauzan A. Op.Cit.p. 115

[7] Nunan David. *Language Teaching Methodology: a Text Book for Teacher*. New York: Prentice Hall, 1991, p. 82

[8] Mark Sadoski, *Conceptual Foundations of Teaching Reading*, the Guildford Press, New York, 2004, p. 67

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

[10] Ibid. p.12

a. Cognitive capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability)

b. Motivation (a purpose for reading and interest in content being read, and self-efficacy as the reader).

c. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategy).

Furthermore, brown states that there are two kinds of skill that must be mastered on reading comprehension[11]:

a. Microskills

1) Discriminate among the distinctive graphemes and orthographic patterns of English

2) Retain chunks of language of different lengths in short-term memory

3) Process writing at an efficient rate of speed to suit the purpose

4) Recognize a core of words, and interpret word order patterns and their significance

5) Recognize grammatical word classes (nouns, verbs, etc.) system (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms

6) Recognize that a particular meaning may be expressed in different grammatical forms

[11]H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy.* (New York: San Francisco State University, 2004), p. 367

b. Macroskills

1) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Recognize the rhetorical forms of written discourse and their significance for interpretation.

3) Recognize the communicative functions of written texts, according to form and purpose.

4) Infer context that is not explicit by using background knowledge.

5) Infer links and connections between events, ideas, etc. ; deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

6) Distinguish between literal and implied meanings.

7) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

8) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it

according to experiential background or prior knowledge and interpret it with the readers need and purpose.

3. Teaching Reading

There are four language skills that should be mastered; there are listening, speaking, reading, and writing. One of those skills is reading. Teaching reading is one of the important parts in the curriculum stated in Indonesia curriculum not only for Elementary school, Junior High School, Senior High School, but also for the college student and adults. The aim of teaching reading is to develop the students' ability, so that they can read and understand the English text effectively and efficiently. According to Nunan in Misdaliza, teaching reading has three activities, there are as follows[12]:

1. Pre-reading activity

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

a. To introduce and arouse the interest of the students to the topic. In this case, the teacher introduces to the students about the topic, they will discuss in English class.

b. To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic.

c. To provide some language preparation. in this term, teacher can show some language preparation, such as: the words, phrases,

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[12]Misdaliza, "The Use of Picture Series in Teaching Reading at MAN Kampar Air Tiris". Unpublished, 2005, p. 3-4

or sentences that can be used to lead the students' attention to the material.

2. Whilst-reading activity

Whilst reading activity is the core of the lesson. What need to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information. according to Zainil, skimming is reading at the fastest speed person can accomplish[13]. While scanning is a reading technique used when one wishes to locate a single fact or a specific bit of information without reading everything.

3. Post reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written form follows up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals at the end of teaching and learning process. According to Mark Sadoski, there are two main goals of teaching reading that is balance between the effective domain and cognitive domain[14].

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[13]Zainil, *Actional Functional Model (AFM)*. Universitas Negeri Padang Press, 2006, p. 32-34

[14] Mark Sadoski, *Conceptual Foundations of Teaching Reading*, the Guildford Press, New York, 2004, p. 45-53

a. Affective Goals

   1. Developing positive attitudes toward reading

   The term attitude, as used here, applies to students' perception of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, student should experience success regularly and approach reading confidently, with a " can do" spirit, rather than avoiding it because it is painful and frustrating.

   2. Developing personal interest and tasted in reading

   Having a positive attitude is not enough. Lifelong reader choose to persuade their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students sense of self-worth through reading.

b. Cognitive Goals

   1. Developing the use of reading as a tool to solve problem

   Reading weighs heavily in the tool belt of working, technological society. It helps to solve a broad array of personal and social problems in a complex, literate world. Reading is also away to deal with everyday problem where printed language is a feasible and requisite solution.

2. Developing the fundamental competencies that comprise reading is the most basic goal.

According to Mark Sadoski, there are two forms of teaching reading[15]:

a. Instruction

Instruction means to put a structure of knowledge without the teacher has it, the learners do not, and the teacher builds it into them.

b. Education

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education, means to draw learning out from within.

