

**THE EFFECT OF USING SAMPLING, LOCATING, AND PREVIEWING
(SLoP) METHOD TO IMPROVE READING COMPREHENSION
AT THE SECOND YEAR STUDENTS OF STATE
SENIOR HIGH SCHOOL 1 KUNDUR
KARIMUN**



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PEKANBARU
1433 H/2012 M**

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Thesis

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for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRAK

YONAFIOLYNA(2012) : Pengaruh Metode Sampling, Locating dan Previewing (SLoP) dalam Meningkatkan Pemahaman Membaca pada Siswa Kelas Dua di SMAN 1 Kecamatan Kundur Kabupaten Karimun

Berdasarkan studi pendahuluan penulis, ditemukan bahwa siswa belum mampu memahami bacaan dalam buku pelajaran disekolah. Masalah ini disebabkan oleh beberapa faktor. Musalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari text bacaan dan memiliki kesulitan dalam menganalisis text bacaan. Oleh karena itu, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di SMAN 1 Kecamatan Kundur Kabupaten Karimun. Subjek dari penelitian ini adalah siswa kelas dua SMAN 1 Kecamatan Kundur Kabupaten Karimun dan objek dari penelitian adalah pengaruh Metode SloP dalam meningkatkan pemahaman bacaan siswa. Adapun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa kelas dua. Keseluruhan dari jumlah populasi adalah 121 siswa. Dikarenakan jumlah tersebut terlalu besar, penulis menggunakan *cluster sampling* dengan mengambil dua kelas sebagai sampel; kelas XI IPS 2 yang terdiri dari 26 siswa sebagai kelas eksperimen dan XI IPS 3 yang terdiri dari 26 siswa sebagai kelas kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 52 siswa. Untuk menganalisis data, penulis menggunakan rumus independent sampel t-test.

Setelah data dianalisis, penulis menemukan pengaruhnya yang signifikan dari Metode SloP dalam meningkatkan pemahaman bacaan siswa kelas dua SMAN 1 Kecamatan Kundur Kabupaten Karimun, dimana T menunjukkan 2.73 pada level signifikan 5% adalah 2.01 dan pada level 1% adalah 2.68. Maka, null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima. Ditunjukkan dengan $2.00 < 2.73 > 2.68$.

ABSTRACT

YONAFIOLYNA (2012) : The Effect of Using Sampling, Locating, and Previewing (SLoP) Method to Improve Reading Comprehension at the Second Year Students of State Senior High School 1 Kundur District Karimun 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 caused by some factors. For example, some of the students had difficulties in getting ideas from reading text and had difficulties analyzing the reading text. So, the writer is interested in carrying out the research about this problem.

The research was administered at the State Senior High School 1 Kundur District Karimun Regency. The subject was the second year students of State Senior High School 1 Kundur District Karimun Regency and the object of this research was the effect of SLoP Method to improve reading comprehension in narrative text. The design of this research was Quasi-Experimental design.

The population of this research was all of the second year students. Total number of population was 121 students. Because the number of population was large, the writer used cluster sampling by taking two classes only as sample; XI IPS 2 consisted of 26 students as experimental class and XI IPS 3 consisted 26 students as control class, so the number of the sample from two classes was 52. To analyze the data, the writer adopted independent sample t-test formula.

After analyzing the data, the writer found that there is significant effect of SLoP Method to improve reading comprehension at the second year students of State Senior High School 1 Kundur District Karimun Regency, where to shows 2.73 at significant level of 5% it shows 2.01 and at level 1% it shows 2.68. thus, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted which shows $2.01 < 2.73 > 2.68$.

يونا فيولنا (٢٠١٢): " تأثير طريقة المثال، الـ
الطلاب سنة الثانية في المدرسة العالية

استندا الى تعليم الإفتتاح الكاتب يوجد أن الطلاب لم يقدرّون في فهم القراءة الكتب الدرس
المدرسية. هذه المسئلة يسبب ببعض الأسباب كبعض الطلاب يشعرون بالصعوبة في البحث
الرئيسية في القراءة و يشعرون بالصعوبة تحليل القراءة. و لذلك الكاتب تريد ان تعملين للبحث عن تلك

هذا البحث يؤقد في المدرسة العالية اكوندور. الفاعل في هذا البحث يعني الطلاب
الثانية في المدرسة العالية و الغرض من هذا البحث يعني تأثير طريقة المثال، الـ
(SLoP) للإرتفاع فهم القراءة عند الطلاب. و اما نوع هذا البحث يعنيسبه التجربة.

كان عدد السكان من هذا البحث جميع الطلاب سنة الثانية بعدد . إستعمل الكاتب طريقة
أخذ العينات العنقودية بسبب عدد الطلاب لكبيرة جدا. أخذ الكاتب فصلين كالمثال هما فصل الثاني
عدد الطلاب من فصلين .
.. تحليل البيانات t-

إستنادا إلى تحليل البيانات ، خلص الكاتب أن هناك فرق كبير في فهم القراءة
لإستعمال طريقة SLoP للإرتفاع فهم القراءة عند الطلاب سنة الثانية في المدرسة
العالية اكوندور. و تلك النتيجة
Ha Ho : 2.00 < 2.73 > 2.68
5% (2.01) 1% (2.68) .

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CHAPTER I

INTRODUCTION

A. Background

The development of science and technology demand us to master English as a means of communication. This language is very important for those who want to make relationships with other people in the world. It can be understood that in this global era, English is very useful. The primary goal of teaching English is to provide one with the knowledge of English and capability to use it actively. Therefore, English has been conditioned as the first priority as it is put in national curriculum and is one of the national examination subjects.

In learning English, one of the main skills that the students need to acquire is reading. The aim of teaching reading is to make the students able to read the text effectively and efficiently. They do not only understand the structures of the text but also to comprehend the meaning of the text. In this case, since English is not our first language, so many students face difficulties in gathering and comprehending the ideas of a reading passage.

Reading comprehension is primarily proposed for reading (though this is sometimes overlooked when students are asked to read overly difficult texts) raising students' awareness of main ideas in a text and exploring the organization of a text of essential for good comprehension¹.

¹William Grabr, "Dilemmas for the development of second language Reading Abilities". In Jack C. Richard and Willy A. Renandya (Methodologies in Language Teaching an Anthology of Current Practice. New York, 2002) p. 227

SMA N 1 Kundur is one of State Senior High Schools in Tanjung Batu, Kundur District Karimun Regency that teaches English as a compulsory subject. Time duration of English subject was 2 x 45 for one meeting. Now days, this school has used School Based Curriculum (KTSP) as a current curriculum.

According to School Based Curriculum, the aim of teaching English is to develop students' communication skills such as Reading, Listening, Writing, and Speaking. Time allocations for all language skills are the same. In reality, during the teaching and learning process the students have short time to comprehend the texts. That's why the teacher should be able to develop their teaching strategies, so that the students understand and comprehend the reading material quickly. English teacher should create an active learning condition to help students in learning the language in short time. After doing a preliminary study at SMAN 1 Kundur District, Karimun Regency, the teacher has been using the School Based Curriculum in teaching and learning process to the second year students but this technique is not fully applied in teaching reading, especially at the second year students.

Reading should be taught in effective and efficient ways. Techniques used by teacher should be appropriate to the students' comprehension so that students also need a strategy to comprehend English well. The techniques used by the teacher in reading activity to the second year students are as follows:

1. The teacher asks to the students to reading the material.
2. The teacher asks to the students to find out the difficult words.

