

**THE EFFECT OF USING CHARACTER QUOTES STRATEGY
TOWARD THE READING COMPREHENSION OF
THE SECOND YEAR STUDENTS AT STATE
SENIOR HIGH SCHOOL 2 SIAK HULU
KAMPAR REGENCY**

Thesis

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



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PEKANBARU
1433 H/2012 M**

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ABSTRACT

Enita Rahayu (2012). The Effect of Using Character Quotes Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar Regency

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in getting idea from the reading text and had difficulties analyzing the reading text. So, the writer was interested in carrying out the research about this problem.

The research was administered at State Senior High School 2 Siak Hulu Kampar Regency. The subject of the research was the second year students of State Senior High School 2 Siak Hulu Kampar Regency and the object of the research was the effect of using Character Quotes Strategy toward reading comprehension in narrative text. The design of the research was Quasi-Experimental research.

The population of this research was all of the second year students. The total number of population was 323 students. Because the number of population was large, the writer used simple sampling by taking two classes for sample; XI IPA 1 consisted of 35 students as experimental class and XI IPA 2 consisted of 37 students as control class, so the total number of the sample was 72 students. To analyze the data, the writer adopted Anova by using SPSS 16 Software.

After analyzing the data, the writer found that there is significant effect of using Character Quotes Strategy toward the reading comprehension of the second year students at State Senior High School 2 Siak Hulu Kampar Regency, where $F_{\text{calculated}}$ shows 18,717 and $F_{0,05}$ shows 4.13. Thus, null hypothesis (H_0) is rejected and alternative hypothesis is accepted (H_a) which is shown as $F_{\text{Calculated}} > F_{0,05}$

Moreover, the writer also found that the category of students' reading comprehension that is taught by using Character Quotes Strategy was categorized into Good category (71,57) and the category of students' reading comprehension that is taught without using Character Quotes Strategy was categorized into Enough category (64,86).

ABSTRAK

Enita Rahayu (2012). Pengaruh dari Penggunaan Strategi Character Quotes terhadap Pemahaman Bacaan Siswa Tahun Kedua di Sekolah Menengah Atas Negeri 2 Siak Hulu Kabupaten Kampar

Berdasarkan studi pendahuluan penulis, ditemukan bahwa siswa belum mampu memahami bacaan dalam buku teks pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari teks bacaan dan memiliki kesulitan dalam menganalisis teks bacaan. Jadi, penulis tertarik untuk melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di Sekolah Menengah Atas Negeri 2 Siak Hulu Kabupaten Kampar. Subjek dari penelitian ini adalah siswa tahun kedua Sekolah Menengah Atas Negeri 2 Siak Hulu Kabupaten Kampar dan objek dari penelitian ini adalah pengaruh strategy Character Quotes terhadap pemahaman bacaan siswa. Ada pun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan jumlah dari populasi adalah 323 siswa. Dikarenakan jumlah populasinya sangat besar, penulis menggunakan teknik *simple sampling* dengan mengambil 2 kelas sebagai sampel; XI IPA 1 yang terdiri dari 35 orang siswa sebagai kelas eksperimen dan XI IPA 2 yang terdiri dari 37 orang siswa sebagai kelas kontrol. Jadi, jumlah sampel dari kedua kelas adalah 72 orang siswa. Untuk menganalisisnya, penulis menggunakan *Anova* dengan menggunakan software SPSS 16.

Setelah menganalisa data, penulis menemukan ada pengaruh yang signifikan dari strategi Character Quotes terhadap pemahaman bacaan siswa tahun kedua Sekolah Menengah Atas Negeri 2 Siak Hulu Kabupaten Kampar, di mana F_{hitung} menunjukkan nilai 18,717 and $F_{0,05}$ menunjukkan nilai 4,13. Maka, null hipotesis (H_0) ditolak dan alternatif hipotesis (H_a) di terima, ditunjukkan dengan $F_{hitung} > F_{0,05}$

Kemudian, penulis juga menemukan bahwa tingkat pemahaman bacaan siswa yang diajar dengan menggunakan stretegi Character Quotes adalah Baik(71,57) dan tingkat pemahaman bacaan siswa yang tidak diajarkan dengan menggunakan strategi Character Quotes adalah cukup (64,86).

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the language skill that must be learned at any level of education. It is an essential part of language instruction at every level because it supports learning in multiple ways.¹ Westwood also points out that reading is the fundamental skill upon which all formal education depends.² Furthermore Stone also states that reading is a fundamental goal that must be mastered in order to be successful in school and in life.³ So, it is clear to say that having reading activity is very important for a student at any level of education because reading can help the students in their learning process.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity becomes inadequate. Moreillon also points out that reading is making meaning from print and from visual information.⁴ Furthermore, Linse says that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.⁵ That is why deep comprehension of a reading material is the main goal for a reader to gain in

¹Judy Andrew, *What is Reading*. <http://www.nclrc.org/essentials/reading/stratread.htm>. Retrieved On June 14 , 2011

² Peter Westwood. 2008. *What Teacher Needs to Know about Reading and Writing Difficulties*. Melbourne: ACER Press., p. 2

³ Randi Stone. 2009. *Best Practice for Teaching Reading*. California: Corwin Press., p. 39

⁴ Judi Moreillon. 2007 *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association, p. 10

⁵ Caroline T. Linse. 2005. *Practical English Language Teaching: Young Learners*. New York: Mc Graw-Hill Companies, Inc., p. 69

reading process. In conclusion, knowing the content of a reading material is a very crucial point for a reader in having a reading activity because reading without comprehension is useless.

Reading comprehension itself is the interpretation of the information in the text, the use of prior knowledge to interpret this information and construction of coherence presentation or picture in the reader's mind of what the text about.⁶ Furthermore, reading comprehension is also the center of reading.⁷ That is why; reading comprehension is the final stage that should be gained by the students as the essence of reading activity.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on the standard of performance and it can make the students can master in a particular competency.⁸ According to Depdiknas in Hakim, School Based Curriculum has several characteristics. They are as follows:⁹

1. Focus on the gain of students' competency in individual or classical form.
2. Focus on the learning outcome of the students

⁶ Danielle S. McNamara. 2007. *Reading Comprehension Strategies: Theory, Intervention, and Technology*. New York: Laurence Erlbaum Associate, p. 3

⁷ Karen Tankersley. 2003. *The Threads of Reading: Strategies for Literacy Development*. Alexandria: Association of Supervision and Curriculum Development, p.90

⁸ Nursal Hakim. 2010. *Telaah Kurikulum Pendidikan*. Pekanbaru: Cedikia Insani.,p. 3

⁹ *Ibid.*,p. 11

3. The teaching and learning process uses the various methods, techniques or strategies.
4. The learning resources not only the teacher, but the other resources that fulfill the educative element.
5. The evaluation focuses on the process and learning outcomes in the effort of mastering or reaching a competency.

In the other word, the School Based Curriculum involves the teacher in teaching and learning process just for a facilitator that might guide the students in achieving the competency. The students play a prominent role in teaching and learning process. This characteristic matches the characteristic of Communicative Language Teaching or CLT. According to Parrish in Kalayo and Ansyari, the CLT is a kind of approach of teaching that makes foreign language teaching responsive to the communicative, in workplace and in international organization.¹⁰ The students then in teaching and learning process are invited to be more active and develop integrated skill of English learning.

In School Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by the students, and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan. Both of Junior and Senior High School level has their competences to gain. At Junior High School, the standard competence in reading skill is to read the text out loud while in Senior High

¹⁰ Kalayo Hasibuan and Muhammad Fauzan Ansyari. 2007. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Graha, p. 38

School, the standard competence is to understand the meaning of short essay of various genre. Therefore, the aim for teaching reading at Junior High School focuses on reading fluency and the focus of teaching reading at Senior High School is deeper comprehension. There are also some differences that include in Junior and Senior High in reading activity. For instance, some of genres of text are used in Senior High School but not at Junior High such as the Hortatory and Analytical Exposition. Then, the length of the text for Junior High School is shorter than for Senior High School.

In Senior High School precisely the second year students at the second semester learn short functional written text and simple essay in the form of narrative, spoof and hortatory exposition. Then there are two basic competences for the second year students of Senior High School in the second semester that must be mastered by the students. First, responding meaning of informal and formal short functional written text in daily life and knowledge usage accurately, fluently and understandably. Second, responding meaning and rhetorical steps of simple essay in daily life and knowledge usage accurately, fluently and understandably in the form of narrative, spoof and hortatory exposition¹¹.

After observed the teacher's ways in teaching reading activity at State Senior High School 2 Siak Hulu Kampar Regency, the school has already applied the School Based Curriculum and at that school reading has been taught from the first year until the third year. The students also learn lots of different types of text

¹¹ Herman Benyamin et al. 2010. *Advanced English Learning 2*. Bandung: Grafindo., p, xi

depend on their grade. As mentioned above, the second year students of State Senior High School 2 Siak Hulu Kampar Regency also learn about spoof, hortatory exposition and narrative text.

According to Benyamin et al narrative text is a text which social function is to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.¹² Narrative is used both in essay and short story. The purpose of narrative text is to amuse or entertain the reader and the generic structure of narrative text consists of three parts: orientation, complication, and resolution.¹³

In teaching reading, the teacher uses the Three Phases Technique. The first activity at the pre-activity is, the teacher explains the narrative text and after that the teacher asks students knowledge about narrative text. At while-activity, the teacher asks the students read the narrative text individually and silently. After the students read the text, the teacher then asks the students the content of the story. At the last at post-activity, the students answer the questions based on the text given.