From the explanation, that is known there are many strategies for teaching reading, such as KWL, QAR, DRA, Skimming, Scanning, Story impression, Anticipation Guide, etc. One of the best strategy is Story impression.

4. **Narrative Text**

a. Definition of Narrative

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative articles and essays tell a story, they review events that have happened[16]. Usually the events are presented in the order in which they occurred.

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[15] *Ibid*. p. 79-80
[16]Zainil. Ibid, p. 31

b. The generic structure of a narrative text:

    a) Orientation

       Introducing the participants and informing the time and the place

    b) Complication

       Describing the rising crises in which the participants have to do with

    c) Resolution

       Showing the way of participant to solve the crises, better or worse

c. Language Features of Narrative

    a) Using process verbs

    b) Using temporal conjunction

    c) Using Simple Past Tense

5. The Concept of Story Impression Strategy

a. The definition of story impression strategy

According to Karen D. Wood Story Impression strategy is enabling readers to predict a story line by using sequently presented key words or phrases derived from the selection[17]. Besides that Kathy Perez states that story impression strategy is used at the beginning of a lesson, the teacher selects key words or phrases from the passage to be read[18]. In addition, story impression strategy is prior to read a story that the teacher prepares

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[17]Wood Karen D, *Practical Strategies for Improving Instruction*. National Middle School Association, New York, 1994, p. 36

[18]Perez Kathy, *More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction*. Corwin Press, United States of America, 2008, p. 27

an ordered set of words or short phrases[19]. So based on the opinions above, the writer concludes that story impression strategy is giving a key words or phrases to the students before teaching reading process to get the purpose.

b. The purposes of story impression strategy

There are some purposes of using this strategy[20]:

1) Assess students' backround knowledge of a topic

2) Activate students' prior knowledge of a topic

3) Create a need to know by having students predict what the text will

be saying

4) Promote active learning

5) Help students determine importance and summarize

c. The general procedures of story impression strategy[21]:

There are several procedures for story impression strategy:

1) Select words or phrases that represent important elements of a fiction or nonfiction reading

2) List the clue words/phrases according to the sequence of the original text

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[19]Steven A. Stahl and William E. Nagy.*Teaching Word Meaning*. Lawrence Erlbaum Associates, United States of America, 2006, p. 5

[20]Ibid. p. 27

[21]Burke Edmud. *Reading Strategies to Guide Learning*. Black Hills Special Service Cooperative (BHSSC) Plaza Boulevard, Rapid City. 2005, p.8

3) Students use the words to create their own stories-their ideas of what the text will actually be. Students share, compare, and discuss predictions

4) After reading the "text" story, students compare their versions with the one from the text. Students describe similarities and differences. They should focus on setting, characters, plot, and other literacy elements if reading fiction.

   d.   The standard procedures of Story Impression strategy[22]:

There are several standard procedures for story impression strategy:

1) Make list of words in order they appear in the story

2) Display the words in order that they appear in the text

3) Have students discuss the keywords so they have opportunity to figure out words that they do not know before they begin reading

4) Place the students in groups of four of five

5) Allow the group members time to share their story impression to compare their predictions

6) Give students the opportunity to begin reading chapters

7) Comprehending reading texts

8) Give students some questions

6. The Conventional strategy in Teaching Reading

There are several procedures in conventional strategy that the teachers do:

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[22] Jacqueline N. Glasgow and Linda J. Rice. *Exploring African Life and Literature*. International Reading Association. 2007. p. 64-65

1) The teacher explains the material to the students

2) The teacher asks students to give some questions

3) The teacher asks students to respond the questions from some of their fiends

4) The teacher conclude the lesson before closing

B. The Relevant Research

1. A thesis by Sukma Setyowati (2008) entitled" Recount Short Story ". The conclusion is that there was any significant different between using Recount Short Story for reading comprehension achievement and using traditional reading classroom method for reading comprehension achievement[23].