3. The teacher asks to the students to answer the question based on the text.

4. The teacher asks to the students to collect the reading assignment.

The Basic Competences in reading comprehension for the second year in this school is responding to the main of the functional text; responding to the meaning and rhetorical steps in a simple short essay accurately, smoothly and thanked associated with the environment in the form of report, narrative and analytical exposition text. With the indicators that students can identify the functional informational, narrative, report and analytical exposition texts and the students can answer the questions based on the text.² So, one of the genres that should be learned by the students is narrative texts.

Narrative text is the stories concerning temporal sequences, situations and events unfolding in the time³. Moreover, narrative text is the text that explains the series of events and actions that are organized using the time order pattern⁴. The purpose of narrative text is that to amuse or to obtain the reader such as folk tales, fable, and legend and so on. Basically, the generic structure of narrative text consists of three parts: orientation, complication and resolution. Orientation describes scene and introduce the participants of the story, Complication begins when there is a problem encountered by the characters. Then, resolution is the characters to find the solution of the problem. In reading narrative text, the

² Syllabus for the second year students of SMA N 1 Kundur Karimun

³ David Herman. *Basic Elements of Narrative*. (Singapore: Ho Printing Pte Ltd, 2009). p. 1 [Electronic Version]. Library.Nu.Com (Retrieved on Mei 3th, 2011)

⁴ Kathleen T. McWhorter. *Efficient and Flexible Reading*. 3rd Ed. (New York: Harper Collins Publisher, 1992) p. 262

students are called comprehension if they can find the main ideas of the text, characters, setting, events, cause and effect of the events.

Based on the writer's preliminary study at the second year students of State Senior High School 1 Kundur Karimun, it seems that students are difficult to comprehend reading material. It can be seen from the phenomena bellow:

1. Some of the students are not able to find factual information of the text.
2. Some of the students are not able to find main idea of the text.
3. Some of the students are not able to locate the meaning of vocabulary in the context.
4. Some of the students are not able to identify the references of the text.
5. Some of the students are not able to make inferences of the reading text.

Realizing the phenomena above and appropriate reading method and teaching reading should be developed in the classroom. The writer tries to apply "SLoP Method". This comprehensive method prepares students sampling, location, and previewing content area of the text.⁵The goals of "SLoP Method" are to increase students' reading comprehension and increase their conceptual learning in ways that optimizing students' involvement. Based on the explanation above, the writer is interested in carrying out a research entitled "The Effect of Using SLoP Method to Improve Reading Comprehension of the Second Year Students at the SMAN 1 Kundur".

⁵ WainWright, Gordon. *Speed Reading Better Recalling*. Jakarta: PT. Gramedia Pustaka Utama. 2006. P. 26

B. Definition of terms

In order to avoid misunderstanding and misinterpretation about the topic of this research. It is necessary to define the following terms:

1. **Using** means the action of using something or the state of being used.⁶ In this case, using deals with applying of SLoP Method in teaching reading comprehension.
2. **Sampling** means one part of a whole that can be examined in order to see what the rest.⁷ In this case, sampling deals with students' ability to survey and predict questions based on the text.
3. **Locating** means to discover the exact position or place of something.⁸ In this case, locating means students can find an important phrase or the key phrase, and understand the definition in the text related to the topic.
4. **Previewing** means a report or description before shown to public.⁹ In this case, it means organizing, practicing and evaluating. Organizing students should be able to summarize some key points by own words. So they will comprehend factual information, main idea, difficult words, identifying and making references. Practice, practicing answer predicted questions, students can sketch outline of the essay to prepare a complete questions. Evaluating, Students evaluate their own work before collecting by asking questions: Do I have enough concrete example? Is my answer already complete, accurate and

⁶*Oxford Advanced learner's Dictionary*. London: Oxford University Press. 1995. P. 1315

⁷*Ibid* P. 1040

⁸*Ibid*. P. 691

⁹*Ibid*. P. 916

appropriate? In previewing step, we can know: a. title, b. the author, c. interpret, d. genre of the text, e. predict about the text.¹⁰

5. **Method** is a way of teaching a language that is based on systematic principle and procedures¹¹.
6. **Comprehension** is an activity where the reader must be able to interpret what he is reading in accordance with his or her prior knowledge about the text.

C. Problem

To comprehend a reading text becomes a big problem for most students. They face difficulties to interpret and understand the author's idea. This condition is caused by some reasons, First, they have limited vocabularies that cause the students difficult in understanding the reading text. Second, the students are lack of motivation to read. The teaching method also becomes the main reason which caused reading text is hard to be understood.

1. The Identification of the Problem

Concerning the reading at the second year students of SMA N 1 Kundur, there are many problems that must be stated, as follows:

- a. Why are some of the students unable to identify kind of narrative text?
- b. Why are some of the students unable to identify social function of text?
- c. Why are some of the students unable to identify orientation, complication, and resolution of paragraph?
- d. Why are some of the students unable to use language feature of narrative text?

¹⁰ Ahmad, Listiyanto. *Speed Reading*. Yogyakarta: A+ plus Books.. 2010. P. 79-80

¹¹Jack C. Richard. *Longman Dictionary of Language teaching and Applied Linguistics*. London: Longman Group. 1992. P. 394

- e. Why are some of the students unable to apply correct spelling and pronunciation?

2. The Limitation of the Problem

In order to focus on the topic, it is necessary to limit the problems. Based on the syllabus of State Senior High School 1 Kundur Karimun, there are five genres of texts will be studied by the second year students. They are narrative, report, spoof, analytical exposition and hortatory exposition. So in this research, the writer focuses on the Effect of SLoP Method to improve students' reading comprehension in narrative text at the second year of State Senior High School 1 Kundur Karimun.

3. Formulation of the Problem

Based on phenomena discussed on the background, the problems of this research are formulated as follows:

- a. How is students' reading comprehension in narrative text which are taught by using SLoP Method at the second year of State Senior High School 1 Kundur District, Karimun Regency?
- b. How is students' reading comprehension in narrative text which are taught without using SLoP Method at the second year of State Senior High School 1 Kundur District Karimun Regency?
- c. Is there any significant difference between students' reading comprehension those who are taught by using SLoP Method and who are taught by using a conventional method at the second year of State Senior High School 1 Kundur District, Karimun Regency?

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the second year students' reading comprehension in narrative text taught by using SLoP method at the second year students of State Senior High School 1 Kundur District Karimun Regency.
- b. To find out the students' reading comprehension in narrative text taught without using SLoP method at the second year students of State Senior High School 1 Kundur District, Karimun Regency.
- c. To see if there is a significant effect on students' reading comprehension between taught by using the SLoP Method and without using the SLoP Method.

2. The Significance of the Research

- a. To enlarge the writer's knowledge on research methodology, especially the research on English language teaching and learning.
- b. To give a bit of contribution to the students, especially for those who study at the second year of State Senior High School 1 Kundur District, Karimun Regency.
- c. To fulfill one of the requirements to finish the writer's study at State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

One's academic success has a strong correlation with reading habit. In other words, one who has a good achievement in classroom usually is a reading lover. Or, he must be own a good skill of reading. That is why this habit should be built and shaped as early as possible, that it influences one's life.

Reading is making meaning from print and from visual information¹. Reading as one basic skill is English. Reading is often underestimated by the students. They tend to treat it as a supplementary skill. With the mastery of reading, the students are expected to fulfill their needed information.

Researchers have found that reading affects, first, language skills. A reading lover has a great difference from one who does not. The reading lover owns the skill because of his high amount of reading so that he learns by experiencing. The second affected part is cognitive ability. This ability is influenced because reading needs it by transforming the printed words to catch the text messages. The last is physical development. Reading influences this part by utilizing the brain and stimulating the muscles of the eyes and affecting chemistry of the body.