Based on the writer's observation, some of the students still cannot answer the questions correctly. The students still get many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing

¹² *Ibid*

¹³ Hanafi Prayitno, <http://hanafijelekk.wordpress.com/2010/05/26/kind-of-text-english-grade-x-sma/>. Retrieved 6th May 2011

task given by their teacher. Furthermore, some of the students cannot reach the minimum standard of score (70) in doing the reading assessment. The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students get difficulty to find the main idea of the text.
2. Some of the students get difficulty to reach the standard score.
3. Some of the students get difficulty to recall the content of the story when they are asked by the teacher.
4. Some of the students get difficulty to find the meaning of unfamiliar word.
5. Some of the students get difficulty to analyze the content of the narrative text.

Based on the phenomena above, it is clear to say that in reading activity the technique which is used by the teacher still cannot help the student to comprehend the reading material. The teacher has lack of techniques and strategies to apply in teaching reading. It makes the students feel bored and unmotivated in reading the narrative text. In fact, there are various reading techniques and strategies that can be used in order to assist the students to gain the comprehension level as the goal of reading activity. One of the strategies that can be used in reading activity is Character Quotes Strategy.

Character Quotes is a reading strategy that extends students' insights into a character; fiction or nonfiction. Studying the quotes gives students practice in

making inferences. It also increases comprehension and students' motivation¹⁴ According to Sejnost the Character Quotes strategy will also acquaint the students with the topic to be studied by examining the actual quotations of a character in narrative text.¹⁵ So that the students will be assisted in comprehending the reading text and they can reach the final stage of reading process; reading comprehension.

Therefore, based on the explanation and the symptoms above, the writer is interested in carrying out a research entitled : **“The Effect of Using Character Quotes Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar Regency”**

B. Definition of the Term

In order to avoid misunderstanding and misinterpretation in this research, it is necessary to explain the term used in this research. The terms are as follows:

1. Effect

Richards and Schmidt state that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.¹⁶

2. Character Quotes

According to Roberta Character Quotes is a strategy that acquaints students with a topic to be studied by examining the actual quotations of a

¹⁴<http://www.stonecottagepublishing.com/StoneCottagePublishing/Excerpts/CharacterQuotes.nws>. Retrieved on 6th May 2011

¹⁵ Roberta L Sejnost. 2009. *Tools for Teaching in the Block*. London: Sage Company. p.87

¹⁶ Jack C. Richards and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics; Third Edition*. New York: Pearson Education, pp. 175

character from a narrative text or of an actual person featured in an expository text.¹⁷

3. Strategy

Brown states that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular ends, and planed designs or controlling and manipulating certain information.¹⁸

4. Reading Comprehension

Rand Corperation in Tarkensley says that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁹ Moreover Kirby also states that reading comprehension is the process by which we understand the texts we read. It is also the purpose of reading.²⁰

C. The Problem

1. Identification of the Problems

Based on the background above, we can see clearly that some of students of the second year students of State Senior High School 2 Siak Hulu Kampar Regency still face problems in English especially in reading; thus, the problem in this research are identified as follows:

¹⁷ Sejnost Roberta L. *Loc Cit.*,

¹⁸ H. Douglas Brown. 2000. *Principles of Language Learning and Teaching*. San Francisco: State University:Longman, p.113

¹⁹ Karen Tankersley. 2005. *Literacy Strategies for Grade 4-12: Reinforcing the Threads of Reading*. Alexandria: Association for Supervision and Curriculum Department, p 142

²⁰ John R Kirby. *Reading Comprehension: Its Nature and Development*. Retrieved on June 14th 2011

1. Why do some of the students get difficulty to find the main idea of the text?
2. Why do some of the students get difficulty to reach the standard score?
3. Why do some of the students get difficulty to recall the content of the story when they are asked by the teacher?
4. Why do some of the students get difficulty to find the meaning of unfamiliar word?
5. Why do some of the students get difficulty to analyze the content of the narrative text?
6. How is the students' reading comprehension in narrative text that is taught without using Character Quotes strategy?
7. How is the students' reading comprehension in narrative text that is taught by using Character Quotes strategy?
8. Is there any significant effect of the students' reading comprehension in narrative text between the students that is taught without using and that is taught by using Character Quotes strategy?

2. Limitation of the Problems

In order to focus the problem and to avoid misunderstanding, it is necessary to limit the problems of the research. Based on the syllabus of State Senior High School 2 Siak Hulu, the second year students learn about five genres of texts namely narrative, report, spoof, analytical exposition and hortatory exposition. So, in this research, the writer limits the problem and focuses on the

effect of using Character Quotes Strategy toward the reading comprehension in narrative text of the second year students at State Senior High School 2 Siak Hulu Kampar Regency.

3. Formulation of the Problems

Based on the identification of the problems above, the problems are formulated by following questions:

1. How is the students' reading comprehension in narrative text that is taught without using Character Quotes strategy?
2. How is the students' reading comprehension in narrative text that is taught by using Character Quotes strategy?
3. Is there any significant effect of the students' reading comprehension in narrative text between the students that is taught without using and that is taught by using Character Quotes strategy?

D. The Objective and Significance of Research

1. The Objective of the Research

- a. To find out how the students' reading comprehension that is taught without using Character Quotes Strategy in Narrative Text is at the second year students of State Senior High School 2 Siak Hulu Kampar Regency.
- b. To find out how the students' reading comprehension that is taught by using Character Quotes Strategy in Narrative Text is at the second

year students of State Senior High School 2 Siak Hulu Kampar Regency.

- c. To find out whether there is significant effect of the students' reading comprehension that is not taught and that is taught by using Character Quotes Strategy in Narrative Text of the second year students at State Senior High School 2 Siak Hulu Kampar Regency.

2. The Significance of the Research

- a. To assist the students in developing their reading comprehension by using Character Quotes Strategy.
- b. To give information to the teacher about Character Quotes Strategy in teaching reading comprehension.
- c. As the guidance for those who intend to conduct same topics of investigation in the future.
- d. To accomplish the task as the last requirement of the study at Tarbiyah Faculty.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it. Reading is the active process of understanding print and graphics text and also a thinking process.¹ Tankersley points out that reading is a complex process made up of several interlocking skills and process.² Moreover Barton in Bell and Lee state that reading is a dynamic process in which the reader works actively to construct meaning from the material.³ It is clear that reading is a complex process where the readers' final purpose or intention is acquiring the meaning of the reading material.

Kalayo and Ansyari state that reading is an activity with purpose. A person may read in order to gain information, to get enjoyment, and to enhance the knowledge of the language being read.⁴ Grabe also points out several purposes of reading namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, reading for general comprehension (in many case, reading for

¹ www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/.../reading.pdf. Retrieved on 14 June 2011

² Karen Tankersley *Op Cit* p., 2

³ Lyanne Bell, Cherryl L. Lee. 2005. "Using Reading in Content Area Strategies to Improve Student Understanding in Family and Consumer Sciences", *Journal of Family and Consumer Sciences Education*, Vol. 23, No. 2, Fall/Winter, p. 1

⁴ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op, Cit*, p. 114

interest or reading to entertain).⁵ Furthermore Grellet also states about the reasons why a reader wants to read a reading material. The reasons are reading for pleasure and reading for information. ⁶ From the explanation above, the writer concludes that when a reader is engaged in reading activity for several purposes and those purposes also lead the reader to gain the important purpose of reading; comprehension.

Beside the purposes of reading are various, the ways of reading are also the same. According to Grellet, there are four main ways of reading. They are as follows:⁷

- a. Skimming : Quickly running one's eyes over a text to get the gist of it.
- b. Scanning : Quickly going through a text to find a particular piece of information.
- c. Extensive reading : Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d. Intensive reading : Reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

Reading also involves the variety of skills. The main ones are listed below:⁸

⁵ William Grabe. 2009. *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press, p. 8

⁶ Françoise Grellet. 1981. *Developing Reading Skills: Practical Guide to Reading Comprehension Exercises*. New York: Cambridge University Press, p. 4

⁷ *Ibid*

- a. Recognizing the script of language
- b. Deducing the meaning and use of unfamiliar lexical item
- c. Understanding explicitly stated information
- d. Understanding information when not explicitly stated
- e. Understanding conceptual meaning
- f. Understanding the communicative value of sentences and utterances
- g. Understanding the relation within the sentence
- h. Understanding the relation between parts of a text through lexicon cohesion device
- i. Understanding cohesion between parts of a text through grammatical cohesion device
- j. Interpreting text by going outside it
- k. Recognizing Indicators in Discourse
- l. Identifying the main point in the piece of discourse
- m. Distinguishing the main idea from supporting details
- n. Basic reference skill
- o. Skimming
- p. Scanning

2. Nature of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers of course intend to have connection to the material that they read. But of course the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge.⁹ While Durkin in Tankersley points out that comprehension is drawing meaning from words; it is the “essence of reading”.¹⁰ Moreover Tankersley also states that comprehension is a process not product. Reader filters understanding through the lens of their motivation, their knowledge, cognitive abilities and experience.¹¹

It is clear that comprehension is the main goal of reading. Comprehension includes constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension and comprehension is influenced by the readers’ motivation, knowledge, cognitive abilities, and experience. Dorn and Soffos say that comprehending involves interpreting and syntetizing ideas in ways that influence the reader’s mind.¹² A good reader will

⁹ Judith Westphal Irwin. 1986. *Teaching Reading Comprehension Process*. California: Prentice-Hall, p. 7

¹⁰ Karen Tankersley. *Op Cit.*, p 108

¹¹ *Ibid*

¹² Linda J. Dorn and Carla Soffos. 2005. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland: Stenhouse Publisher, p. 14

integrate four types of knowledges to expand their reading comprehension. They are as follows¹³ :

- a. Generic knowledge : Generic knowledge is the reader's background information. It is cognitive information that the reader activates to construct meaning from the text.
- b. Text knowledge : Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures.
- c. Strategic knowledge : Strategic knowledge is the readers' knowledge of specific strategies for problem solving, including cognitive strategy for sustaining and expanding the meaning of a text.
- d. Reflective knowledge : Reflective knowledge is the mind's ability to think abstractly. It involves thinking beyond the text.

