

**THE EFFECT OF USING IT SAYS I SAY AND SO STRATEGY
TOWARD THE READING COMPREHENSION OF SECOND
YEAR STUDENTS AT STATE SENIOR HIGH SCHOOL 1
KAMPAR TIMUR KAMPAR REGENCY**



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(S.Pd)



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ABSTRAK

Sy. Oktiya Sari (2012). Pengaruh Penggunaan Strategi It Says I Say and So Terhadap Pemahaman Bacaan Siswa Tahun Kedua di Sekolah Menengah Atas Negeri 1 Kampar Timur Kabupaten Kampar

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

Penelitian ini dilakukan di Sekolah Menengah Atas Negeri 1 Kampar Timur Kabupaten Kampar. Subjek dari penelitian ini adalah siswa tahun kedua Sekolah Menengah Atas Negeri 1 Kampar Timur, dan objek dari penelitian adalah Pengaruh Penggunaan Strategi It Says I Say and So terhadap pemahaman bacaan siswa. Adapun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari Jumlah populasi adalah 298 siswa. Dikarenakan jumlah populasinya sangat besar, penulis menggunakan *cluster sampling randomly* dengan mengambil dua kelas sebagai sampel; XI IPA 3 yang terdiri dari 35 siswa sebagai kelas experiment, dan XI IPA 2 yang terdiri dari 35 siswa sebagai kelas control. Jadi, jumlah samplel dari kedua kelas tersebut adalah 70 siswa. Untuk data analisisnya, penulis menggunakan independent sampe t-test dengan menggunakan software SPSS 16.

Setelah data di analisis, penulis menemukan pengaruh yang signifikan dari Strategi It Says I Say and So terhadap pemahaman bacaan siswa tahun kedua Sekolah Menengah Atas Negeri 1 Kampar Timur Kabupaten Kampar, dimana T menunjukkan 5.749 pada level signifikan 5% adalah 2.00, dan level 1% adalah 2.65. maka, null hypothesis (Ho) ditolak, dan alternative hypothesis (Ha) diterima, ditunjukkan dengan $2.00 < 5.759 > 2.65$.

ABSTRACT

Sy.Oktiya Sari (2012). The Effect of Using It Says I Say and So Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 1 Kampar Timur 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 ideas 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 1 Kampar Timur Kampar Regency. The subject was the second year students of State Senior High School 1 Kampar Timur Kampar Regency, and the object of this research was the effect of It Says I Say and So Strategy toward reading comprehension in narrative text. The design of this research was Quasi-Experimental Research.

The population of this research was all of the second year students. The total number of population was 298 students. Because the number of population was large, the writer used cluster sampling randomly by taking only two classes as sample; XI IPA 3 consisted of 35 students as experimental class and XI IPA 2 consisted 35 students as control class, so the number of the samples from two classes was 70 students. To analyze the data, the writer adopted independent sample t-test formula by using software SPSS 16.

After analyzing the data, the writer found that there is significant effect of It Says I Say and So Strategy toward reading comprehension of the second year students at State Senior High School 1 Kampar Timur Kampar Regency, where T shows 5.749 at significant level of 5% it shows 2.00, and at level of 1%, it shows 2.65. thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted which shows $2.00 < 5.749 > 2.65$.

. إوكتيا ساري (2012): تأثير استخدام الاستراتيجية يقول كما أقول و بعكسه إلى فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة العالية الحكومية 1 كمبار تيمور منطقة كمبار.

كشفت الباحثة على الدراسية أن الطلاب لم يقدروا على فهم القراءة في الكتب المدرسية. تأتي هذا المشكلات بسبب عدة العوامل منها: يصعب بعض الطلاب على البحث عن الأفكار الأساسية في نصوص القراءة و يصعبون على تحليل نصوص القراءة. في أداء هذا البحث.

انعد هذا البحث بالمدرسة العالية الحكومية 1 كمبار تيمور منطقة كمبار. هذا البحث طلاب الصف الثاني بالمدرسة العالية الحكومية 1 كمبار تيمور منطقة كمبار بينما الهدف في هذا البحث تأثير استخدام الاستراتيجية يقول كما أقول و بعكسه. درستها الباحثة هي شبه التجربة.