¹ Judi Morreillon. *Collaborative Learning Strategy for Teaching Reading Comprehension*. (Texas: American Library Association, 2007). p. 10 [Electronic Version]. Library.Nu.Com (Retrieved on Mei 3rd, 2011)

One's way of reading is influenced by his reasons and purposes to read. This statement says that none of the two ways of reading is better.² Both are optional by its functions. For example, one will read differently when he reads a report in front of the class and telephone directory. He reads the report loudly because he has to notify his teacher and friends about what he has done. On the other hand, he does not have any reasons to read the telephone directory or a brochure given as loud as the report.

Naturally, reading in every language needs skills in order to ease the readers in extracting the idea of text. It signs that reading in English also acquires skills. The skills are aimed to enable the readers getting information needed faster without spending much time to read and try to understand each word's meaning. It means that we will not spend much time to open and find the meanings in dictionary.

Reading first spears to be a simple process of moving eyes across line print, reading is a complex activity involving skills, knowledge and experience.³ A reader should have skills of recognizing words, understanding main idea and the details. Reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose and making judgment in evaluation.⁴

² Nuttal. *Teaching Reading Skills in a Foreign Language*. Madrid: A Division of Heinemann (oxford) ltd. 1982. P. 54

³ Kathleen T. McWhorter. 1989. *College Reading and Study Skills*. London: Scott Foresman and Company. 1989. P. 73

⁴ Grellet, Francois. 1986. *Developing Reading Skills*. Cambridge: Cambridge University Press. 1986. P. 5

There are seven main purposes for reading:

- a. To obtain information for some purposes or because they are curious about some topics.
- b. To obtain instructions on how to perform some tasks for their work or daily life.
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as reported in newspaper, magazines, reports).
- g. For enjoyment or excitement⁵

In learning, there are some kinds of texts that are taught to students of senior high school level namely narrative, recount, procedure and exposition in form of monologue or essay. Narrative is the kind of the text that has purposes to entertain the reader. Recount is the text that is used to tell what happened or retell event. Procedure is the text that tells how to do or make something. Exposition is the text that explores how things work or how something comes to do. Narrative text consist of folktale, legend, fable and etc. The aim characteristics of narrative text are as follows:

⁵ David Nunan. *Second Language Teaching and Learning*. Sydney: Heinle & Heinle Publisher. 1999. p. 251

The generic structure of narrative text:

- a. Orientation: It sets the scene and introduces the participants such as the characteristics, time and place. (it answers the questions : who, when what , and where) and introduces.
- b. Complication: the problems that arise in the story. The complication is divided into three types: physical conflict (the description of man struggle to his physical world), Social conflict (the struggle of man against his society and internal), psychological conflict (a conflict which happens inside the participant).
- c. Resolution: the characters find out the solution of the problem happened.

In linguistic characteristics of narrative text, the grammatical features of narrative are as follows:

- a. Use simple past tenses.
- b. Use particular nouns to refer to or describe the particular people, animals, or things in the story.
- c. Use the adjectives to build noun groups to describe the people, animals or things in the story.
- d. Use the conjunction and time connectives to sequence event through time.
- e. Use the adverbial phrases to locate the particular incidents or events.
- f. Use of saying and thinking verb to indicate what characters are feeling, thinking and saying.⁶

⁶English K-6 Module . Australia: Board of Studies NSW, 1998. p. 37

In this research, the writer only discusses five components which are appropriate to the senior high school curriculum. They are:

- a. *Finding factual information*. It requires readers to scan specific details. While reading, the readers must be able to recognize the factual information questions are generally prepared for junior high school students and those which appear with WH question.⁷
- b. *Finding main idea*. Reading is concerned with meaning to greater extent than it is with form. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. Finding the main idea of the paragraph consisting of many sentences and to select the main idea is not only in the beginning of paragraph but also in the middle and at the end of paragraph. Sometimes main idea is not states clearly but implicitly.⁸
- c. *Finding the meaning of vocabulary in context*. It means that the reader could develop his guessing ability to the word which is not familiar by relating close meaning of unfamiliar words to the information and the topic of the paragraph.
- d. *Identifying referents*. In order to avoid repeated words or phrases, the authors use reference words. Recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage.
- e. *Making inference from reading text*. Inference is a skill where the reader has to be able to ‘read between the lines’.

⁷ Tarigan, H. R. *Mambaca Ekspresif*. 4th Ed. Bandung: Angkasa. 1987. P. 10

⁸ Ibid. p. 10

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by writer. It is an interaction between reader and author.

2. Influence of Teaching Method toward Reading Comprehension

The aim of teaching reading at Senior High School is to develop students' reading comprehension skill, so that they can read English text effectively and efficiently. To be able effective and efficient readers should have a particular purpose in their mind before interact with the text.

In the general the purpose if reading is classified into⁹:

- a. Getting general from the text.
- b. Getting specific information from the text.
- c. Reading for pleasure or interest.

When the students are reading, sometimes it is difficult to understand what they are reading. This can be extremely frustrating for students. To help them understand what they are reading, students should teach a reading comprehension strategy called SLoP Method.

SLoP Method is a good method to help students determine whether the learners try to find the idea of the paragraph consisting of many sentences and select the main idea not only in the beginning of the paragraph but also in the middle and the, end of paragraph. This method helps students become good

⁹ William, E. 1984. *Reading in the Classroom*. London. Mc Milan. P. 56

readers, because it can make information easier to understand and learn. There is some benefits in using this method, they are:¹⁰

- a. Learners will actively create and rehearse their own explicit and implicit test questions
- b. Learners will improve their understanding of content area concept.
- c. To help the students comprehend the reading text well and feel enjoy in reading text.
- d. Make the classrooms comfortable and joyful

3. The Nature of “SLoP Method”

Basically, SLoP method is aimed to study well, but in this case, the writer will apply it to improve students’ reading comprehension. This method requires readers to scan specific details. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer.

SLoP Method sought to determine whether the learners train to find the idea of the paragraph consisting of many sentences and select the main idea not only in the beginning of paragraph but also in the middle and the end of paragraph. Learners will actively create and rehearse their own explicit and implicit test questions, and will improve their understanding of content area concepts. SLoP stands for Sampling, Locating and Previewing, study strategy to assist students in learning content material. This method leads learner through the process that essential to successful learning.

- a. Sampling

¹⁰ Wainwright. *Op. Cit* P. 87

Students can survey as the first step, in order to know the reading text generally. In this step, the students investigate the title of reading text; they have to look at unknown words. Then, the students look underlined words and write some of them in a special writing book, then look up the meanings in the dictionary and write down them together with the sentences in which the difficult words occur. After that, the students predict some possible questions from the information that they got from the text. Students can use WH-Questions to predict questions to guide them study.

b. Locating

In this case, the students, after reading material, they have to find where the location of information may look up by the author. The students can optimize their eye span and peripheral vision to find the important part of the reading text. And then, they can comprehend the whole things in reading text. For example, the students can find factual information, find main idea, find the difficult words, identify reference, make interference, etc. In this case, students can make an understanding from the information they have got from the reading text.

c. Previewing

In this step, the students organize the information that they have from previous step by using their own words. Organizing involves summaries and synthesis as a way to students to make their own words. So they can be easier to comprehend the whole important things from the reading text. And then, the students practice to answer their predict questions related to passage clearly

and shortly. At least, at the end of process, the students evaluate their work by asking: Do I have enough concrete examples? Is my answer complete, accurate, and appropriate? Before the students collect their work to teacher.

4. The Reading Purposes

Reading is an activity with a purpose. The purpose for which person reads extremely varied. Gain information, verify existing knowledge, or in order to critique a writer's ideas or writing style. The purpose of reading may be a global one, such as obtaining pleasure from a sense of identifying with one or more of the characters represented in the story by the author, or may be highly specific such as the location of a particular date or name.¹¹ A person may also read for enjoyment, or to enhance knowledge being read.