2. A thesis by Sri wastuti (2005) entitled "The Effect of Collaborative Strategic" . The result showed that there was significant effect of using collaborative strategic reading for reading comprehension[24].

Based on the previous researches that the researchers had written, it is clear that the problem that will be researched by researcher later is not discussed yet. This research focuses on the the effect of using story impression strategy toward students' reading comprehension in narrative text.

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[23] Setyowati Sukma. "Improving Students' Reading Comprehension Using Recount Short Story at the Second Year of SMPN 3 Kartasura. 2008". (unpublished).

[24] Wastuti Sri. "The Effect of Collaborative Strategic Reading toward to the Students' Reading Comprehension Achievement at SLTP Negeri Pekanbaru. 2005". (unpublished).

C. The Operational Concept

This operational concept is used to avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form. So, it should be interpreted into particular word. Here, there are two variables that will be used. The first is story impression strategy which refers to the teacher's strategy in teaching reading. The second is students' comprehension in reading. Story impression strategy is an independent variable and students' comprehension in reading is a dependent variable. To operate the investigation on the variables, the researcher will work based on the following indicators:

1. The indicators of story impression strategy (X experimental class) are :

   a. The teacher makes a list of words based on the text

   b. The teacher displays the words to the students

   c. The teacher asks the students to discuss the keywords, so they have the opportunity to figure out words that they do not know before they begin reading

   d. The teacher places the students in groups of four or five

   e. The teacher allows the group members time to share their story impressions to compare their predictions

   f. The teacher gives students the opportunity to begin reading the text

   g. The teacher asks the students to comprehend reading text

   h. The teacher gives the question to the students

2. The indicators of conventional strategy (X control class) :

a. The teacher explains about the material toward students

b. The teacher asks students to give some questions

c. The teacher asks students to response the questions from some of their fiends

d. The teacher concludes the lesson before closing

3. The indicators of students' comprehension in reading (Y) are:

To find out the students' ability in reading comprehension of second year students of Islamic Junior High School Al-Kautsar Pekanbaru, the researcher determines some indicators for reading comprehension as follows:[25]

a. Students are able to find out main idea of the text

b. Students are able to find the synonym of the word

c. Students are able to identify reference of the text

d. Students are able to find the general and specific information

e. Students are able to find out the purpose of the text

D. The Assumptions and Hypothesis

a. Assumptions

There are assumptions of writer before coming to the research. Writer assumes that:

1. Some of the students' reading comprehension are low and some others are high

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[25]Standar Kelulusan. *Bahasa Inggris.*

2. There are many strategies for teaching that can influence students' ability in Reading, one of them is story impression strategy. Using story impression strategy can help students to develop ideas about a concept.

b. Hypotheses

Based on the background, formulation of the problems, theorical framework and operational concept, writer has hypothesis as follows:

Ho: there is no significant effect of using story impression strategy toward students' reading comprehension

Ha: there is significant effect of using story impression strategy toward students' reading comprehension

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The type of the research is quasi experimental design. Quasi experimental design involves random assignment of whole groups to treatments[1]. It is a check of whether there are differences between the two groups in comprehend reading text or other characteristics. The kind of quasi experimental design of this research is nonequivalent control group design. There are two classes in this research; control and experimental classes. Both of groups were given a pretest at the beginning, treatment given only for experimental class in the middle and posttest at the end of the research. The pretest and posttest results were compared in order to determine the effect of the treatment.

Table III.1

The Research Design Simply Schematized as Follow:[2]

Pre-and Post-test Designs   Time

Control Group	Pre-test (Reading Comprehension)	Conventional Strategy	Post-test (Reading Comprehension)
Experimental Group	Pre-test (Reading Comprehension)	Story Impression Strategy	Post-test (Reading Comprehension)

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[1]Marguerite G. Lodico, *et al., Methods in Educational Research,* (San Fransisco: Jossey-Bass, 2006), p. 185.
[2]Jhon.W.Cresswell, *Op. Cit*. p. 314

B. Location and Time of the Research

The research was conducted at the second year students of Islamic Junior School Al-Kautsar Pekanbaru. The research was done 4 weeks, starting from 28 January until 25 February 2012.