الأفراد في هذا البحث جميع طلاب الصف الثاني بقدر 298 العينات في هذا البحث بواسطة عينة عشوائية عنقودية فصلين اثنين و هما طلاب الصف الحادي عشر لقسم العلوم الكونية الثالثة و فيه 35 نية الثانية و فيه 35 . ولذلك كان عدد العينات في هذا 70 . في تحليل البيانات استخدمت الباحثة عينة مستقلة تـ.

ثم كشفت الباحثة بعد تحليل البيانات أن هناك تأثيراً هاماً من استخدام الاستراتيجية يقول كما أقول و بعكسه إلى فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة العالية الحكومية 1 كمبار تيمور منطقة كمبار مع أن ت يدل 5.749 5 2.00 1 2.65 لذلك كانت الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة ما تظهر على $2.00 < 5.759 < 2.65$.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT	v
LIST OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Definition of the Term	5
C. The Problems	7
1. The Identification of the Problem	7
2. The Limitation of the Problem	7
3. The Formulation of the Problem	8
D. The Objectives of the Study and Significant of the Research	8
CHAPTER II REVIEW OF THE RELATED LITERATURES.....	10
A. Theoretical Framework	10
1. Reading	10
2. Reading Comprehension	11
3. The Factors Influence Reading Comprehension	14
4. Teaching Reading	15
5. Narrative Text	18
6. It Says I Say and So Strategy	21

B. Relevant Research	24
C. Operational Concept	26
D. Assumption and Hypothesis	28
1. Assumption	28
2. Hypothesis	28

CHAPTER III THE RESEARCH METHOD..... 30

A. Research Design	30
B. Location and Time of the Research	31
C. Subject and Object of the Research	31
D. The Population and Sample of the Research	31
E. The Technique of Collecting Data	33
F. The Validity and Reliability of the Test	35
1. Validity	35
2. Reliability	40
G. The Technique of Data Analysis	42

CHAPTER IV THE DATA PRESENTATION AND THE

DATA ANALYSIS..... 45

A. Description of Research procedure	45
B. The Data Presentation	46
1. The Data Presentation of Using It Says I Say and So Strategy (Variable X)	47

2.	The Data Presentation of Reading Comprehension (Variable Y).....	51
a.	Students' Reading Comprehension that is not taught by Using It Says I Say and So Strategy.....	51
b.	Students' Reading Comprehension Taught by Using It Says I Say and So Strategy.....	55
c.	The Homogeneity of the Test.....	60
C.	Data Analysis	62
1.	The Data Analysis of Using It Says I Say and So Strategy (Variable X)	62
2.	The Data Analysis of Reading Comprehension (Variable Y)	62
3.	The Data Analysis of the Difference of the Students' Reading Comprehension between the Students that is not Taught and that is Taught by Using It Says I Say and So strategy	63
CHAPTER V CONCLUSION AND SUGGESTION		68
A.	Research Conclusion	68
B.	Suggestion	69
1.	Suggestion for the School	69
2.	Suggestion for the English Teacher	69
3.	Suggestion for the Students	70

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

1. It Says I Say and So Strategy Chart	23
2. The Population of the Research.....	32
3. The Sample of the Research	33
4. The Classification of Student's Score.....	35
5. Table of Item Difficulties	36
6. Observation Percentage Recapitulation of Using It Says I Say and So Strategy	48
7. The Frequency Distribution of Reading Comprehension Test (Pre-test) in Control Class.....	51
8. The Frequency Distribution of Reading Comprehension Test (Post-test) in Control Class	53
9. Classification of Control Class Score	55
10. Frequency Distribution of Reading Comprehension Test (Pre-Test) in Experimental Class	56
11. Frequency Distribution of Reading Comprehension Test (Post-Test) in Experimental Class	58
12. Classification of Experimental Class Score	60
13. The Mean and Standard Deviation of Pre-test in Experimental and Control Class	61
14. Mean, Median, and Standard Deviation of Post-test in Experimental and Control Class	62
15. Student's Reading Comprehension Score.....	64
16. Table of Group Statistics	65
17. Table of Independent Sample Test	66

CHAPTER I

INTRODUCTION

A. Background

Reading is one skill that is very important in learning English. Reading is not only a tool for learning but also a means to share the thought of others and experiences of the pleasures that it makes possible. Basically, the purposes of reading process are acquiring information, knowledge, insight, and also for pleasure of interest gotten from reading materials. Reading is not easy to do because in reading process the reader not only reads the words, sentences, paragraphs, and texts but also should comprehend what the content of reading is.