According to Israel reading comprehension is a complex process that is difficult to define, much less teach and assess.¹⁴ Reading comprehension is also a complex cognitive process.¹⁵ While Rand Corporation in Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁶ Based on the explanation above, the writer then concludes that when the reading comprehension happens, there is a connection between the reader and

¹³ *Ibid*

¹⁴ Susan E. Israel. 2008. *Metacognition in Literacy Learning: Theory, Assessment, Instruction and Professional Development*. Taylor & Francis e- Library: Laurence Erlbaum Associates, p .21

¹⁵ *Ibid*, p 22

¹⁶ Karen, Tankersley, *Op Cit* p., 108

the reading material, because the reader will connect their background knowledge and the new information from the text. Reading comprehension can also be called as a complex cognitive process for every reader.

According to Tankersley reading comprehension is influenced by four main factors. They are as follows:¹⁷

- a. Command on the linguistic structure of the text,
- b. Adequate the vocabulary in content area,
- c. Degree of metacognitive control of the text and,
- d. Adequate domain knowledge.

The readers also use the knowledge, skills, and strategies to determine what the meaning is. Reader knowledge, skills and strategies include:¹⁸

- a. Linguistic competence : the ability to recognize the element of 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 of different types of the texts and their usual structure and content.
- d. Strategic competence : the ability to use top-down strategies as well as knowledge of the language.

¹⁷ *Ibid* p., 108-109

¹⁸ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op Cit.*, p. 115

Reading comprehension is not as simple process, though. There are many processes that must be passed by a reader in order to reach the comprehension itself and be an effective reader.

Good effective readers will make connection between their background knowledge and the new information. They also need to monitor their comprehension, make inference, use prediction and also visualize the information in the text.¹⁹

3. The Factors Influence Comprehension

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.²⁰ They are eight factors that may influence the comprehension. They are as follows:²¹

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text (readability).
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

¹⁹ Karen Tankersley. *Op Cit.*, p. 91

²⁰ Peter Westwood. *Op Cit.*, 33

²¹ *Ibid*

4. Teaching Reading

In teaching reading, there are several principles that must be considered by the teacher. This teaching principle may guide the teacher in the process of teaching reading. According to Harmer there are six principles of teaching reading. They are as follows: ²²

- a. Reading is not a passive skill : reading is an incredibly occupation.
The teacher should have the knowledge about the words, pictures and arguments.
- b. Students need to be engaged with what they are reading : the students who do not engage with the text will not have any interest to the text. So, they need to be engaged with the material they read.
- c. Students should be encouraged to respond to the content of a reading text, not just the language : It is important to let the students to respond the meaning of the message of the reading text.
- d. Prediction is the major factor in reading : The prediction may help the students to comprehend the text about.
- e. Match the task to the topic : The teacher should choose the reading task which is suitable with the reading topic.
- f. Good teacher exploit reading text to the full : Good teacher integrate the reading text into interesting class sequences.

²² Jeremy Harmer. 2001. *How to Teach English*. Edinburgh: Longman, p. 70

5. The Ways to Improve Reading Comprehension

Reading is a way for someone to connect the words, thoughts and ideas on a page to what the reader already knows. If the reader does not know anything about the subject, then reading over the prose is more challenging and often the reader does not retain as much of the text.

As the writer mentioned above, the main purpose of reading is the comprehension itself. Without reaching the comprehension, the reading activity becomes useless because you get nothing from it. Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique.²³

Here are some suggestions in order to improve reading comprehension:²⁴

- a. Develop a broad background,
- b. Know the structure of paragraph,
- c. Identify the type of reasoning,
- d. Anticipate and predict,
- e. Look for the method for organization,
- f. Create motivation and interest,
- g. Pay attention to supporting cues,
- h. Highlight, summarize and review,
- i. Build a good vocabulary,
- j. Use a systematic reading technique.

²³ Donald Martin .1991. *How to be Successful Student*. New York: Martin Trails Publishing LLC, p. 70

²⁴ *Ibid*

6. The Nature of Narrative Text

There are various kinds of text learned by the students. One of them is narrative text. Langan states that narration is story telling whether we relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us.²⁵

While Richards points out that narrative is the written or the oral account of a real or fiction story.²⁶ Moreover Barwick also states that narrative relates a realistic, imagined or fictitious story.²⁷ It can be concluded that narrative is a kind of written or oral account that happened at the past and it may be real or just a fiction.

The purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform.²⁸ Kalayo and Anshari also state that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach.²⁹ It is true because the narrative text always contents various message for the reader that may entertain or give education to the reader. Examples of narrative text are legend, fairy tales, science fiction, myths, and adventure stories.³⁰

Barwick also states that narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales,

²⁵ John Langan. 2001. *College Writing Skill with Reading*. New York: McGraw Hill, p. 195

²⁶ Jack C. Richards and Richard Schimids. *Op Cit.*, p. 349

²⁷ John Barwick. 1999. *Targeting Text: Narrative, Poetry, Drama*. Singapore: Blacke Education, p. 4

²⁸ *Ibid*

²⁹ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Op Cit* p 130

³⁰ *Ibid*

fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fiction.³¹

Narrative also has the structure of the story. There are five stages in narrative. They are as follows:³²

- a. Orientation : The function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.
- b. Complication : The function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters.
- c. Resolution : This part brings the series of events to a close and revolves the main problem, challenge or situation.

7. The Concept of Character Quotes Strategy

As mentioned above, the reading comprehension needs the strategies to gain the level of reading comprehension itself. Garner in Heisat states that reading strategy is an action or series of actions employed in order to construct meaning.³³ Furthermore strategy is the one of factors that may contribute to the development of reading comprehension beside the listening comprehension, fluency and

³¹ John Barwick, *Loc Cit*

³² *Ibid*

³³ Heisat et al, 2009. “*The Use of Reading Strategy in Developing Students’ Reading Competency among Primary School Teachers in Malaysia*”, *European Journal for Social Science*, Volume 12, Number 2, p. 311

decoding.³⁴ So, based on the explanation above, a reader needs to use a strategy in order to ease them to construct the meaning from the text. If the readers know about lot of reading strategies, it will be easy for them to comprehend the reading material and become the effective reader.

One of the strategies that can be used by the readers in order to ease them to comprehend the reading material is Character Quotes Strategy. Character Quotes Strategy is pre-reading strategies that extend students' insight into a character: fiction or nonfiction.³⁵ Furthermore, Sejnost also states that Character Quotes is a strategy that acquaints students with a topic to be studied by examining the actual quotations of a character from a narrative text or of an actual person featured in an expository text.³⁶

The Character Quotes strategy also serves as a way to guide students' comprehension and help students remain actively engaged while they read. By creating a profile, students can synthesize the traits they have identified into a preliminary sketch of the character; in addition, they can predict major themes or conflicts that may arise in the text.³⁷

Sejnost also explains about the steps in using the Character Quotes Strategy. They are as follows:³⁸

³⁴ John R Kirby. *Reading Comprehension: Its Nature and Development*. Retrieved on June 14th 2011

³⁵ <http://www.stonecottagepublishing.com/StoneCottagePublishing/Excerpts/CharacterQuotes.nws>. Retrieved on June 6th 2011

³⁶ Roberta L Sejnost, *Loc Cit*

³⁷ Gillian Padkomorka et al. 2011. "Tips for the Classroom in Their Own Words: Making Connection through Character Quotes", *Journal of College Literacy and Learning*, Volume 37., p.,55

³⁸ *Ibid*

- a. First, teacher selects a series of quotations that clearly reflect and illustrate the various elements of the characters or figure's personality. For example, "Get on the leaf, Mr. Ant, and I'll carry you to safety." "Good bye, and take care you don't fall in again" said the Mrs. Dove. (Adopted from the story of the dove and the ant)
- b. Students then study the list of quotes and generate their impression of the quotes. For example the impressions from the dove's quotation are: *kindhearted, want to help, fascinating, nice, calm, wise, responsible* etc.
- c. Working individually or in small groups, students consider the impressions they have gained from the quotes and generate a list of qualities and generalizations about the character.
- d. The students then present their lists to the class.
- e. After all quotes have been discussed, the students develop a four to five- sentences profile of the characters. For example: Mrs. Dove was a kindhearted and nice animal. She was also fascinating animal. She was so wise that she warned the ant to be careful.
- f. As the students read a narrative or expository text from which the quotes came, they can add to their character's profile. For example: Mrs. Dove was a kindhearted and nice animal. She was also fascinating animal. She was so wise that she warned the ant to be careful. Even though she was not the friend of Mr. Ant, she wanted to help Mr. Ant from the water.