C. Subject and Object of the Research

Subject of the research was the second year students of Islamic Junior School Al-Kautsar Pekanbaru. The object of the research was the effect of using Story Impression strategy toward students' reading comprehension.

D. Population and Sample of the Research

The population of this research was the second year students of Islamic Junior High school Al-Kautsar Pekanbaru. It had two classes, they were VIII A and VIII B. The total number of students at the second year of Islamic Junior High school Al-Kautsar Pekanbaru was 50 students. The researcher took all of the students as sample. According to Arikunto the population is less than 100 students, the researcher must take all of the population as sample.[3]

Table III. 2
Distribution of the Research Population and Sample

No	Class	Total Students
1.	VIII A (Experimental class)	25
2.	VIII B (Control class)	25
Total		50

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[3] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT Rineka Cipta, 2006), p. 134.

E. Technique of Collecting Data

In this research, the researcher used test as instrument to collect data. The test was used to find out the students' reading comprehension in narrative text. The data of this research were the score of the students' reading comprehension obtained by using reading test. The test was done after given treatment, intended to obtain students' reading comprehension at the second year of Islamic Junior High school Al-Kautsar Pekanbaru.

It was divided into pre-test and post-test. Pre-test gave before treatment, and Post test gave after treatment. The kind of the test was multiple choices. Multiple choice questions in the hands of a skilled teacher are highly effective instrument for training interpretive skills. The procedure is as follows:[4]

   a. The students read the text silently and individually.

   b. The students attempt the questions (individually or in groups/pairs).

   c. When all the groups are ready, the teacher records their choices for the answer to question 1 and 20, without disclosing which the best is, promote discussion between the groups about the reasons for their choices.

There were four choices A, B, C and D, the answers which were adapted from text. The form of the text was narrative test.

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[4]Christine Nuttall, *Teaching Reading Skills in a Foreign Language,* (London: Heinemann Educational Books, 1983), p. 126.

Table III.3
Blue print of Pre-Test and Post-Test

Indicator	Items
1. Main idea in reading text	7, 11, 15, 18
2. Identifying synonym of word	3, 5, 9, 12
3. Finding the general and Specific information	4, 10, 14, 17
4. Finding the word of references	2, 6, 13, 19
5. Finding the purpose of the text	1, 8, 16, 20

Based on the table XII. the proportion indicators of reading text are main idea in reading text, that can be found in item number 7, 11, 15, 18 , identifying synonym of word, we can be seen in item number 3, 5, 9, 12, finding the general and specific information, can be seen in item number 4, 10, 14, 17, finding the word of references, in item number 2, 6, 13, 19, finding the purpose of the text, can be seen in item number 1, 8, 16, 20.

F. The Validity and Reliability of the test

1. Validity

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended to measure.

Heaton states that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it

is supposed to measure. There are three kinds of validity that consist of content validity, construct validity and empirical validity[5].

In order to obtain the data about the comparison between student's reading comprehension who are taught by using Story Impression strategy and Conventional strategy on reading comprehension, the researcher acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered too difficult or too easy, often showing the low reliability. Item 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. The formula for item difficulty is as follows:

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

Where:

FV   : index of difficulty of facility value

R   : the number of correct answer

N   : the number of examinees or students taking the test

Heaton[6]

The formula above was used to find out the easy or difficulties of each item test that researcher gave to the respondents. The items did not reach the standard level of difficulty were excluding from the test and they were rejected.