It is supported by Anderson that explains, “Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension”¹. Hasibuan and Ansyari also stated that reading is an interactive process that goes on between the reader and the text, resulting in reading comprehension. Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose². So, in reading activity a reader

¹ Neil, Anderson, “What is Reading”, in Nunan David, *Practical English language Teaching*, Sydney: McGraw Hill, 2003, p. 68

² Kalayo Hasibuan and M.Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 113-115

should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity become inadequate.

Reading comprehension is the process by which the person understands the meaning of written language. Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language³. While Elizabeth states that Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.⁴ Based on the explanation above, the writer concludes that comprehension is the process in which the reader brings his or her prior knowledge to interact with the written text.

Narrative text is a kind of the text that has purpose to entertain the reader. Narrative text is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution. According to Rigby, Narrative text tells an imaginative story. The purpose of a narrative is to entertain and engage the reader in imaginative experience. Some narratives also have other people, e.g. they may explain a phenomenon (myths and legend) or to teach a lesson (fables).⁵

Curriculum used in Indonesia Education now is School Based Curriculum (KTSP), which has operational plan arrangement such as : the raising of

³ Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing the Threads Reading*, Alexandria: Association for Supervision and Curriculum Development, p. 108

⁴ Elizabeth S.Pang, et al, *Teaching Reading*: Geneva, International Academy of Education, 2003, p. 14

⁵ Rigby Heinemann, *Writing Resource Book*, Bassendean: Advence Press, 2004. p. 21

potential, intelligence, interest, and the ability of the students.⁶ Based on School Based Curriculum (KTSP), reading is one of the skills which is provided in learning process. Based on the syllabus in SMAN 1 Kampar Timur, School Based Curriculum provides reading as one of skills that must be thought and learned in senior high school. In syllabus said that the based competence of reading English refers to the capability of students in gaps the meaning the monologue text of essay in Narration, Spoof, and Hortatory Exposition in daily context.⁷ Special for English Subject, the passing score is 70.

Based on the writer's observation on 17th October 2011 in State Senior High School 1 Kampar Timur in Kampar Regency, in teaching and learning process, the teacher used three-phase technique. There are three activities in this technique as follows: beginning activity, the main activity, and the last activity. The beginning activity is asking and answering about the text in the book. The main activity is the students read about the text and then the students answer the question related to the text. The last activity is the students give their opinion about the text that they have already read. This technique is used to make the students able to read and to comprehend the meaning . But, based on the writer's observation, it is seen the students' ability in reading still far from the curriculum expectation. It's seen from the following phenomena:

⁶ Abeyow. 2001. Kurikulum Tingkat Satuan Pendidikan (KTSP); SlideShare. Retrieved od February 17th, 2011, from the world wide web <http://www.slideshare.net/abeyow/kurikulum-tingkat-satuan-pendidikan-ktsp-1908392>

⁷ Syllabus of SMAN 1 Kampar Timur 2011/2012 (unpublished)

1. Some of the students have difficulties in finding factual information of the text.
2. Some of the students have difficulties finding the main idea of the text.
3. Some of the students have limited vocabularies which cause difficulties in understanding the text.
4. Some of the students have difficulties in identifying reference.
5. Some of the students have difficulties in making inference from the reading text.

From the phenomena above, increasing students' reading comprehension needs an appropriate strategy to solve the students' problems. In this case, the writer wants to apply a strategy that will help the students to increase their ability in reading. The name of that strategy is It Says I Say and So Strategy.

It Says I Say and So is a reading strategy that requires students to consider questions linked to textual material, to find information in the text that responds to the question, to interpret the text using inference skills, and to combine the information from the text and their own thinking to create an answer. The strategy encourages students to realize that when they create meaning, they combine their own ideas and thoughts with evidence and details that they find in a reading selection. The strategy works well with nonfiction and fiction texts.⁸

Therefore, based on the explanation and the symptoms above, the writer is interested in carrying out a research entitled: **“The Effect of Using It Says I**

⁸ June Prezler, *On Target: Strategies to Help Readers Make Meaning through Inferences* *ESA Regions 6 & 7 Grades 4 – 12*, Rapid City: Black Hills Special Service Cooperative (BHSSC), 2006, p.22

Say and So Strategy toward the Reading Comprehension of the Second Year Students At State Senior High School 1 Kampar Timur Kampar Regency”.