Furthermore, Dough also explains about the steps in doing the Character Quotes Strategy. They are as follows:³⁹

- a. Preview the text to identify several quotes by character, historical figure or author that illustrate different facets of individual personality.
- b. Students work in cooperative groups, each group with different quotes to consider. As groups to generate as many words as possible that describe their impression of this person based on the quotes.
- c. After each group has generated a list of descriptors, they read the group's quote to the entire class and share the list of the character qualities and trait that the group associates with the character.
- d. Involve the students about making generalization about the character or individual.
- e. Students read the story, biography or other selection. After reading, students return to their personality profiles to discuss what new quality or traits they might add and how they would change the profile to make it better match their understanding of the character or individual.

8. The Advantages of Character Quotes Strategy.

Character Quotes is one of strategies that is helpful for students when they try to comprehend the Narrative text. According to Buehl, there are 4 Advantages of using Character Quotes Strategy. They are as follows:⁴⁰

³⁹ Dough Buehl. 2009. *Classroom Strategies for Interactive Learning*. Newark: International Reading Association, p. 62

⁴⁰ Dough Buehl, *Op Cit*. p. 66

- a. The students will be introduced to the various characters on the story.
- b. The students will know the theme or issue that may arise at the story.
- c. The strategy helps the students to make inference from the story.
- d. Then the strategy makes the students become critical readers and it can deepen their understanding.

From the explanation above, it is clear to say that Character Quotes Strategy is a proper strategy that can be used in order to teach reading comprehension precisely in Narrative text. But, although the Character Quotes Strategy focuses on helping students' reading comprehension, it also assists the other language skills namely writing, speaking and listening in its application at the classroom. It can be seen from the procedures or steps of this strategy. They are as follows:⁴¹

- 1) First, teacher selects a series of quotations that clearly reflect and illustrate the various elements of the characters or figure's personality.
- 2) Students then study the list of quotes and generate their impression of the quotes. This activity involves in writing activity when the students try to make impression of the quotations. This also involves in reading activity when the students want to study the quotations, they need to read it first.

⁴¹ Roberta L Sejnost, *Loc Cit*

- 3) Working individually or in small groups, students consider the impressions they have gained from the quotes and generate a list of qualities and generalizations about the character. This step also involves in writing activity because the students' try to make a list of adjective based on their impression of the character in the story.
- 4) The students then present their lists to the class. In this step the students are asked to announce their list orally. This step includes in speaking activity. And when the students read his/her list; the other students may listen to their friends. In here, it includes in listening activity.
- 5) After all quotes have been discussed, the students develop a four to five- sentences profile of the characters. This steps indicates writing activity because the students make sentence profile of a character.
- 6) As the students read a narrative or expository text from which the quotes came, they can add to their character's profile. This step indicates the reading activity.

From the explanation above, the procedures of Character Quotes Strategy do not violate the language teaching at school that serves English in integrated skill. In the procedure, this strategy indirectly helps the students to develop not only reading comprehension but the other aspects such as writing, speaking and listening. In conclusion, this strategy helps students to develop their in integrated skill not in separated skill.

B. Relevant Research

1. A research from Agvemi Zulhadi Alga (2009)

In his research entitled “ The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of The First Year Students of SMAN Cerenti” , the researcher focused on Experimental research. The formulation of the problem which was discussed by the researcher in his thesis was the difference effect of using DRTA and the conventional strategy toward reading comprehension of the first year students at SMAN 1 Cerenti. In his research, he used two classes namely experimental class and control class and he found that there was differences between the mean score and standard deviation and percentage between experimet and control class. Where the percentage from the pre-test to post-test of experiment class was increasing 27,36 % while the percentage from pre-test to post-test of control class was increasing only 8,02%. Furthermore, from the data analysis by using t-test formula, the researcher found that H_0 was rejected and H_a was accepted because in t-table at 5% grade of significant refered to 2,01. While in the level of significant 1% was 2,68. The t-obtained was 8,26 and it can be analyzed that t_o was higher that t-table. In the other words, there was significant effect of using DRTA strategy toward students' reading comprehension. The difference of his research with the writer's lies on the reading comprehension strategy . Where, in his research he used the DRTA Strategy and the writer used the Character Quotes strategy in order to assist students' reading comprehension.

2. A research from Egi Fajruna El-Mubarak

In his research entitled “ Effect of Pre-Question toward Reading Comprehension of The Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru, the researcher focused on experimental research. In the research, his formulation of the problem was finding the difference in reading comprehension between students who are threatened with pre-questioning and those who are not. The researcher also took 2 classes as sample namely experimental class and control class. The researcher found that there is significant difference of using the pre-question toward students’ reading comprehension because there was far distance between the mean score and the standard deviation score of experimental class and control class. The mean score of pre-test and post-test of experimental class was 57,53 and 73,27 while the mean score of pre-test and post test of control class was only 57,33 and 6,93. It meant that there was improvement about 27,36% from the experimental class pre-test and post test score while the improvement on control class from pre-test and post-test was only 8,02%. Furthermore, the researcher also found that the score of t-obtained was bigger than t-table. In his research, he said that the t-obtained was 8,26 while the significant at 5% grade was 2,01 and 1% grade was 2,68. It meant that $2,1 < 8,26 > 2,68$. In the other word, H_0 was rejected and H_a was accepted. . The difference of his research with the writer’s lies on the reading comprehension strategy. Where, in his research he used the pre-question and the writer used the Character Quotes strategy in order to assist students’ reading comprehension.

C. Operational Concept

In order to avoid miss understanding about this study, it is necessary to explain the variable used in this research. Operational concepts are derived from related theoretical concepts on all of the variables that should be operated empirically and practically.⁴² Actually, there are two variables in this research. They are variable X and Y. Variable X as independent variable (Character Quotes Strategy) and variable Y as dependent variable (reading comprehension)

The procedures of Character Quotes Strategy (Variable X) are as follows:

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1. First, teacher selects a series of quotations that clearly reflect and illustrate the various elements of the characters or figure's personality.
2. The teacher asks the students to study the list of quotes and generate their impression of the quotes.
3. The teacher asks the students working individually or in small groups. The students consider the impressions they have gained from the quotes and generate a list of qualities and generalizations about the character.
4. The teacher asks the students to present their lists to the class.
5. After all quotes have been discussed, the teacher then asks the students to develop a four to five- sentences profile of the characters.

⁴² M. Syafi'i. 2007. *From Paragraph to Research Report: Writing for Academic Purposes*. Pekanbaru: LBSI, p. 122

⁴³ Roberta L. Sejnost, *Loc Cit*

6. As the students read a narrative or expository text from which the quotes came, they can add to their character's profile.

Then according to Irwin, the indicators for students' reading comprehension (Variable Y) are as follows:⁴⁴

1. Students are able to find factual information.
2. Students are able to identify main idea.
3. Students are able to locate the meaning of vocabulary in context.
4. The students are able to identify references.
5. Students are able to make inferences from the reading text.

D. Assumption and Hypothesis

a. Assumptions

In general, assumptions for this research can be exposed as the following:

- a. Students' reading comprehension is various
- b. The respond of students toward the Character Quotes Strategy is various.

b. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:

H₀ : There is no significant effect of using Character Quotes Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar Regency.

⁴⁴ Judith Westphal Irwin, *Op Cit.*, p. 4

H_a : There is significant effect of using Character Quotes Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar Regency.

CHAPTER III

THE RESEARCH METHOD

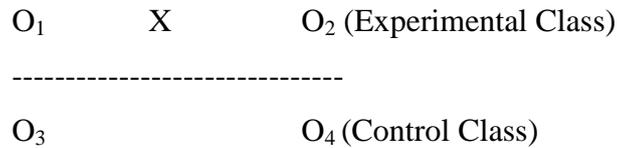
A. The Research Design

The research is designed systematically in order to analyze the data of the respondents of the research on their reading comprehension. The design of this research is quasi experimental research that focuses on Nonequivalent control group design. 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 condition between two factors which is deliberately appeared by eliminating other irritating factors.¹

In this research there are two variables that become the focus of this research. Firstly, independent variable is the effect of using Character Quotes strategy which is symbolized by “X” and then secondly, dependent variable is students’ reading comprehension in narrative text which is symbolized by “Y”. In conducting this research, the writer used two classes. The first class was used as experimental class which was taught by using Character Quotes Strategy. The second class was used as the control class which was not taught by using Character Quotes Strategy. Both of the classes took pretest and posttest and only the experimental class got the treatment. The treatment which was given to the experimental class was 8 times. The design of this research is represented below².

¹ (http://sociologyindex.com/quasi_experiment.htm). Retrieved on June 19th 2011

² Bruce W. Tuckman.1999. *Educational Research, Fifth Edition*. Orlando: Harcourt Brace College Publisher. p., 141



- O_1 and O_3 = Pre-test
- O_2 and O_4 = Post-test
- X = Treatment by using Character Quotes Strategy

B. The Time and the Location of the Research

This research was conducted at the second year students of State Senior High School 2 Siak Hulu Kampar Regency in the 2011/2012 of academic year. This research was conducted in March to May 2012

C. The Subject and the Object of the Research

The subject of this research was the second year students of State Senior High School 2 Siak Hulu Kampar Regency, while the object of this research was the effect of using Character Quotes Strategy toward the reading comprehension.