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[5]J.B Heaton. *Writing English Language Test*. (New York: Longman Group UK Limited, 1988), p. 159
[6]*Ibid*. p. 179

In this research, the researcher used the correlation product moment in analyzing the validity of the instruments. The formula is as follows[7]:

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

$$= \frac{3836}{\sqrt{5670 \; x \; 4178,75}}$$

$$= \frac{3836}{\sqrt{23689260}}$$

$$= \frac{3836}{4867,16139}$$

$$= 0,780$$

2. **Reliability**

A test must first reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability are of primary importance in the use of both public achievement and proficiency test and classroom test[8]. There are some factors affecting the reliability of a test, they are:

a. The extent of the sample of material selected for testing.

b. The administration of the test, clearly this is an important factor in deciding reliability.

[7] *Ibid*. p. *70*
[8] *Op.Cit*. p.159

In this research the researcher found the score of reliability by using program SPSS 16.0. To know the reliability of the test, the writer found the mean score, the standard deviation of the test, and Cronbach's Alpa.

Table III. 4

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

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

Based on the table III 2, we can see that the cases valid are 20 students, exclude 0, and the total of the students following this test was 20 students.

Table III. 5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.60	11.937	3.455	20

Based on the table III 3. we can see that the mean score is 10.60, variance is 11.937. std. Deviation is 3.455, and number of items are 20.

Table III. 6

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.607	.614	20

Based on the table III 4, we can see that cronbach's Alpha is .607, cronbach's alpha based on standardized items is .614, and number of items are 20.

The score obtained compares to r table of product moment that the degree of freedom was 48 "r" product moment at the level of 5% is 0.273 and 1% is 0.354. The score obtained of Cronbach's Alpa was .607

According to Suharsimi Arikunto the value of correlation coefficients as follow[9];

1. Between 0.800 to 1.00 = Very High
2. Between 0.600 to 0.800 = High
3. Between 0.400 to 0.600 = Enough
4. Between 0.200 to 0.400 = Low
5. Between 0.00 to 0.200 = Very Low

In conclusion, validity of the test is including as **High** category while reliability of the test is including as **High** category.

G. The Technique of Data Analysis

The technique of data analysis used in this research was Annova formula by using SPSS (Statistical Package for the Social Sciences). In analyzing the data, the writer used the scores of post-test of experimental as well as and

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[9] *Ibid.* p. 75

control group. These scores were analyzed statically. The writer used score of experimental class and control class.

To analyze the collected data, the writer established some categories to classify the result of the test as main instrument of this research.

The t-test was obtained by considering the degree of freedom (df) = (N1+N2)-2. Statistically the hypotheses are:

H_o: to < t-table

H_a: to > t-table

Ho is accepted if t_o < t table or there is no significant effect of using story impression strategy toward students' reading comprehension.

Ha is accepted if t_o > t table or there is significant effect of using story impression strategy toward students' reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of Research Procedure

The purpose of the research was to obtain the data of students' reading comprehension taught by using story impression strategy and taught by using conventional strategy, and also the significant effect of students' reading comprehension taught by using story impression strategy. The data were obtained from students' post-test scores of experimental and control class. The research procedures of this research are as follows:

1. Before administering the test, the writer examined whether the test was reliable or not.

2. The writer gave pre test and post test to VIII A and VIII B. The writer asked the students to answer some questions based on the text given; the text was a narrative text.

3. Based on the result of pre-test, it was found that VIII A was experimental class and VIII B was control class. Then, the writer gave treatments to experimental class for eight meetings.

4. After giving treatments to experimental class, the writer used the same format of questions but in different narrative text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using treatments, the writer used the same format of questions and different narrative text for their post-test also.

B. **The Data Presentation**

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

1. In both of classes (Experimental Class and Control Class), students were asked to answer the questions based on the descriptive text given

2. The format of the test was multiple choices

There were two data of reading comprehension served by the writer. They were the data of students' reading comprehension taught by using story impression strategy and the data of students' reading comprehension taught by using conventional strategy, and they are as follows:

1. **Data presentation of students' Reading Comprehension who are taught by using Story Impresion strategy**

The data of students' reading comprehension by using story impression strategy were gotten from pre-test and post-test of VIII A as an experimental class taken from the sample of this class (25 students). The writer taught directly for 8 meetings in the experimental class. The data can be seen from the data below:

Table IV.1
The Score of the Student' Reading Comprehension Taught by Using Story Impression strategy

No	Students	Experimental Class	
		Pre-Test	Post-Test
1	Student 1	80	90
2	Student 2	80	89
3	Student 3	79	86
4	Student 4	79	86
5	Student 5	69	79
6	Student 6	65	79
7	Student 7	70	79
8	Student 8	69	79
9	Student 9	65	76
10	Student 10	63	76
11	Student 11	65	79
12	Student 12	65	76
13	Student 13	65	79
14	Student 14	63	76
15	Student 15	70	79
16	Student 16	69	79
17	Student 17	65	75
18	Student 18	55	66
19	Student 19	55	66
20	Student 20	55	63
21	Student 21	55	66
22	Student 22	53	63
23	Student 23	50	56
24	Student 24	53	59
25	Student 25	53	59
	Total	**1610**	**1860**

From the TableIV.1, the writer found that the total score of pre-test in experimental class was 1610 while the highest was 80 and the lowest was 53. The total of the score of post test in experimental class was 1860 while the highest was 90 and the lowest was 56. It means that the students had significant increasing of the reading comprehension. It was proved a total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

Table IV.2
Frequency Score of Pre-test and Post-test of Experimental Class

Valid of Pre-test	Frequency of Pre-test	Valid of Post-test	Frequency of Post-test
50	1	56	1
53	3	59	2
55	4	63	2
63	2	66	3
65	6	75	1
69	3	76	4
70	2	79	8
79	2	86	2
80	2	89	1
		90	1
Total 584	25	739	25

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score or pre-test and pre-test in determining the mean and standard deviation, the writer used the software SPSS version 16 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

Table IV.3
The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class

Item Statistics

	Mean	Std. Deviation
Pre-test	64.40	9.120
Post-test	74.40	9.552

2. Data presentation of students' Reading Comprehension who are taught by using Conventional strategy

The data of reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of class VIII B as control class taken of the sample in this class (25 Students). The data can be seen from the table below:

Table IV. 4
**The score of the students' Reading Comprehension taught by using
Conventional strategy**

No	Students	Control Class	
		Pre-Test	Post-Test
1	Student 1	65	69
2	Student 2	60	66
3	Student 3	69	73
4	Student 4	50	53
5	Student 5	59	63
6	Student 6	60	66
7	Student 7	70	76
8	Student 8	60	66
9	Student 9	60	69
10	Student 10	63	69
11	Student 11	60	66
12	Student 12	60	69
13	Student 13	53	59
14	Student 14	53	59
15	Student 15	55	59
16	Student 16	60	66
17	Student 17	55	59
18	Student 18	69	66
19	Student 19	53	59
20	Student 20	53	73
21	Student 21	56	53
22	Student 22	59	59
23	Student 23	65	69
24	Student 24	50	56
25	Student 25	75	79
	Total	**1492**	**1621**

From the TableIV.1, the writer found that the total score of pre-test in control class was 1492 while the highest was 75 and the lowest was 53. The total of the score of post test in control class was 1621 while the highest was 79 and the lowest was 53. It means that the students had little increasing of their reading comprehension,. It was proved a total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

Table IV.5
Frequency Score of Pre-test and Post-test of Control Class

Valid of Pre-test	Frequency of Pre-test	Valid of Post-test	Frequency of Post-test
50	2	53	2
53	4	56	1
55	2	59	6
56	1	63	1
59	2	66	6
60	7	69	5
63	1	73	2
65	2	76	1
69	2	79	1
70	1		
75	1		
Total 675	25	594	25

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score or pre-test and pre-test in determining the mean and standard deviation, the writer used the software SPSS version 16 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

Table IV.6
The Mean and Standard Deviation of Pre-test and Post-test of Control Class

Item Statistics

	Mean	Std. Deviation
Pre-test	59.68	6.479
Post-test	64.84	6.829

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

3. The Data Presentation of the effect of Story Impression Strategy toward Reading Comprehension

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

Table IV.7
Students Pre-test and Post-test score of Experimental Class and Control Class