B. Definition of the Term

To avoid misunderstanding, the writer presents the definition of terms as follows :

1. It Says I Say and So Strategy

In this two-column journal strategy, students visualize the connection between what they are reading and what the text is actually saying; Students should copy the literal passage from the text into the first column, and their interpretation of the text in the second column. Students can use their charts to help one another make sense of the passage or poem after reading⁹. In this research, It Says I Say and So Strategy work with four columns, and each column has different function, the first column is about the question from the text, the second column is about the information that the students find in the text, the third column is about the students background knowledge about the information, and the fourth column is the students put together the information that they get in the text and their own background knowledge to create an answer.

⁹Karen Tankersley, *Op.Cit.*, p. 143

2. Reading Comprehension

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language ¹⁰. In this research, reading comprehension is interaction between the reader and the text. The purpose of reading comprehension in this research is the students can gap the meaning of the text.

3. Strategy

Specific method of approaching a problem or task, mode of operation for achieving a particular ends, and planed designs or controlling and manipulating certain information. ¹¹ in this research, strategy is special way which is used to achieve something effectively.

4. Narrative Text

Narrative text tells an imaginative story. The purpose of a narrative is to entertain and engage the reader in imaginative experience. ¹²

C. The Problem

1. Identification of the Problem

¹⁰Karen Tankersley, *.Loc.Cit.*, p. 143

¹¹ H. Douglas Brown, *Principle of Language Learning and Teaching*, San Francisco: State University: Longman, 2000, p. 113

¹² Heinemann Rigby, *Op.Cit.*, p. 21

Based on the background and phenomena of the reading comprehension of the second year students at State Senior High School 1 Kampar Timur in Kampar Regency, there are many problems that make students difficult in reading text. The problems of this research are identified as follows :

1. Why do the students have difficulties in finding factual information in the text?
2. Why do the students have difficulties finding the main idea of the text?
3. Why do the students have lack vocabularies which cause difficulties in understanding the text?
4. Why do the students have difficulties in identifying reference?
5. Why do not the students have difficulties in making inference of the text?

2. The Limitation of the Problem

Because of the limited time and energy, it is necessary for the writer to limit the problem. The writer focuses this research on the effect of It Says I say and So Strategy toward the reading comprehension of the second year students at State Senior High School 1 Kampar Timur Kampar Regency. This research will focus on the reading in narrative text.

3. The Formulation of the Problem

Referring to the identification of the problems above, the problems of this research can be formulated in the following research questions:

1. How is the students' reading comprehension in narrative text who are taught by using It Says I Say and So Strategy of the second year at State Senior high School 1 Kampar Timur Kampar Regency?
2. How is the students' reading comprehension in narrative text who are not taught by using It Says I Say and So Strategy of the second year at State Senior High School 1 Kampar Timur Kampar Regency?
3. Is there any significant difference of the students' reading comprehension in narrative text between those who are taught by using It Says I Say and So Strategy and those who are not taught by using It Says I Say and So Strategy of the second year at state senior high school 1 Kampar Timur Kampar Regency?

D. The Objectives and Significant of the Research

1. The Objectives of The Study

- a. To find out the students' reading comprehension in narrative text by using It Says I Say and So Strategy.
- b. To find out the students' reading comprehension in narrative text without using It Says I Say and So Strategy.

- c. To find out the significant difference of students' reading comprehension between those who are taught by using It Says I Say and So Strategy and those who are not taught.

2. The Significance of the Research

- a. To assist the students in developing their reading comprehension by using It Says I Say and So Strategy.
- b. To give information to the teacher about It Says I Say and So 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 THE RELATED LITERATURE

A. Theoretical Framework

1. 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 process¹. Mentioned by Anderson, Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning². It is clear that the readers must have a good interaction with the text in order to get the meaning from the text.

Hasibuan 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. They stated that there are some skills in reading :³

Constructive: learning to reason about written material using knowledge from everyday life and from disciplined fields of study;

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

² Neil Anderson, *Loc.Cit.*, p. 68

³ Kalayo Hasibuan and M. Fauzan Ansyari, *Loc.Cit.*, p. 113-115

Fluent : mastery of basic process to the point where they are automatic, so that attention is free for the analysis of meaning;

Strategic : controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending;

Motivated: able to sustain attention and learning that written material can be interesting and informative;

A lifelong pursuit : continuous practice, development, and refinement.