D. The Population and the Sample of the Research

The population of this research was the second year students of Senior High School 2 Siak Hulu Kampar Regency in 2011/2012 academic year. It had 9 classes which consisted of 4 classes of natural science and 5 classes of social science. The technique used in taking the sample was simple sampling. Having the sample, the write used lottery by passing out small roiled paper marked by the sequence name of the class. Then, after passing out the paper, the samples for the

research were class XI IPA 1 as experimental class and XI IPA 2 as the control class. The data can be seen in the table 1 and table 2 as follows:

Table III.1
The Population of the second year students of State Senior High School 2
Siak Hulu Kampar Regency

| No | Class | Number of Student |
|-------|----------|-------------------|
| 1 | XI IPA 1 | 35 |
| 2 | XI IPA 2 | 37 |
| 3 | XI IPA 3 | 36 |
| 4 | XI IPA 4 | 36 |
| 5 | XI IPS 1 | 35 |
| 6 | XI IPS 2 | 37 |
| 7 | XI IPS 3 | 35 |
| 8 | XI IPS 4 | 36 |
| 9 | XI IPS 5 | 36 |
| TOTAL | | 323 |

Table III.2
The Sample of the Research

| No | Class | Male | Female | Number of Student |
|-------|----------|------|--------|-------------------|
| 1 | XI IPA 1 | 15 | 20 | 35 |
| 2 | XI IPA 2 | 13 | 24 | 37 |
| TOTAL | | 28 | 44 | 72 |

E. The Technique of Collecting Data

Collecting data is the most important one in research in order to support the research. The writer applied a kind of data collection technique in order to obtain the data. It is as follow:

a. Test

The test was used to determine the students' reading comprehension. The type of the test is multiple choice tests. A multiple choice item requires the student to select a correct answer out of a number of options.³ The test was given to the experimental class and the control class in order to find out the effect of using Character Quotes Strategy toward the reading comprehension of the second year students at State Senior High School 2 Siak Hulu Kampar Regency.

After the students did the test, the writer then took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below:⁴

Table III.3
The Classification of Students' Score

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

F. The Validity and Reliability of the Test

³ Elana Shohamy. 1985. *A Practical Handbook in Language Testing for the Second Language Teacher*. Israel: Tel-Aviv University, p. 38

⁴Suharsimi Arikunto. 2009. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.,p,245

1. Validity

Before the tests were given to the sample of this research, both of the tests were tried out to 36 students of second year in the natural science major. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measure⁵. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:⁶

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

Where

P : Index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students

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

The standard level of difficulty used is $< 0,30$ and $> 0,70$. It means that an item is accepted if the level of difficulty is between 0,30-0,70 and it is rejected if the level of difficulty is less than 0,30 (the item is too difficult) and over than 0,70 (the item is too easy). The proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. The calculation of item difficulty can be seen from the following table:

⁵ Arthur Hughes. 2003. *Testing for Language Teacher, 2nd Edition*. New York: Cambridge University Press, p. 26

⁶ Suharsimi Arikunto., *Op Cit* p 209

Table III.4
The students are able to find factual information

| Variable | Finding Factual Information | | | | N |
|----------|-----------------------------|------|------|------|----|
| Item No. | 1 | 6 | 11 | 16 | 36 |
| Correct | 24 | 23 | 21 | 21 | |
| P | 0,66 | 0,63 | 0,58 | 0,58 | |
| Q | 0,33 | 0,36 | 0,41 | 0,41 | |
| | | | | | |

Based on the table, the item numbers of question for finding the factual information are 1, 6, 11, and 16. It shows that the proportion of correct answer for finding factual information of test item number 1 is 0,66, the proportion of correct answer for test item number 6 is 0,63, the proportion of correct answer for test item number 11 is 0,58 and the proportion of correct answer for test item number 16 is 0,58. The total correct answer of finding factual information is 0,61. Then, based on the standard level of difficulty, all items for finding factual information or “p” is $>0,30$ and $<0,70$. So, the items of finding factual information are accepted.

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

| Variable | Identifying Main Idea | | | | N |
|----------|-----------------------|------|------|------|----|
| Item No. | 2 | 7 | 12 | 17 | 36 |
| Correct | 20 | 22 | 22 | 20 | |
| P | 0,55 | 0,61 | 0,61 | 0,55 | |
| Q | 0,44 | 0,38 | 0,38 | 0,44 | |
| | | | | | |

Based on the table, the item numbers of question for identifying main idea are 2, 7, 12, and 17. It shows that the proportion of correct answer for identifying main idea of test item number 2 is 0,55, the proportion of correct answer for test item number 7 is 0,61, the proportion of correct answer for test item number 12 is 0,61 and the proportion of correct answer for test item number 17 is 0,55. The total correct answer of identifying main idea is 0,58. Then, based on the standard level of difficulty, all items for identifying main idea or “p” is $>0,30$ and $<0,70$. So, the items of identifying main idea are accepted.

Table III.6
The students are able to identify reference

| Variable | Identifying Reference | | | | N |
|----------|-----------------------|------|------|------|----|
| Item No. | 3 | 8 | 13 | 18 | 36 |
| Correct | 23 | 19 | 24 | 24 | |
| P | 0,63 | 0,52 | 0,66 | 0,66 | |
| Q | 0,36 | 0,47 | 0,33 | 0,33 | |
| | | | | | |

Based on the table, the item numbers of question for identifying reference are 3, 8, 13, and 18. It shows that the proportion of correct answer for identifying reference of test item number 3 is 0,63, the proportion of correct answer for test item number 8 is 0,52, the proportion of correct answer for test item number 13 is 0,66 and the proportion of correct answer for test item number 18 is 0,66. The total correct answer of identifying reference is 0,61. Then, based on the standard level of difficulty, all items for identifying reference or “p” is $>0,30$ and $<0,70$. So, the items of identifying reference are accepted.

Table III.7
The students are able to locate meaning of vocabulary

| Variable | Locating meaning of vocabulary | | | | N |
|----------|--------------------------------|-----|------|------|----|
| Item No. | 4 | 9 | 14 | 19 | 36 |
| Correct | 20 | 18 | 20 | 21 | |
| P | 0,55 | 0,5 | 0,55 | 0,58 | |
| Q | 0,44 | 0,5 | 0,44 | 0,41 | |

Based on the table, the item numbers of question for locating meaning of vocabulary are 4, 9, 14, and 19. It shows that the proportion of correct answer for locating meaning of vocabulary of test item number 4 is 0,55, the proportion of correct answer for test item number 9 is 0,5, the proportion of correct answer for test item number 14 is 0,55 and the proportion of correct answer for test item number 19 is 0,58. The total correct answer of locating meaning of vocabulary is 0,54. Then, based on the standard level of difficulty, all items for locating meaning of vocabulary or “p” is $>0,30$ and $<0,70$. So, the items of locating meaning of vocabulary are accepted.

Table III.8
The students are able to make inference

| Variable | Making Inference | | | | N |
|----------|------------------|------|------|------|----|
| Item No. | 5 | 10 | 15 | 20 | 36 |
| Correct | 23 | 23 | 22 | 20 | |
| P | 0,63 | 0,63 | 0,61 | 0,55 | |
| Q | 0,36 | 0,36 | 0,38 | 0,44 | |
| | | | | | |

Based on the table, the item numbers of question for making inference are 5, 10, 15, and 20. It shows that the proportion of correct answer for making inference of test item number 5 is 0,63, the proportion of correct answer for test item number 10 is 0,63, the proportion of correct answer for test item number 15 is 0,61 and the proportion of correct answer for test item number 10 is 0,55. The total correct answer of making inference is 0,60. Then, based on the standard level of difficulty, all items for making inference or “p” is $>0,30$ and $<0,70$. So, the items of making inference are accepted.

2. Reliability

Reliability is a necessary characteristic of good test. Shohamy says that reliability refers to the extent to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.⁷ It is clear that reliability is used to measure the quality of the test scores and the consistency of the test. According to Shohamy there are five types of reliability. They are test retest, parallel forms, internal consistency, inter rater and intra rater.⁸ Calculation of reliability uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula.⁹ From all of these formula, the writer then used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows¹⁰:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

Where :

r_{11} : Instrument reliability

k : Number of items

V_t : Variance total (the square of Standard Deviation)

p : The proportion of the students who are correct in answering an item divided with the total number of the students

q : The proportion of the students who are incorrect in answering an item divided with the total number of students.

⁷ Elana Shohamy., *Op Cit*, p. 70

⁸ *Ibid* p., 71

⁹ Suharsimi Arikunto., *Op Cit.*, p.180

¹⁰ *Ibid.*, p 188

The data can be seen at appendix 9

Based on the data the writer got;

K : 20

V_t : 134,81

pq : 4,6738

$$r_{11} = \left(\frac{20}{20-1} \right) \left(\frac{134,81 - 4,6738}{134,81} \right)$$

$$r_{11} = \left(\frac{20}{19} \right) \left(\frac{130,13}{134,81} \right)$$

$$r_{11} = (1,05) (0,96)$$

$$r_{11} = 1,008$$

To know whether the test is reliable or not, the value of r_{11} must be compared with r product moment. The value of r_{11} must be higher than r table. From the calculation above the value of r_{11} is 1,008. Then the r_t at 5% grade of significance is 0,329. While r_t at 1% grade of significance is 0,413. So, it can be concluded that $0,413 < 1,008 > 0,329$. On the other word, the instrument is reliable because the value of r_{11} is higher than r_t .

G. The Technique of Data Analysis

In order to know the effect of using Character Quotes Strategy toward students' reading comprehension, the writer used score of pre-test and post-test. The data then analyzed by using regression formula through SPSS 16 Software.

$F_{\text{calculated}}$ is obtained by considering variable of df as follows:

$$df = N - \text{independent variable} - 1$$

N = Number of cases level chosen in analyzing the score $F_{\text{calculated}}$ by using SPSS 16 Software at 5% level of significant or 0,05.

Then to determine whether H_a and H_o is rejected or accepted, the hypotheses are statistically formulated as follows:

$$H_a = F_{\text{calculated}} > F_{0,05}$$

$$H_o = F_{\text{calculated}} < F_{0,05}$$

H_a is accepted if $F_{\text{calculated}} > F_{0,05}$ or there is a significant effect of using Character Quotes Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar Regency.