No	Students	Experimental Class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Students 1	80	90	10	65	69	4
2	Students 2	80	89	9	60	66	6
3	Students 3	79	86	7	69	73	4
4	Students 4	79	86	7	50	53	3
5	Students 5	69	79	10	59	63	4
6	Students 6	65	79	11	60	66	6
7	Students 7	70	79	9	70	76	6
8	Students 8	69	79	10	60	66	6
9	Students 9	65	76	11	60	69	9
10	Students 10	63	76	13	63	69	6
11	Students 11	65	75	10	60	66	6
12	Students 12	65	76	11	60	69	9
13	Students 13	65	69	4	53	59	6
14	Students 14	63	76	13	53	59	6
15	Students 15	70	79	9	55	59	4
16	Students 16	69	79	10	60	66	6
17	Students 17	65	75	10	55	59	4
18	Students 18	55	66	11	69	66	-3
19	Students 19	55	66	11	53	59	6
20	Students 20	55	63	8	53	63	10
21	Students 21	55	66	11	56	53	-3
22	Students 22	53	63	10	59	59	0
23	Students 23	50	56	6	65	69	4
24	Students 24	53	59	4	50	56	6
25	Students 25	53	59	4	75	79	4
	Total	1610	1860	229	1492	1621	119
	Mean	64.40	74.40	9.16	59.68	64.84	4.76

C. The Data Analysis

1. Analysis of reading comprehension after being taught by using story impression strategy

The analysis of data of the students reading comprehension for experimental class is explained in the following table:

Table IV.8
The Clasification of Experimental class[1]

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	4	16%
2	Good	70-79	12	48%
3	Enough	60-69	6	24%
4	Less	50-59	3	12%
5	Bad	0-49	0	-
	Total	-	25	100%

Based on the table IV.8 about the clasification of experimental class, the output from 25 students shows that the category of number 1 got the frequency 4 (16%), the category of number 2 shows 12 (48%), the category of number 3 shows 6 (24%), the category of number 4 shows 3 (12%), and the category of number 5 shows 0 (0%).The table above shows that the highest percentage of experimental class is 12 (48%). Thus, the majority of the students in this experimental class is classified as **Good.**

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[1] Anas Sudijono. Pengantar Statistik Pendidikan. (Jakarta: PT. Rafindo Persada, 2007) p. 32

2. Analysis of reading comprehension after being taught by using conventional strategy

The analysis of data of the students reading comprehension for control class is explained in the following table:

Table IV.9
The Clasification of Control class[2]

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	0	0%
2	Good	70-79	3	12%
3	Enough	60-69	13	52%
4	Less	50-59	9	36%
5	Bad	0-49	0	0%
	Total	-	25	100%

Based on the table IV.9 about the clasification of control class, the output from 25 students shows that the category of number 1 got the frequency 0 (0%), the category number 2 shows 3 (12%), the category of number 3 shows 13 (52%), the category number 4 shows 9 (36%), the category number 5 shows 0 (0%)The table above shows that the highest percentage of control class is 9 (52%). Thus, the majority of the students in this control class is classified as **enough.**

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[2] Ibid. p. 32

3. Data Analysis of the Difference Between reading comprehension Taught by Using Story Impression strategy and reading comprehension taught by using Conventional Strategy.

Table IV.10
Students' Reading Comprehension Score

No	Students	Experimental Class		Control Class	
		Pre-test	Post-test	Pre-test	Post-test
1	Students 1	80	90	65	69
2	Students 2	80	89	60	66
3	Students 3	79	86	69	73
4	Students 4	79	86	50	53
5	Students 5	69	79	59	63
6	Students 6	65	79	60	66
7	Students 7	70	79	70	76
8	Students 8	69	79	60	66
9	Students 9	65	76	60	69
10	Students 10	63	76	63	69
11	Students 11	65	75	60	66
12	Students 12	65	76	60	69
13	Students 13	65	69	53	59
14	Students 14	63	76	53	59
15	Students 15	70	79	55	59
16	Students 16	69	79	60	66
17	Students 17	65	75	55	59
18	Students 18	55	66	69	66
19	Students 19	55	66	53	59
20	Students 20	55	63	53	63
21	Students 21	55	66	56	53
22	Students 22	53	63	59	59
23	Students 23	50	56	65	69
24	Students 24	53	59	50	56
25	Students 25	53	59	75	79
	Total	1610	1860	1492	1621
	Mean	64.40	74.40	59.68	64.84