The purpose of reading and the type of the text determines the specific knowledge, skills and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than deciding. Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of the text, and understands how to apply them to accomplish the reading purpose. The purpose also determines the appropriate approach to reading comprehension.

5. The Teaching Reading Comprehension Through “SLoP Method”

A reading strategy used by a reader has closed relationship to comprehension. The strategy will facilitate the students who want to read

¹¹ Wainwright. *Ibid.* P. 42-43

efficiently and lead deeper understanding and higher retention of information that the students want to know. In reading instruction, the teacher should emphasize comprehension strategy. The strategy should be carefully planned to facilitate a high degree of the students' success in reading comprehension.

The teaching of reading comprehension of high school should be presented through the reading technique. Then, the teacher can present reading comprehension in classroom by using different technique. SLoP Method is one of the techniques that can be applied; it is acronym from Sampling, Locating and Previewing.¹²

When the teacher will apply the SLoP Method in the class, the teacher can use general procedure as follows:

- a. Sampling, the students can survey to know the reading text generally, analyze the title and to find the new vocabulary and then students predict some possible question by using WH question.
- b. Locating, the students find where the location of the information from the previous predict question. Then combine the information that they got such as factual information, details information, main idea, difficult words, reference and inference in order to students get understanding from reading text.
- c. Previewing, the students make summarize by own word and then students practicing answer the question. After that students evaluate their work before students collect their work to the teacher.

¹²*Ibid.* P. 55

6. The Definition of Approach, Method, Technique, Strategy, and Relationship among Them

Definition

Process of teaching and learning in a classroom cannot be separated from the terms of approach, method, technique and strategy. They are very important part in it. According to Richards et al, language teaching is sometimes discussed in terms of three related aspects: approach, method, and technique.¹³ A professional teacher should know and understand well about its concepts and principles because it is very helpful in creating an effective situation and condition of the process of teaching and learning itself, so that we can equip ourselves as a teacher to organize our classroom practices and then the goals can be reached. But, sometimes the concept of approaches may make some confuses, not only university students but also teachers. Apart from that, there are also some terms related to approach, they are method, technique, and strategy. There is a tight relationship among these terms in case of teaching and learning process. It can be stated that they are also very important. To make it clear, the writer is going to clarify them one by one before going further to the core of theories in this research.

According to Anthony in Richards and Rodgers, an approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.¹⁴ In addition, Richards et al also states that approach is the theory,

¹³Jack C. Richards et al. *Ibid*

¹⁴Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press. 1986. P. 15

philosophy and principles underlying a particular set of teaching practices.¹⁵ Hermer also states that approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning.¹⁶ In conclusion, the term of approach can be defined as a starting point, a general view, or beliefs toward the process of teaching and learning, refers to something that provides, inspires, strengthens and form the background of the process itself. The writer would say that this is our own personal philosophy of teaching. What is the nature of education? What is the role of the teacher, the student, the administration, and the parents? To understand one's personal teaching approaches, one must first look to answer these type of questions. And of course, our opinion will change as time goes on – and it may vary depending on the students we are teaching.

Method, in language teaching refers a way of teaching a language which is based on systematic principles and procedures, i. e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning, as mentioned by Richards, et al.¹⁷ Anthonu in Richards and Rodgers also states that method is the depiction of a general plan of systematic presentation of language based on a chosen approach.¹⁸ So, it can be stated that method refers to how we apply our answers from the question stated in approach to our day instruction in front of our students. Do we follow the

¹⁵Jack C. Richards, et al. *Op. Cit.* P. 29

¹⁶Jeremy Hermer. *The Practice of English Language Teaching, Third Edition Completely Revised and Updated.* Cambridge UK: Longman. 2011. (Electronic Version and Retrieved on May 25th 2011 from www.library.nu). p. 78

¹⁷Jack C. Richards, et al. *Op. Cit.* P. 330

¹⁸Jack C. Richards and Theodore S. Rodgers, *Loc. Cit*

textbooks and curricula to the letter with everything? Are we more of a Socratic teacher and prompt discussion by asking the question to lead students understanding? Do we advocate learning by doing? Are our students expected to simply listen attentively and take notes (not that any student rally does that) with the hopes that they can memorize the facts for assessment? This is not really a question of “what works for us” but actual practice and procedures of teaching do we prefer and come most naturally to us. Shortly method is an effort to implement an approach.

Related to technique, in Anthony’s notion, it is the activities manifested in classroom and it has to be specific and consistently in rhyme with the former terms.¹⁹ So, we can say that the technique is the execution from our assumption and plans. These include any exercises, activities, and tasks in the classroom to meet the objectives or goal of learning. These are the little sneaky tricks we all know and use to get the job done in the classroom.

According to Richards, et al, strategy is procedures used in learning, thinking, etc, which serve as a way of reaching a goal.²⁰ In addition, strategy means such as activities in the process of teaching and learning that must be done not only by the teacher but also by the students in order to reach the goal effectively. A strategy is usually an intentional or potentially intentionally behavior carried out with the goal of learning. Based on explanation above, it can be concluded that a strategy in the process teaching and learning should contain a

¹⁹Jack C. Richards and Theodore S. Rodgers, *Ibid*

²⁰Jack C. Richards, et al, *Op. Cit.* P. 515

clear explanation about method, procedure, and technique used in it. In other words, learning strategy has a large scope than method and technique.

The Relationship among the Terms

It has been clearly stated that approach is a set of correlative assumptions about the nature of language and language learning, a method is plan for presenting the language material to be learned and should be based upon a selected approach, and a technique is very specific, concrete stratagem or trick designed to accomplish an immediate objective. Strategy is a plan contains a chain of activities (method and technique) designed to reach a specific goal of the process of teaching and learning. Here we can see the relationship among these terms, thus we can conclude that approach is translated into strategy that contains method that contains technique with series of procedure in the process of teaching and learning.

Based on the explanation above, a teacher is required to understand and has a good skill in developing and providing various approach, strategy, method, and technique in doing his or her job professionally.

B. Relevant Research

It is necessary to observe some previous researches conducted by other researchers in which they are relevant to our research.²¹ Besides, we have to analyze what point that was focused on, the informed designs, finding and conclusion of the previous research:

²¹ M. syafi'I, S, *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. (Pekanbaru, :Lembaga Bimbingan Belajar Syaf Intensive (LBSI)), 2007. p. 172

1. A research from Novita Anggraini

“The Effect of Using SLoP Method toward Writing Ability at the First Year Students of SMAN 4 Kundur Karimun. This research is an experiment research. To collect the data, he used a test and observation. Because in t-table at the 5% grade of significance that refer to 2.01. While in the level 1% is 2.68. So, it can be analyzed that T_o is higher than $T\text{-table}$ in either at 5% or 1%. In this research, he found that there was a significant effect of SLoP Method toward students’ writing ability. Anggraini suggested to the teacher to use this strategy to improve the students writing ability.

2. A research from Tina Oktaviani

Tina Oktaviani conducted the research entitled The Effect of Using The Think-Aloud Method to Improve Reading Comprehension at the Second Year Students of SMK Yaspika Tanjung Balai Karimun. She found that the result indicated that there was significant effect of The Think-Aloud Method to improve students’ reading comprehension at the second year students of SMK Yaspika Tanjung Balai Karimun. Because in T-Table at the 5% grade of the significance that refer to 2.00. while in the level of significant 1% is 2.65. so it can be analyzed that T_o is higher than $T\text{-Table}$ in either at 5% or 1%. Oktaviani suggest to the teacher to use this method to improve students’ reading comprehension.