H_o is accepted if $F_{\text{calculated}} < F_{0,05}$ or there is no significant effect of using Character Quotes Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar Regency.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Description of Research Procedures

The purpose of the research was to obtain the students' reading comprehension taught by using Character Quotes Strategy and not taught using Character Quotes Strategy and to obtain the significant effect between the students' reading comprehensions that is taught by using Character Quotes Strategy and those that is not. The data were obtained from students' post test scores of experimental and control class.

Before taking the data from the sample, the writer tried one of the second year classes in order to prove whether the test was reliable or not. The result found in the try out was 1, 008. It means that the test is highly reliable. Then, the writer gave pre-test to experimental class (XI IPA 1) and control class (XI IPA 2). The writer asked the students to answer some questions based on the text given; the test was about narrative text. Then, the writer gave treatment to experimental class for eight meetings.

After giving treatments to the experimental class, the writer used the same format of questions but in different text of narrative text of narrative to test students' reading comprehension for post test of experimental class and control class. The format of post-test between the experimental class and control class was the same. The result of reading test was evaluated by concerning five components, such as:

1. Students are able to find factual information.
2. Students are able to identify main idea.
3. Students are able to locate the meaning of vocabulary in context.
4. The students are able to identify references.
5. Students are able to make inferences from the reading text.

The total of pre-test and post test for both classes were different. The total score of pre-test in experimental class was 2180, while the highest score was 80 and the lowest was 40. The total score of pre-test in control class was 2325, while the highest score was 85 and the lowest score was 40. The total score of post-test in experimental class was 2605, while the highest score was 85 and the lowest score was 55. The total score of post-test in control class was 2400, while the highest score was 80 and the lowest score was 45.

B. The Data Presentation

The data of this research were obtained from the score of student's pre-test and post-test. All data were taken through the following procedures:

1. In both classes (experimental and control class), the students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices and the test was made based on several aspects such as finding factual information, identifying main idea, locating the meaning of vocabulary in contest, identifying the references and making inferences from reading text.

a) The Data Presentation of Reading Comprehension (Variable Y)

1. Students' Reading Comprehension that is taught without Using Character Quotes Strategy.

There were 20 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the highest score was 85 and the lowest score was 40. The data were obtained from the research by using SPSS 16 software. The data descriptions of pre-test of reading comprehension in control class are as follows:

Table IV.1
The Frequency Distribution of
Reading Comprehension Test (Pre-test) in Control Class

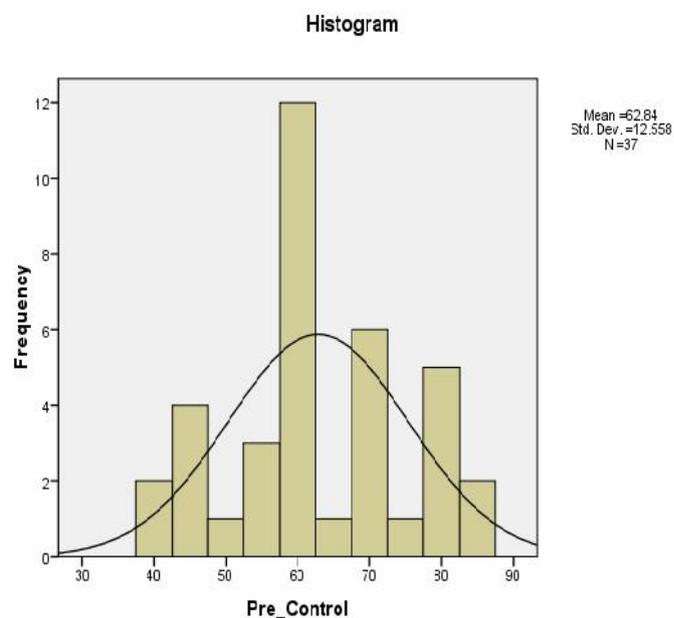
| | | Pre_Control | | | |
|-------|-------|-------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 40 | 2 | 5.4 | 5.4 | 5.4 |
| | 45 | 4 | 10.8 | 10.8 | 16.2 |
| | 50 | 1 | 2.7 | 2.7 | 18.9 |
| | 55 | 3 | 8.1 | 8.1 | 27.0 |
| | 60 | 12 | 32.4 | 32.4 | 59.5 |
| | 65 | 1 | 2.7 | 2.7 | 62.2 |
| | 70 | 6 | 16.2 | 16.2 | 78.4 |
| | 75 | 1 | 2.7 | 2.7 | 81.1 |
| | 80 | 5 | 13.5 | 13.5 | 94.6 |
| | 85 | 2 | 5.4 | 5.4 | 100.0 |
| | Total | 37 | 100.0 | 100.0 | |

Based on the table IV.1, it can be seen that there are 37 respondents. In interval 40, the frequency is 2 students (5,4%), the frequency of interval 45 is 4

students (10,8%), the frequency of interval 50 is 1 students (2,7%), the frequency of interval 55 is 3 students (8,1%), the frequency of interval 60 is 12 students (32,4%), the frequency of interval 65 is 1 student (2,7%), the frequency of interval 70 is 6 students (16,2%), the frequency of interval 75 is 1 student (2,7%), the frequency of interval 80 is 5 students (13,5%) and the frequency of interval 85 is 2 students (5,4%).

To determine more about the pre-test in control group which consists of 37 respondents at the second year of State Senior High School 2 Siak Hulu Kampar Regency, the writer describes it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.1
The Result of Control Class Pre-test



Then for the post-test of the control group, there were also 20 items of reading comprehension. From the post-test, the highest score of control group was

80 and the lowest score was 45. The data were obtained by using the SPSS 16 Software. The data descriptions of post-test of reading comprehension in control class are as follows:

Table IV.2
The Frequency Distribution of
Reading Comprehension Test (Post-test) in Control Class

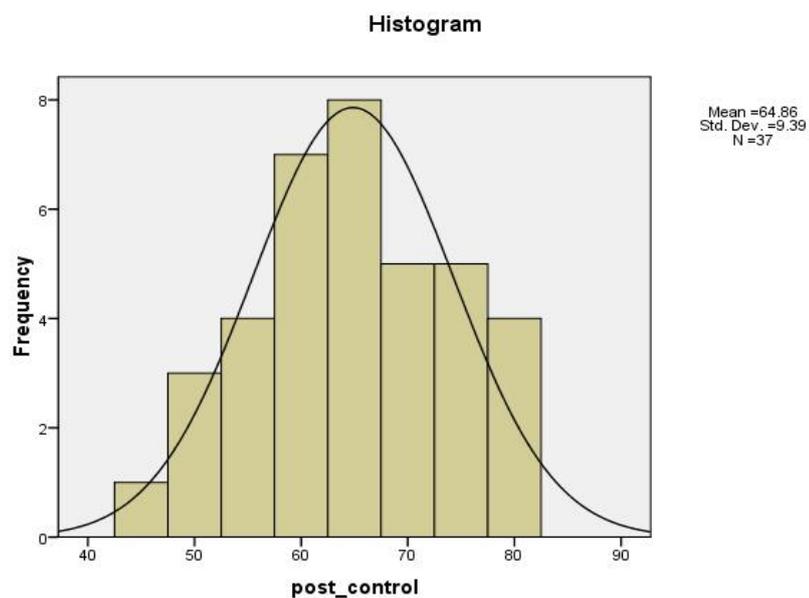
post_control

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | 45 | 1 | 2.7 | 2.7 | 2.7 |
| | 50 | 3 | 8.1 | 8.1 | 10.8 |
| | 55 | 4 | 10.8 | 10.8 | 21.6 |
| | 60 | 7 | 18.9 | 18.9 | 40.5 |
| | 65 | 8 | 21.6 | 21.6 | 62.2 |
| | 70 | 5 | 13.5 | 13.5 | 75.7 |
| | 75 | 5 | 13.5 | 13.5 | 89.2 |
| | 80 | 4 | 10.8 | 10.8 | 100.0 |
| | Total | 37 | 100.0 | 100.0 | |

Based on the table IV.2, it can be seen that there are 37 respondents. In interval 45, the frequency is 1 student (2,7%), the frequency of interval 50 is 3 students (8,1%), the frequency of interval 55 is 4 students (10,8%), the frequency of interval 60 is 7 students (18,9%), the frequency of interval 65 is 8 students (21,6%), the frequency of interval 70 is 5 students (13,5%), the frequency of interval 75 is 5 students (13,5%), and the frequency of interval 80 is 4 students (10,8%).

To determine more about the post-test in control group which consists of 37 respondents at the second year of State Senior High School 2 Siak Hulu Kampar Regency, the writer explains it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.2
The Result of Control Class Post-test



The writer then also classifies the post-test result of control class of the respondents of the second year at State Senior High School 2 Siak Hulu Kampar Regency to know the category of the students' reading comprehension score. The classification of control group' reading comprehension can be seen from the following table:

Table IV.3
The Classification of Control Group's Reading Comprehension Score of the
Second Year Students at State Senior High School 2 Siak Hulu Kampar
Regency

| No | Categories | Score | Frequency | Percentage |
|-------|------------|--------|-----------|------------|
| 1 | Very Good | 80-100 | 4 | 10,81% |
| 2 | Good | 66-79 | 10 | 27,02% |
| 3 | Enough | 56-65 | 15 | 40,54% |
| 4 | Less | 40-55 | 8 | 21,62% |
| 5 | Fail | 30-39 | - | - |
| Total | | | 37 | 100% |

Based on table IV.3, it can be seen that there are 5 categories for students' reading comprehension of control class. The frequency of Very Good category is 4 students (10,81%), the frequency of Good category is 10 students (27,02%), the frequency of Enough category is 15 students (40,54%), the frequency of Less category is 8 students (21,62%) and there is no students who is categorized into Fail category. The table shows that the highest percentage of students' classification of reading comprehension is 40,54%. Thus, the majority of the students in control class are classified as Enough.