The data were obtained through the score of pre-test of experimental class and control class. To analyze the data, the writer used Annova with regression formula by using software SPSS version 16.

Table IV.11
Descriptive Statistics

	Mean	Std. Deviation	N
Postcont	64.84	8.04	25
postexp	74.40	8.05	25

Based on the table above, it can be seen that the students' from each class, the experimental class consisted of 25 students and while for the control class consisted of 25 students too. The mean of experimental class improvement was 74.40, and mean of control class improvement was 64.84. standard deviation for experimental class was 8.05, while standart deviation for control class was 8.04.

Table IV.12
Correlations

		postcont	Postexp
postcont	Pearson Correlation	1	.683[**]
	Sig. (1-tailed)		.000
	N	25	25
postexp	Pearson Correlation	.683[**]	1
	Sig. (1-tailed)	.000	
	N	25	25

**. Correlation is significant at the 0.01 level (1-tailed).

From the table above, the corelation between post-experimental and post-control is 0.683. according to hartono, the strenght of relation for the coefisient or r=0.683 is moderate relationnship.[3]

Table IV.13
Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	postexp[a]		.Enter

a. All requested variables entered.

b. Dependent Variable: postcont

Table IV.14
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621[a]	.386	.359	5.46846

a. Predictors: (Constant), postexp

R Square = 0.386 indicates the amount of relationship between post-Experimental and Post-Control is about 38.6 %.

[3] Hartono. 2008. *Statistik untuk Penelitian.* Yogyakarta: Pustaka Pelajar. p. 87

Table IV.15
ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	431.568	1	431.568	14.432	.001[a]
	Residual	687.792	23	29.904		
	Total	1119.360	24			

a. Predictors: (Constant), postexp

b. Dependent Variable: postcont

From the table above, it can be seen that $F_{calculated} = 14.432 > F_{0.05,1,50} = 4.00$ and $= 0.05 > $ Sig. 0.001. it can be concluded that H_0 is rejected and H_a is accepted. In other word, there is significant effect of student' reading comprehension which is taught by using story impression strategy of the second year students at Islamic Junior High school Al-Katsar Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research finding in chapter IV, finally the research about The Effect of Using Story Impression strategy Toward Reading Comprehension of the Second Year Students at Islamic Junior High School Al-Kautsar Pekanbaru comes to the conclusion as follows:

1. Students' reading comprehension of narrative text taught by using Story Impression Strategy was categorized into good level.

2. Students' reading comprehension of narrative text taught by using conventional strategy was categorized into enough level.

3. The using of Story Impression Strategy was gave a good effect than using of Conventional Strategy in students' reading comprehension.

B. Suggestion

Considering Story Impression strategy toward reading comprehension, the researcher would like to give some suggestion as follows:

1) Suggestion for the teacher:

   a. It is recommended for teacher to use Story Impression strategy in teaching and learning process.

   b. The teacher builds a favorable atmosphere in teaching-learning process, because the conductive condition in teaching would become one asset to carry the success of material taught.

c. The teacher should be creative to select kinds of reading text in order to make students comprehend more the text and to diminish boredom in learning English, especially in reading subject.

2) Suggestion for the students:

a. The students should try to understand to use the Story Impression strategy in reading text and practice it in the classroom.

b. The students pay more attention to the lesson that has been shared by teacher in front of the class.

c. The students should avoid cheating in doing their exercises because in Story Impression strategy, each student is given time to think about his/her own answer. So the students should independently do their exercise.

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

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