C. Operational Concept

Concept is a main element to avoid misunderstanding and misinterpreting in a scientific study as a concept that will be operated in research in order to be easy to measure. It means that the operational concept is needed to avoid misinterpreting about thesis content by other readers. So, the main technical terms of the specials sense that exist are necessarily operated in this research.

Based on the statement above, the writer concludes that there are some factors needed to be operated in the operational concept.

There were two variables in this research. They were variable X and Y, variable X means the effect of using SLoP Method and variable Y means the students' reading comprehension.

Variable X: the effect of using SLoP Method:

1. Sampling:

- a. The teacher asks students to survey the reading text
- b. The teacher asks students to analyze the title of the text
- c. The teacher asks students to find the new vocabularies in the text
- d. The teacher ask students to predict some questions from the text

2. Locating :

- a. The teacher asks students to find factual information from the text
- b. The teacher asks students to find main idea in the text
- c. The teacher asks students to find difficult words in the text
- d. The teacher asks students to identify the reference from the text

- e. The teacher asks students to find inferences from the text
3. Previewing :
- a. The teacher asks students to make summary by their own words
 - b. The teacher asks students to answer the questions
 - c. The teacher asks students to evaluate their work before collecting to the teacher

Variable Y: students' reading comprehension in narrative:

1. Students identify kind of narrative text
2. Students identify social function of text
3. Students identify orientation, complication and resolution of paragraph
4. Students use language feature of narrative text
5. Students apply correct spelling and pronunciation

D. The Assumption and Hypothesis

1. The Assumption

- a. Students' comprehension in reading narrative text is various.
- b. The better SLoP Method applied in teaching or learning narrative text, the better students' comprehension on reading narrative text will be.

2. Hypothesis

Based on the assumption above, the hypotheses of this study can be forwarded as follows:

1. Null Hypothesis (Ho)

There is no significant effect of SLoP Method to improve students' reading comprehension in narrative text between experiment class and control class at the second year students of SMAN 1 Kundur Karimun.

2. Alternative Hypothesis (Ha)

There is a significant effect of SloP Method to improve students' reading comprehension in narrative text between experiment class and control class at the second year students of SMAN 1 Kundur Karimun.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This study was an experimental research. There were two variables in this research. They are variable X and Y, variable X means the effect of using SLoP Method and variable Y means the students' reading comprehension.

This research is categorized as a quasi experimental research. Quasi-experimental is a research design having same but not the entire characteristics of a true experiment. The element most frequently missing is random assignment of subjects to the control and experimental conditions¹.The type used is nonequivalent pretest-posttest control group design.²The researcher used intact, already established groups of subjects, give pretest, administers the treatment condition to one group and give posttest. ³It is aimed to search whether there is an effect or not of treatment which has been done to the experimental subject without random assignment.⁴

¹Gay, L. R and Peter Airasian. *Educational Research: Competencies for Analysis and Application*. 6th Ed. New Jersey: Van Hoffman Press. 2000. P. 389

² Louis Cohen, et.al. *Research Methods in Education*. Sixth Edition. New York: Routledge. 2007. p. 275

³James H. McMillan and Sally Schumacer. *Research in Education: Evidence-Based Inquiry*. Sixth Edition. New Jersey: Pearson Education, Inc. 2006. P. 273

⁴Jhon W. Cresswell. *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Person Education, Inc. 2008. p. 314

In this research, the writer used two groups where one was called experimental group, while another was the control group. The writer tried to apply the effectiveness of the SLoP Method as a teaching technique in reading comprehension. Before treatment, the students were given a pre-test to see the students' comprehension of the passage before they were taught by using the SLoP Method. Post test were given after students had been taught by using the technique. The purpose of the post test was to see the effect of the students' comprehension on the passage.

TABLE 3.1
RESEARCH TYPE

Group	Pre-test	Treatment	Post-test
Experimental Group	T ₀	X	T ₁
Control Group	T ₀	-	T ₂

B. The Time and Location of the Research

This research was conducted from July up to August 2011 at State Senior High School 1 Kundur District, Karimun Regency.

C. The Subject and Object of the Research

The subject of this study was the students of the second year of State Senior High School 1 Kundur District, Karimun Regency and the object of this research was the effect of SLoP Method and students' reading comprehension.

D. The Population and Sample

The population of this research was all of the second year students of State Senior High School 1 Kundur district, Karimun Regency in academic year 2011/2012. There were five classes of the second year in SMAN 1 Kundur Karimun. There were 121 students of five classes; the population of this research was homogenous where the students were taught by the same teacher, the same hand book, in the same class. So the writer used a cluster sampling to take the sample.

TABLE 3.2

THE DISTRIBUTION OF POPULATION OF THE SECOND YEAR STUDENTS OF SMAN 1 KUNDUR KARIMUN

Classes	Population	Sample
XI IPA 1	22	-
XI IPA 2	23	-
XI IPS 1	24	-
XI IPS 2	26	Experiment Class
XI IPS 3	26	Control Class
TOTAL	121	52

1. The Procedures of collecting data for experimental group

a. Pre-test

The pre-test was carried out to determine the early background ability of students selected as the sample. The test items used for pre-test contained 25 items. The test was about reading comprehension which came from the

summary of English subject for senior high school. The test consisted of five passages that every passage had five questions.

b. Treatment

The treatment is conducting for experimental group only. The treatment was using SLoP method in teaching reading comprehension. The length of time on giving strategy was eight meetings in English subject classroom. The treatment had been discussed in chapter 2.

c. Post-test

After eight meetings (including pretest), the post-test was administrated. The results of the post-test for experimental group were analyzed and the writer would make conclusion from fourth chapter.

2. The procedures of collecting data for control group

a. Pre test

The goal of giving test, the items of the test form and the procedures of giving the test for control group were conducted similarly as an experimental group.

b. Conventional method

In this case, teacher taught reading comprehension for control group using by conventional method or classical method. In other words, the technique used in classroom was mentioned bellow:

- 1) The teacher asked students to read the passage on the text.
- 2) The teacher asked students to find out the difficult words.
- 3) The teacher asked students to answer the questions based on the text.

4) The teacher collected the students' reading assignment.

c. Post test

The post test for both control and experimental groups were administrated after giving the treatments. The result of post-test for both control and experimental group were analyzed and used as final data for this research.

E. The Technique of Data Collection

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

1. Test

Test was an instrument which was more appropriate to measure the students' ability. Therefore, to know the students' ability in identifying main idea in reading text, the writer collected data by giving them a written text test. In this case, the technique of the data is divided into two ways: pre-test and post test. The test consisted of three passages where passage contained ten questions related to the passage. It is multiple choice tests that relate to the reading texts. The tests were classified into five components based on the curriculum of senior high school.

TABLE 3.3
THE CLASSIFICATION OF STUDENTS' SCORE

THE SCORE LEVEL	CATEGORY
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

(Arikunto: Dasar-dasar Evaluasi Pendidikan: p. 245)

F. The Validity and Reliability

a. Validity

Before the items were used to get the data, all of them were tried out first. A try out was intended to know value of the test. The value itself was used to find out the level of difficulties. Standard of value used was 0.30 and 0.70 (Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, 2009:208).