2. Reading Comprehension

Reading is very important skill that we have to learn. We can enlarge our knowledge by reading. The readers need to be able to figure out the author's purpose in presenting the material, comprehend some valuable information stated in the passage in relation to comprehend the overall content of reading materials. Reading is about understanding written texts. It is a complex activity that involves both perception and thought⁴. While, Hasibuan states that reading is an activity with a purpose. A person may read in order to gain the information, for enjoyment, to enhance knowledge of the language being read, the purpose for reading also determines appropriate approach to reading comprehension.⁵

According to Irwin, Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectation, skills, and prior

⁴ Elizabeth S.Pang, et al, *Op.Cit.*, p. 6

⁵ Kalayo Hasibuan and M. Fauzan Ansyari, *Op.Cit.*, p. 114

knowledge.⁶ While Elizabeth states that Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.⁷ Based on the explanation above, the writer concludes that comprehension is the process in which the reader brings his or her prior knowledge to interact with the text.

By reading, people will obtain the ideas that they want and will be able to use them in accordance with their needs. According to Whorter in Khairani various characteristics and circumstances can affect reading rate of someone's comprehension. These are including :

1. Your background knowledge: the amount of knowledge you have about a topic influences how easily and how fast you will be able to read about it.
2. Your physic and recovering from a cold, and whether you are happy or relaxed after enjoying a dinner that can affect your ability to read and concrete. Ideally, try to complete analytical or careful reading assignments when you are at your physical peak and can maintain an optimum level of concentration.
3. Your interest level: most people have little difficulty in understanding and remembering material if the subject is highly interesting. Interest can facilitate comprehension and rate; a lack of interest or motivation can have an adverse affect.
4. Your reading skill. Your ability to comprehend directly influences how well and how fast you are able to read a given page; your vocabulary is also an important factor. If your vocabulary is limited, for example, you will encounter numerous unfamiliar words that will impair your comprehension and also slow you down.⁸

⁶ Judih Westphal Irwin, *Wesphal, Teaching Reading Process*, New Jersey, Pentice – Hall, p.7

⁷ Elizabeth S.Pang, et al, *Loc.Cit.*, p. 14

⁸ Khairani, "The correlation Between Teaching Reading Activities and the Students Reading Achievements in Answering Question Based on Reading Text at the Second Year of SMA Negeri 2 Rambah Hilir Pasir Pangaraian", Pekanbaru: Stete Islamic University of Sultan Syarif Kasim Riau, p.10

According to Jhonson in Agvemi, reading comprehension is the activity where the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about the text.⁹ It means that the interaction will make the reader understand about or the writer's messages. There is an interaction between the readers and the text they read. When the readers read the text, they make a prediction and conclude the information from the text.

Based on the explanation above, the writer concludes that when the readers read, they will make a connection between their background knowledge and the new information from the text. In here, there is an interaction between the readers and the text that they read.

Reading is cognitive process that consists of a reader, a text, and the interaction between the reader and the text. This statement is supported by Hasibuan who said that reading is an interactive process between the reader and the text. The text here is such as letter, words, sentences, and paragraph that encode meaning.¹⁰ So, on the other hand, reading is a complex process and it is an interaction between reader and the text.

Reading perceives a written text in order to understand its contents. In reading, learners must have ability to comprehend the material from the text by using their own activities which help them into an outline, be able to find the

⁹ Agvemi Zulhadi, "The Effect of DRTA Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cerenti", Unpublished, Pekanbaru, 2009. p. 8

¹⁰ Kalayo Hasibuan and M. Fauzan Ansyari, *Loc.Cit.*, p. 114

comparison and the contrast or cause and effect examples, following an argument in the text, choose relevant topic under discussion.

3. The Factors that Influence Reading Comprehension

There are some factors that influence reading comprehension. Dorn and Soffos explain that comprehension is influenced by a range of internal factors; they are perceptions, belief, motivation, and problem solving strategies¹¹.

According to Westwood, there are eight factors that may influence the comprehension. They are as follows:¹²

- a. Limited 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.

¹¹ Anthony V. Manzho, Ula Casele Manzo, *Content Area Reading: A Heuristics Approach*, Columbus, Toronto, London, Melbourn: Merrill Publishing Company, 1990, p. 23

¹² Peter Westwood, *What Teacher Needs to Know About Reading and Writing Difficulties*, Victoria: ACER Press, 2008, p. 33

According to Tankersley reading comprehension is influenced by four main factors. They are as follows:¹³

- 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.