2. Students' Reading Comprehension Taught by Using Character Quotes Strategy.

There were 20 items of reading comprehension test given to the respondents in this research. From pre-test of experimental class, the highest score was 80 and the lowest score was 40. The data were obtained from the research by using SPSS 16 software. The data descriptions of pre-test of reading comprehension in control class are as follows:

Table IV.4
The Frequency Distribution of
Reading Comprehension Test (Pre-Test) in Experimental Class

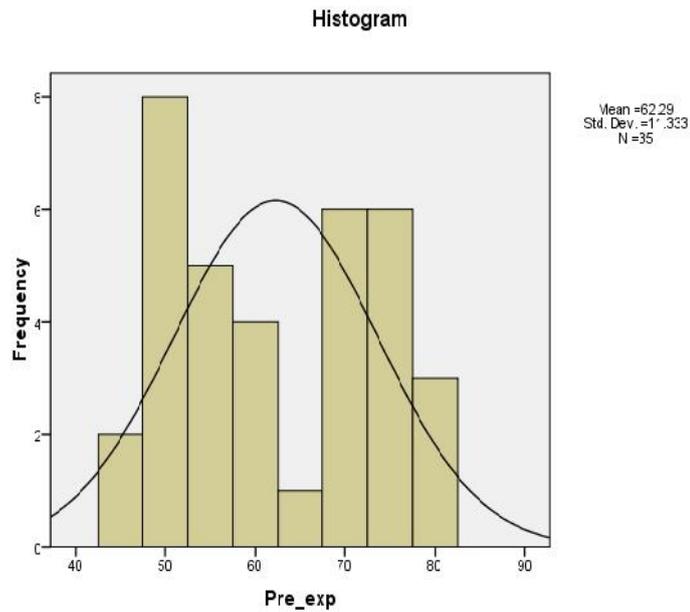
| | | Pre_exp | | | |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 45 | 2 | 5.7 | 5.7 | 5.7 |
| | 50 | 8 | 22.9 | 22.9 | 28.6 |
| | 55 | 5 | 14.3 | 14.3 | 42.9 |
| | 60 | 4 | 11.4 | 11.4 | 54.3 |
| | 65 | 1 | 2.9 | 2.9 | 57.1 |
| | 70 | 6 | 17.1 | 17.1 | 74.3 |
| | 75 | 6 | 17.1 | 17.1 | 91.4 |
| | 80 | 3 | 8.6 | 8.6 | 100.0 |
| | Total | 35 | 100.0 | 100.0 | |

Based on the table IV.4, it can be seen that there are 35 respondents. In interval 45, the frequency is 2 students (5,7%), the frequency of interval 50 is 8 students (22,9%), the frequency of interval 55 is 5 students (14,3%), the frequency of interval 60 is 4 students (11,4%), the frequency of interval 65 is 1 student (2,9%), the frequency of interval 70 is 6 students (17,1%), the frequency of interval 75 is 6 students (17,1%), and the frequency of interval 80 is 3 students (8,6%).

To determine more about the pre-test in experimental group which consists of 35 respondents at the second year of State Senior High School 2 Siak Hulu

Kampar Regency, the writer explains it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.3
The Result of Experimental Class Pre-test



Then for the post-test of the experimental group, there were also 20 items of reading comprehension. From the post-test, the highest score of control group was 85 and the lowest score was 55. The data were obtained by using the SPSS 16 Software. The data description of post-test of reading comprehension in experimental class is as follows:

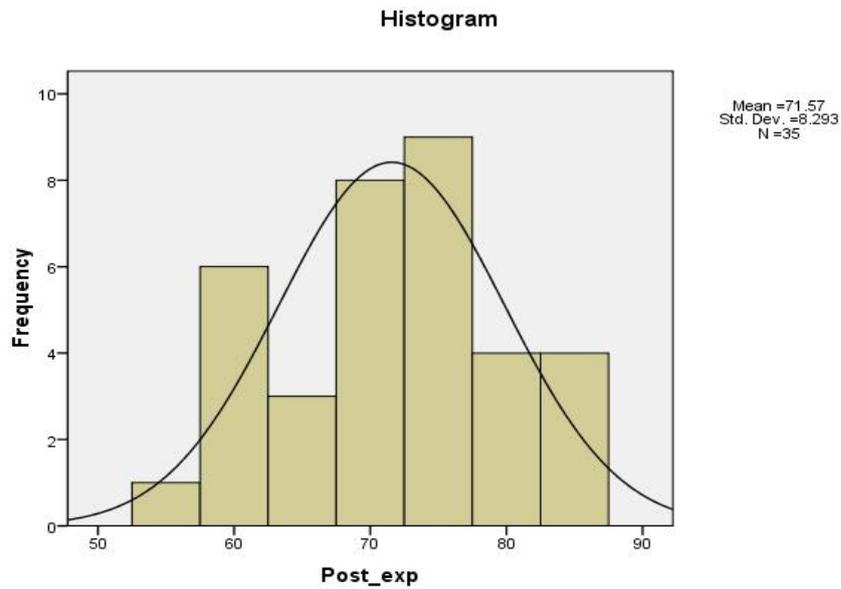
Table IV.5
The Frequency Distribution of
Reading Comprehension Test (Post-Test) in Experimental Class

| | | Post_exp | | | |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 55 | 1 | 2.9 | 2.9 | 2.9 |
| | 60 | 6 | 17.1 | 17.1 | 20.0 |
| | 65 | 3 | 8.6 | 8.6 | 28.6 |
| | 70 | 8 | 22.9 | 22.9 | 51.4 |
| | 75 | 9 | 25.7 | 25.7 | 77.1 |
| | 80 | 4 | 11.4 | 11.4 | 88.6 |
| | 85 | 4 | 11.4 | 11.4 | 100.0 |
| | Total | 35 | 100.0 | 100.0 | |

Based on the table IV.5, it can be seen that there are 35 respondents. In interval 55, the frequency is 1 student (2,9%), the frequency of interval 60 is 6 students (17,1%), the frequency of interval 65 is 3 students (8,6%), the frequency of interval 70 is 8 students (22,9%), the frequency of interval 75 is 9 students (25,7%), the frequency of interval 80 is 4 students (11,4%), and the frequency of interval 85 is 4 students (11,4%).

To determine more about the post-test in experimental group which consists of 35 respondents at the second year of State Senior High School 2 Siak Hulu Kampar Regency, the writer explains it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.4 The Result of Experimental Class Post-test



The writer then also classifies the post-test result of experimental class of the respondents of the second year at State Senior High School 2 Siak Hulu Kampar Regency to know the category of the students' reading comprehension score. The classification of experimental group' reading comprehension can be seen from the following table:

Table IV.6
The Classification of Experimental Group's Reading Comprehension Score
of the Second Year Students at State Senior High School 2
Siak Hulu Kampar Regency

| No | Categories | Score | Frequency | Percentage |
|-------|------------|--------|-----------|------------|
| 1 | Very Good | 80-100 | 8 | 22,85% |
| 2 | Good | 66-79 | 17 | 48,57% |
| 3 | Enough | 56-65 | 9 | 25,71% |
| 4 | Less | 40-55 | 1 | 2,85% |
| 5 | Fail | 30-39 | - | - |
| Total | | | 35 | 100% |

Based on table IV.6, it can be seen that there are 5 categories for students' reading comprehension of experimental class. The frequency of Very Good category is 8 students (22,85%), the frequency of Good category is 17 students (48,57%), the frequency of Enough category is 9 students (25,71%), the frequency of Less category is 1 student (2,85%) and there is no students who is categorized into Fail category. The table shows that the highest percentage of students' classification of reading comprehension is 48,57%. Thus, the majority of the students in experimental class are classified as Good.

3. The Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The data of mean and deviation for both classes was obtained by using SPSS 16 Software. The Mean and Standard deviation of both classes can be seen as follow:

Table IV.7
The Mean and Standard Deviation of Pre-test in
Experimental and Control Class

| | Mean | Standard Deviation |
|------------------------|-------------|---------------------------|
| Pre-test of Experiment | 62,29 | 11,33 |
| Pre-test of Control | 62,84 | 12,55 |

Then, the writer input the square value of standard deviation (SD^2) into the formula as follows:¹

$$F_o = \frac{Sb^2}{Su^2}$$

$$F_o = \frac{11,33^2}{12,55^2} = \frac{128,36}{157,50} = 0,81$$

Based on the statistical above, it can be seen that F obtained is 0,81. Then, determining homogeneity of the test, $F_o < F_t$. F table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$F = (N1-1), (N2-1)$$

$$F = (37-1), (35-1) = (36), (34)$$

It means that $N1 = 36$ and $N2 = 34$. Therefore, to look the F table, the writer looks the value of $N1$ and $N2$ at F table. $N1$ value is in the vertical column and $N2$ value is in horizontal column. The value of $N1 = 36$ and $N2 = 34$ is 1,78 at the level of significance 0,05 and the value of $N1 = 36$ and $N2 = 34$ is 2,26 at the level of

¹ Mubarak. 2009. "Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan at Taqwa Pekanbaru". Unpublished, p. 38

significance 0,01. Therefore, $1,78 > 0,81 < 2,26$. In other word, $F_{\text{obtained}} < F_{\text{table}}$ and the test result is homogeny for both classes.