The items that could not fulfill the standard value were replaced. The facility value under 0.30 was considered difficult and above 0.70 was considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

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

Where:

P = Difficult level

B = the number of correct answers

JS = the number of students

The specification of the standard level of difficulty can be seen on the table below:

TABLE 3.4
The Students are Able to identify kind of narrative text

Variable	identify kind of narrative text					N
Item no	1	6	11	16	21	20
Correct	10	11	12	10	13	
P	0.5	0.55	0.6	0.5	0.65	
Q	0.5	0.45	0.4	0.5	0.35	

The table above shows the portion of correct answers for item number 1 shows the proportion of correct 0.5, item number 6 shows the proportion of correct 0.55, item number 11 shows the proportion of correct 0.6, item number 16 shows the proportion of correct 0.5 and item number 21 the proportion of correct 0.65. Based on the standard level of difficulty “P” <0.30 and >0.70 , it was pointed out that difficulties in average of each item number for factual information were accepted.

TABLE 3.5
The Students are Able to Identify Social Function

Variable	Identify social fuction					N
Item no	2	7	12	17	22	20
Correct	12	9	12	11	10	
P	0.6	0.45	0.6	0.55	0.5	
Q	0.4	0.55	0.4	0.45	0.5	

The table above shows the portion of correct answers for item number 2 shows the proportion of correct 0.6, item number 7 shows the proportion of correct 0.45, item number 12 shows the proportion of correct 0.6, item number 17 shows the proportion of correct 0.55 and item number 22 the proportion of correct 0.5. Based on the standard level of difficulty “P” <0.30 and >0.70 , it was pointed out that difficulties in average of each items number for finding main idea were accepted.

TABLE 3.6**The Students are Able to Identify Orientation, Complication and Resolution**

variable	Identify orientation, complication, and resolution					N
Item no	3	8	13	18	23	20
Correct	9	10	13	10	13	
P	0.45	0.5	0.65	0.5	0.65	
Q	0.55	0.5	0.35	0.5	0.35	

The table above shows the portion of correct answers for item number 3 shows the proportion of correct 0.45, item number 8 shows the proportion of correct 0.5, item number 13 shows the proportion of correct 0.65, item number 18 shows the proportion of correct 0.5 and item number 23 the proportion of correct 0.65. Based on the standard level of difficulty “P” <0.30 and >0.70 , it was pointed out that difficulties in average of each item number for locating the meaning of vocabulary were accepted.

TABLE 3.7
The Students are Able to Use Language Feature

Variable	Use Language Feature					N
Item no	4	9	14	19	24	20
Correct	12	8	11	13	12	
P	0.6	0.4	0.55	0.65	0.6	
Q	0.4	0.6	0.45	0.35	0.4	

The table above shows the portion of correct answers for item number 4 shows the proportion of correct 0.6, item number 9 shows the proportion of correct 0.4, item number 14 shows the proportion of correct 0.55, item number 19 shows the proportion of correct 0.65 and item number 24 the proportion of correct 0.4. Based on the standard level of difficulty “P” <0.30 and >0.70 , it was pointed out that difficulties in average of each items number for identify the references were accepted.

TABLE 3.8
The Students are Able to Apply Correct Spelling and Pronunciation

variable	Apply correct spelling and pronunciation					N
Item no	5	10	15	20	25	20
Correct	10	11	11	12	13	
P	0.5	0.55	0.55	0.6	0.65	
Q	0.5	0.45	0.45	0.4	0.35	

The table above shows the portion of correct answers for item number 5 shows the proportion of correct 0.5, item number 10 shows the proportion of correct 0.55, item number 15 shows the proportion of correct 0.55, item number 20 shows the proportion of correct 0.6 and item number 25 the proportion of correct 0.65. Based on the standard level of difficulty “P” <0.30 and >0.70, it was pointed out that difficulty in average of each items number for make inferences were accepted.

b. Reliability

Reliability of the test could be estimated by using this following formula:

$$R_{ii} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{Nx^2} \right]$$

Where:

R_{ii} : Reliability

N : the number of items in the test

m : the number of scores on the test for all tests

x : the standard deviation of all test score

G. The Technique of Data Analysis

The data were analyzed by using statistically analysis. To obtain the result whether it was statistically significant or not, it was analyzed by using t-test.

This research is experiment and the formula is as follows:⁵

1. The first formula is to find the means of group. The mean can be calculated by using the formula:⁶

$$M_x = \frac{\sum X}{N} \qquad M_y = \frac{\sum y}{N}$$

2. The second formula is to know the result of the standard deviation of group:

$$SD = \sqrt{\frac{\sum x^2}{N}} \qquad SD_y = \sqrt{\frac{\sum x^2}{N}}$$

3. After knowing the standard error of the mean score, the writer calculates the t-test, will be calculated by using the following formula:

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

t_o = the value obtained

M_x = the mean score of experimental group

M_y = the mean score of control group

⁵ Hartono. *Statistik Untuk Penelitian*. Pustaka Pelajar. Pekanbaru. 2008. P. 208

SD_x = standard deviation of experimental group

SD_y = standard deviation of control group

N = number of student

After computing t_{test} , it is necessary to obtain the degree of freedom used to determine whether the t_{score} was significant or not. The $t_{obtained\ value}$ was consulted with the value of t_{table} by using degree of freedom. The formula of degree of freedom is as follows:

$$df = (N_x + N_y) - 2$$

where:

df : the degree freedom

N_x : the number of students in experimental class

N_y : the number of students in control class

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

The purpose of the research was to obtain the students' reading comprehension taught by using SLoP Method and without using SLoP Method and to determine the significant effect between the students' reading comprehension who were taught by using SLoP Method and without using SLoP Method. The data were obtained from students' posttest score of experimental and control class.

1. The Data of the Test

In order to find whether or not there was a significant effect on students' reading comprehension of two classes the calculated data were taken from scores of the students' test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control classes; the difference of means was analyzed by using t_{test} . Instead, this research uses pre test and pos test.

a. Students' Reading Comprehension Taught by Using SLoP Method

There were 25 items of reading comprehension test given to the respondents in this research. From pretest of experimental class, the lowest score was 40 and the highest score was 80. These data were obtained from the research by using SPSS 17. The data description of pretest of reading comprehension in experimental class is as follow:

TABLE 4.1
Students' Reading Comprehension Score of Pre Test Of Experimental Class

No	Students	Correct Answer	Total Answer	Level
1.	Student 1	20	80	Very Good
2.	Student 2	20	80	Very Good
3.	Student 3	20	80	Good
4.	Student 4	19	76	Very Good
5.	Student 5	16	64	Enough
6.	Student 6	19	76	Good
7.	Student 7	17	68	Good
8.	Student 8	19	76	Good
9.	Student 9	15	60	Enough
10.	Student 10	14	56	Enough
11.	Student 11	15	60	Enough
12.	Student 12	15	60	Enough
13.	Student 13	17	68	Good
14.	Student 14	16	64	Enough
15.	Student 15	18	72	Good
16.	Student 16	11	44	Less
17.	Student 17	11	44	Less
18.	Student 18	12	48	Less
19.	Student 19	14	56	Enough
20.	Student 20	13	52	Less
21.	Student 21	13	52	Less
22.	Student 22	12	48	Less
23.	Student 23	11	44	Less
24.	Student 24	20	80	Very Good
25.	Student 25	18	72	Good
26.	Student 26	10	40	Less
Total			1620	

From the table above researcher found the total score was 1620, while the highest score was 80 and lowest score was 40. The scores were taken from the teacher. Each score was taken from the correct answer multiply by 4.