4. Teaching Reading

Reading is an essential skill for learners of English as a second language. For most of those learners is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class when reading in English required.¹⁴ it means that with reading, the learners will make greater progress and development in all other areas of learning.

There are many reasons why getting students to read English text is an important part of the teacher's job. In the first place, many of them want to be able to read text in English either for their careers, for study purpose or simply for pleasure. Reading is also useful for other purposes too. Any exposure to English (provide students understand it more or less) is a good thing for language students. Reading text also provides good models for English writing. When we teach skill of writing, we will need to show students models of what we are encouraging them to do. Reading text also provides opportunities to study

¹³ *Ibid*, p. 108-109

¹⁴ Nunan, David. *Op.Cit*, p. 69

language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text.¹⁵

According to Harmer there are six principles behind the teaching of reading :

Principle 1 : Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures, understand the arguments, and work out if we agree with them. If we do not do these things- and if students do not do these things – then we only just scratch the surface on the text and quickly forget it

Principle 2 : students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text – not actively interested in what they are doing- are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

Principle 3 : students should be encouraged to respond the content of a reading text, not just to the language

¹⁵ Jeremy Harmer, *How To Teach English*, Malaysia: Pearson Education Longman. 2000. p.80

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond message in some way. It is especially important that they should be allowed to express their feelings about the topic – thus provoking personal engagement with it and the language.

Principle 4 : Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us hint of what in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

The moment we get this hint-the book cover, the headline, the word processes page – our brain starts predicting what we are going to read. Expectations are set up and active process of reading is ready to begin. Teachers should give students ‘hints’, so that they can predict what’s coming too. It will make them better and more engaged readers.

Principle 5 : Match the task to the topic

We could give students Hamlet’s famous soliloquy ‘To be or not to be’ and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list ingredients alphabetically. There might be reasons for both tasks, but, on the face of it , they look a bit silly. We

will probably be more interested in what Hamlet means and what the menu foods actually are.

Once a decision has been taken about what reading text is, the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging tasks.

Principle 6 : Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, description etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.¹⁶

In conclusion, teaching reading with using suitable teaching strategy can help the students overcome their problem in order to comprehend the reading text. Also in teaching reading, the writer teaches the students to deal with students' text books and their prior knowledge by supplement materials that are still correlated with syllabus by applying It Says I Say and So Strategy.

5. Narrative Text

¹⁶Jeremy Harmer, *Opcit.*, p. 70

Langan States that narration is storytelling whether we are 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.¹⁷ A narrative is a story. It has introduction that engage the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describe the outcome.¹⁸ According to Rigby, Narrative text tells an imaginative story. The purpose of a narrative is to entertain and to engage the reader in imaginative experience. Some narratives also have other people, e.g. they may explain a phenomenon (myths and legend) or to teach a lesson (fables).¹⁹

According to Clouse there are six purposes of narration, as follows:²⁰

1. To entertain

It is about account of your first meeting with your father-in-law, when you are an annoying insurance salesman.

2. To express feelings

It is about an account of what happened when your best friend betrayed you

3. To relate experience, for example, an account of the time you got lost the wood for two days.

¹⁷ John Langan, *College Writing Skills With readings*. New York: McGraw Hill, 2001, p.195

¹⁸ Alice Savage and Patricia Mayer, *Effective Academic Writing 2: The Short Essay*, Hongkong: Oxford University Press, 2006, p .58

¹⁹ Heinemann Rigby, *Loc.Cit.*, p. 21

²⁰ Barbara Fine Clouse, *The Student Writer*, New York: McGraw Hill, 1996, p. 171

4. To inform (to explain what happens when a person is arrested). For example, an account of the time you were wrongly arrested for shoplifting.
5. To inform (to teach lesson). For example, an account of the time you got in trouble for cheating.
6. A persuade (to convince the reader that community service should be required in high school) for example, an account of the community service you performed as a high school senior.

Based on the explanation above, the writer concludes that Narration is a story telling. It is told very clear and detail. When readers read narrative text, they can easily understand what the writer is talking about.

According to Savage, the structure of Narrative is :

- a. Introduction
 - a. The hook gets the reader's attention.
 - b. The middle sentences introduce an event (the action of the story) by providing background information about the people, the place, and the time.
 - c. The thesis statement prepares the reader for the action that follows.
- b. Body Paragraphs
 - a. The body paragraphs describe what happened in the story
 - b. They include details that bring the story to life
 - c. They often use time in order to explain the event
- c. Conclusion

- a. A conclusion describes the outcome of the event
- b. It often ends with a comment by the writer about what the event is showed or taught.²¹

According to Barwick, narrative also has the structure of the story.