C. Data Analysis

1. The Data Analysis of Reading Comprehension (Variable Y)

To determine the students' reading comprehension who are taught by using Character Quotes Strategy and the students who are not taught by using Character Quotes Strategy, the writer took the data from the result of post-test from both classes. The data were obtained by using SPSS 16. The data of mean, median and standard deviation from the post-test of the experimental class and control class can be seen from the following table:

Table IV.8
Mean, Median, and Standard Deviation of Post-test in Experimental and Control Class

| | Mean | Median | Standard Deviation |
|---------------------------------|-------------|---------------|---------------------------|
| Post-test of Experimental Class | 71,57 | 70 | 8,29 |
| Post-test of Control Class | 64,86 | 65 | 9,39 |

Then, the mean of post test from experimental and control class are classified in order to determine the category of the students' reading comprehension. The classification table can be seen as follow:

Table IV. 9
The Classification of Students' Score

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

Based on the table above, the mean of post-test of experimental class is 71,57. It means the students' reading comprehension that is taught by using Character Quotes Strategy is categorized into Good level. While for the mean of post test of control class is 64,86. It means that the students' reading comprehension that is not taught by using Character Quotes Strategy is Enough level.

2. The Data Analysis of the Effect of the Students' Reading Comprehension between the Students that is Taught without and that is Taught by Using Character Quotes strategy

In this part, the writer shows the pre-test, post-test and the gain of experimental class and also the control class. The data were taken from 35 repondents of expermental class and 37 respondents of control class. The data can be seen from the following table:

Table IV.10
Students' Reading Comprehension Score

| No | Respondents | Experimental Class | | Gain | Control Class | | Gain |
|-------|-------------|--------------------|--------------|-------------|---------------|--------------|------------|
| | | Pre-test | Post-test | | Pre-test | Post-test | |
| 1 | Student 1 | 70 | 70 | 0 | 70 | 65 | -5 |
| 2 | Student 2 | 75 | 85 | 10 | 60 | 65 | 5 |
| 3 | Student 3 | 70 | 75 | 5 | 60 | 50 | -10 |
| 4 | Student 4 | 50 | 75 | 25 | 60 | 55 | -5 |
| 5 | Student 5 | 60 | 65 | 5 | 80 | 80 | 0 |
| 6 | Student 6 | 55 | 60 | 5 | 85 | 80 | -5 |
| 7 | Student 7 | 75 | 80 | 5 | 55 | 60 | 5 |
| 8 | Student 8 | 80 | 85 | 5 | 60 | 65 | 5 |
| 9 | Student 9 | 60 | 75 | 15 | 85 | 80 | -5 |
| 10 | Student 10 | 50 | 70 | 20 | 55 | 65 | 10 |
| 11 | Student 11 | 70 | 80 | 10 | 70 | 60 | -10 |
| 12 | Student 12 | 60 | 75 | 15 | 70 | 75 | 5 |
| 13 | Student 13 | 75 | 70 | -5 | 40 | 50 | 10 |
| 14 | Student 14 | 75 | 80 | 5 | 80 | 70 | -10 |
| 15 | Student 15 | 70 | 75 | 5 | 60 | 65 | 5 |
| 16 | Student 16 | 50 | 60 | 10 | 60 | 65 | 5 |
| 17 | Student 17 | 80 | 75 | -5 | 60 | 55 | -5 |
| 18 | Student 18 | 45 | 60 | 15 | 60 | 70 | 10 |
| 19 | Student 19 | 55 | 70 | 15 | 65 | 70 | 5 |
| 20 | Student 20 | 50 | 60 | 10 | 70 | 75 | 5 |
| 21 | Student 21 | 50 | 60 | 10 | 40 | 45 | 5 |
| 22 | Student 22 | 75 | 70 | -5 | 45 | 50 | 5 |
| 23 | Student 23 | 50 | 70 | 20 | 70 | 60 | -10 |
| 24 | Student 24 | 70 | 75 | 5 | 45 | 60 | 15 |
| 25 | Student 25 | 55 | 65 | 10 | 45 | 60 | 15 |
| 26 | Student 26 | 45 | 65 | 20 | 80 | 75 | -5 |
| 27 | Student 27 | 65 | 75 | 10 | 70 | 75 | 5 |
| 28 | Student 28 | 70 | 85 | 15 | 60 | 65 | 5 |
| 29 | Student 29 | 55 | 60 | 5 | 50 | 55 | 5 |
| 30 | Student 30 | 60 | 55 | -5 | 55 | 60 | 5 |
| 31 | Student 31 | 50 | 75 | 25 | 60 | 60 | 0 |
| 32 | Student 32 | 80 | 85 | 5 | 80 | 70 | -10 |
| 33 | Student 33 | 55 | 70 | 15 | 75 | 80 | 5 |
| 34 | Student 34 | 50 | 70 | 20 | 80 | 70 | -10 |
| 35 | Student 35 | 75 | 80 | 5 | 60 | 75 | 15 |
| 36 | Student 36 | | | | 45 | 55 | 10 |
| 37 | Student 37 | | | | 60 | 65 | 5 |
| Total | | =2180 | =2505 | =325 | =2325 | =2400 | =75 |
| Mean | | 62,28 | 71,57 | | 62,83 | 64,86 | |

From the table above, the calculation of total score of experimental class in pre-test is 2180 and the total score of experimental class in post-test is 2505. The gain of experimental class is 325. While the calculation of total score of control class in pre-test is 2325 and the total score of control class in post-test is 2325. The gain of control class is 75. The mean score of post test at experimental class is higher than the mean score of post test at control class.

To determine the data analysis of the effect of the students' reading comprehension in narrative text between the students that is not taught and that is taught by using Character Quotes strategy, the writer then used regression by using SPSS 16. The data of can be seen from the table as follows:

Table IV.11

| | | post_control | post_exp |
|---------------------|--------------|--------------|----------|
| Pearson Correlation | post_control | 1.000 | .602 |
| | post_exp | .602 | 1.000 |
| Sig. (1-tailed) | post_control | . | .000 |
| | post_exp | .000 | . |
| N | post_control | 35 | 35 |
| | post_exp | 35 | 35 |

The output of group statistics shows that the correlation between post-experiment and post-control is 0.062. According to Hartono, the strength of relationship for coefficient of $r = 0,602$ is a moderate relationship.²

² Hartono. 2008. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar., p. 87

Table IV.12**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .602 ^a | .362 | .343 | 10.510 | .362 | 18.717 | 1 | 33 | .000 |

a. Predictors: (Constant), post_exp

Table IV.13**ANOVA^b**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 2067.326 | 1 | 2067.326 | 18.717 | .000 ^a |
| | Residual | 3644.845 | 33 | 110.450 | | |
| | Total | 5712.171 | 34 | | | |

From the table above, it can be seen that $F_{\text{calculated}}$ is 18.717 and $F_{0,05}$ in $df_{(1,33)}$ is 4.13. It means that $F_{\text{calculated}}$ is higher than $F_{0,05}$. It can be concluded that H_a is accepted and H_o is rejected. In other word, there is significant effect of using Character Quotes Strategy toward the reading comprehension of second year students at State Senior High 2 Siak Hulu Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

There are three conclusions of this research referred to the research finding and the formulation of the research. They are as follows:

1. The students' reading comprehension that is taught without using Character Quotes strategy at the second year students of State Senior High School 2 Siak Hulu Kampar Regency is categorized as Enough level (64,86).
2. The students' reading comprehension that is taught by using Character Quotes strategy at the second year students of State Senior High School 2 Siak Hulu Kampar Regency is categorized as Good level (71,57).
3. From the research finding at regression formula by using SPSS 16 Software, it can be seen that $f_{\text{calculated}}$ is 18.717 and $F_{0,05}$ is 4.13. It means that $F_{\text{calculated}}$ is higher than $F_{0,05}$ or $F_{\text{calculated}} > F_{0,05}$.

Based on the research finding, it is clear to say that Character Quotes Strategy influences students' reading comprehension about 18,717% and the rest of it (81,28%) is the other factors that also influence students' reading comprehension. Then, based on the data analysis by using regression formula, it also can be concluded that there is significant effect of using Character Quotes Strategy toward students' reading comprehension because the value of $F_{\text{calculated}}$ is higher than $F_{0,05}$. Therefore, Character Quotes Strategy can be used by the teacher

in teaching reading activity so that the teaching and learning process becomes more interesting and attractive for the students.

B. Suggestion

Considering the effectiveness of using Character Quotes strategy toward students' reading comprehension, the writer would like to give some suggestions as follows:

1) Suggestions for the School:

- a. It is recommended to the school to do evaluation for students' difficulties based on the result of teaching and learning process.
- b. It is hoped for the school to establish an English club in order to expand the students' knowledge in English.
- c. It is hoped for the school to facilitate the students in joining English festival or English competition in order to strengthen the students' motivation in learning English.

2) Suggestion for the English teacher:

- a. It is recommended to teacher to use Character Quotes strategy in teaching and learning process as the one of the alternative of reading comprehension strategies.
- b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because the conducive condition in

teaching would become one asset to carry the success of material to be taught.

3) Suggestion for the students:

- a. The students should try to understand using Character Quotes strategy in reading text.
- b. The students should pay more attention to the lesson that has explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to more comprehend the text and in order to diminish boredom in learning English especially in reading subject.

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

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