TABLE 4.2
Students' Reading Comprehension Score Of Post Test Of Experimental Class

No	Students	Correct Answer	Total Answer	Level
1.	Student 1	23	92	Very Good
2.	Student 2	23	92	Very Good
3.	Student 3	22	88	Very Good
4.	Student 4	22	88	Very Good
5.	Student 5	19	76	Good
6.	Student 6	21	84	Very Good
7.	Student 7	19	76	Very Good
8.	Student 8	21	84	Very Good
9.	Student 9	17	68	Good
10.	Student 10	17	68	Good
11.	Student 11	17	68	Enough
12.	Student 12	18	72	Good
13.	Student 13	18	72	Good
14.	Student 14	18	72	Good
15.	Student 15	19	76	Good
16.	Student 16	15	60	Less
17.	Student 17	15	60	Enough
18.	Student 18	15	60	Enough
19.	Student 19	17	68	Good
20.	Student 20	15	60	Enough
21.	Student 21	14	56	Enough
22.	Student 22	15	60	Enough
23.	Student 23	14	56	Enough
24.	Student 24	22	88	Very Good
25.	Student 25	21	84	Very Good
26.	Student 26	14	56	Enough
Total			1884	

From the table above researcher found the total score is 1884, while the highest score was 92 and lowest score was 56. The scores were taken from the teacher. Each score was taken from the correct answers multiply by 4.

TABLE 4.3
The Frequency Distribution of Reading Comprehension Pretest in
Experimental Class

		Preexperiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.8	3.8	3.8
	44	3	11.5	11.5	15.4
	48	2	7.7	7.7	23.1
	52	2	7.7	7.7	30.8
	56	2	7.7	7.7	38.5
	60	3	11.5	11.5	50.0
	64	2	7.7	7.7	57.7
	68	2	7.7	7.7	65.4
	72	2	7.7	7.7	73.1
	76	3	11.5	11.5	84.6
	80	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

The table 4.3 shows the frequency distribution of experimental group before treatment. The output from 26 respondents, the valid percent with the interval of 40 was 3.1 %, the interval of 44 was 11.5%, the interval of 48 was 7.7%, the interval of 52 was 7.7%, the interval of 56 was 7.7%, the interval of 60 was 11.5%, interval of 64was 7.7%, the interval of 68 was 7.7%, the interval of 72 was 7.7%, the interval of 76 was 11.5% and the interval 80 was 15.4%.

TABLE 4.4
The Frequency Distribution of Reading Comprehension Posttest in
Experimental Class

		Postexperiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	3	11.5	11.5	11.5
	60	5	19.2	19.2	30.8
	68	4	15.4	15.4	46.2
	72	3	11.5	11.5	57.7
	76	3	11.5	11.5	69.2
	84	3	11.5	11.5	80.8
	88	3	11.5	11.5	92.3
	92	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

The table 4.4 shows the frequency distribution of experimental group after treatment. The output from 26 respondents, the valid percent with the interval of 56 was 11.5 %, the interval of 60 was 19.2%, the interval of 68 was 15.4%, the interval of 72 was 11.5%, the interval of 76 was 11.5%, the interval of 84 was 11.5%, interval of 88was 11.5%, and the interval 92 was 7.7%.

TABLE 4.5
The Result of the Test from the Pretest and Posttest Experiment Class

		postexperiment	Preexperiment
N	Valid	26	26
	Missing	0	0
Mean		72.46	62.31
Std. Error of Mean		2.352	2.570
Median		72.00	62.00
Mode		60	80
Std. Deviation		11.991	13.105
Variance		143.778	171.742
Range		36	40
Minimum		56	40
Maximum		92	80
Sum		1884	1620
Percentiles	25	60.00	51.00
	50	72.00	62.00
	75	84.00	76.00

b. Students' Reading Comprehension Taught by Using Conventional Method

There were 25 items of reading comprehension test given to the respondents in this research. From pretest of experimental class, the lowest score was 40 and the highest score was 80. These data were obtained from the research by using SPSS 17. The data description of pretest of reading comprehension in experimental class is as follow:

TABLE 4.6
Students' Reading Comprehension Score
of Pre Test of Control Class

No	Students	Correct Answer	Total Answer	Level
1.	Student 1	20	80	Very Good
2.	Student 2	20	80	Very Good
3.	Student 3	18	72	Good
4.	Student 4	20	80	Very Good
5.	Student 5	17	68	Enough
6.	Student 6	19	76	Good
7.	Student 7	18	72	Good
8.	Student 8	17	68	Good
9.	Student 9	17	68	Good
10.	Student 10	14	56	Enough
11.	Student 11	13	52	Enough
12.	Student 12	15	60	Enough
13.	Student 13	18	72	Good
14.	Student 14	12	48	Less
15.	Student 15	12	48	Less
16.	Student 16	13	52	Less
17.	Student 17	10	40	Less
18.	Student 18	14	56	Enough
19.	Student 19	11	44	Less
20.	Student 20	14	56	Enough
21.	Student 21	14	56	Enough
22.	Student 22	15	60	Enough
23.	Student 23	13	52	Less
24.	Student 24	15	60	Enough
25.	Student 25	10	40	Less
26.	Student 26	10	40	Less
Total			1556	

From the table above researcher found the total score was 1556, while the highest score was 80 and lowest score was 40. The scores were taken from the teacher. Each score was taken from the correct answers multiply by 4.

TABLE 4.7
Students' Reading Comprehension Score Of Post Test Of Control Class

No	Students	Correct Answer	Total Answer	Level
1.	Student 1	20	80	Very Good
2.	Student 2	21	84	Very Good
3.	Student 3	19	76	Good
4.	Student 4	21	88	Very Good
5.	Student 5	18	72	Good
6.	Student 6	19	76	Good
7.	Student 7	19	76	Good
8.	Student 8	17	68	Good
9.	Student 9	18	72	Good
10.	Student 10	15	60	Enough
11.	Student 11	15	60	Enough
12.	Student 12	15	60	Enough
13.	Student 13	18	72	Good
14.	Student 14	13	52	Less
15.	Student 15	13	52	Less
16.	Student 16	13	52	Less
17.	Student 17	12	48	Less
18.	Student 18	14	56	Enough
19.	Student 19	12	48	Less
20.	Student 20	15	60	Enough
21.	Student 21	14	56	Enough
22.	Student 22	15	60	Enough
23.	Student 23	14	56	Enough
24.	Student 24	16	64	Enough
25.	Student 25	12	48	Enough
26.	Student 26	11	44	Less
Total			1644	

From the table above researcher found the total score was 1644, while the highest score was 84 and lowest score was 44. The scores were taken from the teacher. Each score was taken from the correct answers multiply by 4.

TABLE 4.8
The Frequency Distribution of Reading Comprehension Pre-Test in
Control Class

Precontrol					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	11.5	11.5	11.5
	44	1	3.8	3.8	15.4
	48	2	7.7	7.7	23.1
	52	3	11.5	11.5	34.6
	56	4	15.4	15.4	50.0
	60	3	11.5	11.5	61.5
	68	3	11.5	11.5	73.1
	72	3	11.5	11.5	84.6
	76	1	3.8	3.8	88.5
	80	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

The table 4.3 shows the frequency distribution of control group. The output from 26 respondents, the valid percent with the interval of 40 was 11.5 %, the interval of 44 was 3.8%, the interval of 48 was 7.7%, the interval of 52 was 11.5%, the interval of 56 was 15.4%, the interval of 60 was 11.5%, interval of 68 was 11.5%, the interval of 72 was 11.5%, the interval of 76 was 3.8%, and the interval 80 was 11.5%.

TABLE 4.9
The Frequency Distribution of Reading Comprehension Post-Test in Control Class

		Postcontrol			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.8	3.8	3.8
	48	3	11.5	11.5	15.4
	52	3	11.5	11.5	26.9
	56	3	11.5	11.5	38.5
	60	5	19.2	19.2	57.7
	64	1	3.8	3.8	61.5
	68	1	3.8	3.8	65.4
	72	3	11.5	11.5	76.9
	76	3	11.5	11.5	88.5
	80	1	3.8	3.8	92.3
	84	1	3.8	3.8	96.2
	88	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

The table 4.8 shows the frequency distribution of control group. The output from 26 respondents, the valid percent with the interval of 44 was 3.8 %, the interval of 48 was 11.5%, the interval of 52 was 11.5%, the interval of 56 was 11.5%, the interval of 60 was 19.2%, the interval of 64 was 3.8%, interval of 68was 3.8%, the interval of 72 was 11.5%, the interval of 76 was 11.5%, the interval of 80 was 3.8% , the interval of 84 was 3.8%, and the interval 88 was 3.8%.

TABLE 4.10**The Result of the Test from the Pretest and Posttest Control Class**

		postcontrol	Precontrol
N	Valid	26	26
	Missing	0	0
Mean		63.08	59.85
Std. Error of Mean		2.393	2.505
Median		60.00	58.00
Mode		60	56
Std. Deviation		12.201	12.774
Variance		148.874	163.175
Range		44	40
Minimum		44	40
Maximum		88	80
Sum		1640	1556
Percentiles	25	52.00	51.00
	50	60.00	58.00
	75	73.00	72.00

B. The Data Analysis

To know how the students' reading comprehension who are taught by using SLoP Method is and taught by using conventional method, the writer only took the post test score each class, because the posttest was given after treatment.

Table 4.11**Mean and Median of Posttest in Experimental Class and Control Class**

	Mean	Median
Experimental Class (Posttest)	72.46	72.00
Control Class (Posttest)	63.23	60.00

From the table above, the mean of post-experiment is 72.46 and the mean of post-control is 63.23. To make it clear the following table will describe the

students' reading classification score whether taught by using SLoP Method or Conventional Method. It will describe the students' reading comprehension.

TABLE 4.12

The Classification Students' Score

THE SCORE LEVEL	CATEGORY
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

(Arikunto: Dasar-dasar Evaluasi Pendidikan: p. 245)

Based on the table above, the mean of post-experiment is 72.46, it means the students' reading comprehension who are taught by using SLoP Method is categorized Good level. While for mean of post-control is 63.23. it means that students' reading comprehension who are taught by using conventional method is categorized into Enough level.

TABLE 4.13
Students' Reading Comprehension Score

No	Experiment Class		Gain	Control Class		Gain
	Pretest	Posttest		Pretest	Posttest	
1.	80	92	12	80	80	0
2.	80	92	12	80	84	4
3.	80	88	8	72	76	4
4.	76	88	12	80	84	4
5.	64	76	12	68	72	4
6.	76	84	8	76	76	0
7.	68	76	8	72	76	4
8.	76	84	8	68	68	0
9.	60	68	8	68	72	4
10.	56	68	12	56	60	4
11.	60	68	8	52	60	8
12.	60	72	12	60	60	0
13.	68	72	4	72	72	0
14.	64	72	8	48	52	4
15.	72	76	4	48	52	4
16.	44	60	12	52	52	0
17.	44	60	16	40	48	8
18.	48	60	12	56	56	0
19.	56	68	12	44	48	4
20.	52	60	8	56	60	4
21.	52	56	4	56	56	0
22.	48	60	12	60	60	0
23.	44	56	12	52	56	4
24.	80	88	8	60	64	4
25.	72	84	12	40	48	8
26.	40	56	16	40	48	8
Total	1620	1884	260	1556	1644	92
Mean	62.30	72.46	10	59.84	63.23	3.53

The data were obtained through the gain of the posttest of experimental class and control class. To analysis the data, the writer used t-test by using software SPSS 17.

TABLE 4.14
Group Statistics

postexperiment	N	Mean	Std. Deviation	Std. Error Mean
postcontrol 1	26	72.46	11.991	2.352
2	26	63.08	12.201	2.393

TABLE 4.15
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
postcontrol	Equal variances assumed	.021	.885	2.730	50	.007	9.385	3.355	2.646	16.123
	Equal variances not assumed			2.730	49.985	.007	9.385	3.355	2.646	16.123

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

1. The output of group statistics shows that the mean of gain of the experimental class is 10.16 and the mean of gain of the control class 3.39, and N for each class is 26. Standard deviation of the experimental calss is 11.991 and standard deviation of the control class is 12.201. Standard error mean the experimental class is 2.352 and standard error mean of the control class is 2.393.
2. The output of independent samples test show that t-test result is 2.73, its df is 50, significant is 0.885, mean difference is 9.385, standard error is

3.355, lower difference interval is 2.646 and upper difference interval is 16.123.

There are two ways that can be done in interpreting t_o . They are as follows:

1. By comparing t_o to t_{table} . From $df = 50$, it was found that the level of significance of 5% was 2.01 and level of significance of 1% was 2.68. It can be stated that $2.01 < 2.73 > 2.68$. It means that the null hypothesis (H_o) was rejected, while the alternative hypothesis (H_a) was accepted.
2. By orienting the number of significance. If probably < 0.05 , null hypothesis (H_o) was accepted. If probably > 0.05 , alternative hypothesis (H_a) was accepted.

Based on the score of t_{test} (2.73), it showed that there was significant effect on the students who were taught by implementing SLoP method. It was proved by the finding of t-test (2.73) which was greater than t-table at 5% level of significance (2.01) while in the level of significance of 1% (2.68). It can be stated that $2.01 < 2.73 > 2.68$. It means that null hypothesis (H_o) was rejected, while the alternative hypothesis (H_a) was accepted. In conclusion, teaching reading by SLoP method at the second year students of SMAN 1 Kundur, Karimun was better than without SLoP method. Thus, there was significant effect of SLoP method to improve students' reading comprehension at the second year students of SMAN 1 Kundur, Karimun.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the data analysis in chapter IV, the writer makes some conclusions as follows:

1. The first is to find out students' reading comprehension taught by using SLoP Method. After conducting the research, the students' reading comprehension who were taught by using SloP Method at the second year students of SMAN 1 Kundur Karimunwas categorized as good (72.46).
2. The second is to find out to students' reading comprehension taught by using conventional strategy. The students' reading comprehension taught by using conventional strategy at SMAN 1 Kundur Karimun was categorized as enoughlevel (63.23).
3. There is significant effect between students who are taught by usingSLoP Methodand who are taught by using conventional method to improve students' reading comprehension. On the other hand, the writer found that there was significant effect of using SLoP Method to improve reading comprehension. This was proven by the finding t-test (2.73) which was greater than t-table at 5% degree of significance (2.01), while in the level significance 1% was (2.68). So, the writer found that $2.01 < 2.73 > 2.68$. So, it could be analyzed that t_o is higher than t-table in either 5% or 1%. It can be

said that H_0 was rejected and H_a was accepted. It showed that using SLoP (Sampling, Locating and Previewing) method had positive effect to improve students' reading comprehension.

Finally the writer concluded that;

1. After conducting the SLoP method, the second year students' reading comprehension of SMAN 1 Kundur, Karimun had increased. It can be seen from the result of pre test and post test of the students.
2. The use of SLoP method gives positive contributions and better outcomes to raise the students' reading comprehension.
3. There was a significant effect between the students' reading comprehension taught by using SLoP method and a conventional one. In other words, the SLoP method is effective in teaching reading comprehension.

B. Suggestions

Related to the results of this research, the writer offers some suggestions as follows:

1. Suggestion for Teachers

- a. It is recommended to the teachers to use SLoP method in teaching and learning process of reading comprehension especially in reading narrative text.
- b. The teacher should be creative to improve the students' reading comprehension in reading text by giving some assignments or homework,

especially the questions in form of content of the text and supporting details, which is regarded more difficult for the students.

2. Suggestion for students

- a. The students should improve the vocabularies in order to comprehend more the text.
- b. The students should know the content of the text if she/he reads some texts.

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

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