There are five stages in narrative. They are as follows:²²

- a. Orientation : The function of orientation is to set the scene, create 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. Series of events: This part shows the series of unexpected or expected events.
- d. Resolution : This part brings the series of events to a close and revolves the main problem, challenge or situation.
- e. Reorientation : This part sets the scene again and locates the characters in it.

From the explanation above, we can conclude that /the structure of Narrative is very detail and clear. It means that the reader can easily understanding the narrative text.

²¹ Alice Savage, *Loc.Cit.*, p. 58

²² John Barwick, *Targeting Text: Narrative, Poetry, Drama*, Singapore: Black Education, 1999, p. 4

6. It says I Say and So 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.²³ Furthermore, strategy is one of the factors that may contribute the development of reading comprehension besides the listening comprehension, fluency and decoding.²⁴ 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. In this case, the writer suggests a good strategy to make the students understand about the text. The name of this strategy is It Says I Say and So Strategy.

According to Tankersley, It Says I Say and So Strategy is used for the students, the students work in two columns, in this two-column journal strategy, students visualize the connection between what they are reading and what the text is actually saying. Students should copy the literal passage from the text into the first column, and their interpretation of the text in the second

²³ Heisat et al, *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, 2009, p. 311

²⁴ John R Kirby. *Reading Comprehension: Its Nature And Development*. Retrieved on June 14th 2011

column. Students can use their charts to help one another make sense of the passage after reading.²⁵

Preszler says that It Says I Say and So is a reading strategy that requires students to consider questions linked to textual material, find information in the text that responds to the question, interpret the text using inference skills, and combine the information from the text and their own thinking to create an answer. The strategy encourages students to realize that when they create meaning, they combine their own ideas and thoughts with evidence and details that they find within a reading selection. The strategy works well with nonfiction and fiction texts.²⁶

Preszler also explains about the steps in using the It Says I Say and So Strategy. They are as follows :

1. The strategy works best when a teacher has spent time modeling the process prior to apply it to content material. Consider using a short and familiar text to teach the strategy. Teachers who use the strategy suggest the beginning with fairy tales, folk lore, or legends. After modeling the strategy, apply it to a relevant piece of content area text.
2. Provide students with a copy of the It Says strategy chart

²⁵ Karen Tankersley, *Loc.Cit.*, p. 143

²⁶ June Preszler, *Loc.Cit.*, p .22

3. Brainstorm possible questions based on the topic to be read. (In the beginning, you may choose to actually provide the questions. Sometimes questions found at the end of textbook reading selections are appropriate. As students move toward a more independent level, they should be able to create their own questions.)
4. Consider allowing students to work in groups as they learn the strategy.
5. Students follow the steps in the sample chart.

QUESTION	IT SAYS	I SAY	AND SO
Read the question.	Find information from the text to help answer each question—paraphrase or quote answers from text	Consider what you know about the information	Put together the information from the text with what you know, then answer the question.

To make clear about this strategy, below there are several steps for this strategy.²⁷

1. The teacher gives the students questions requiring inferential thinking.

²⁷ http://www.cal-webs.org/handouts05/CHNP_4.doc

2. Model the use of the chart with students. In this part, the teacher explain It Says I Say and So Strategy with four column: Question (the question about the text), It Says (find the information from the text that help to answer the question), I Say (consider what the reader knows about the information), and So (put together the information from the text with what the reader knows to make the answer).
3. The teacher asks the students to meet with others to discuss about the statement that they have created.
4. The teacher leads the discussion to survey the students' statement.
5. Give the students chance to ask question about the materials.
6. The teacher asks the students to create a summary.

B. Relevant Research

1. A research from Nanik Yuliati (2012)

In her research entitled “Improving Students’ English Reading Skill through Reciprocal Questioning Technique”. (A Classroom Action Research at SMPN 1 Kawedanan, Magetan in the Academic Year of 2011/2012)” , the researcher focused on Classroom Action Research. The research aims to: (1) know whether Reciprocal Questioning technique can improve the students’ English reading skill; (2) describe how the class situation is when Reciprocal Questioning technique is applied in teaching reading. The result of the research shows that Reciprocal Questioning

technique can improve the students' English reading skill. By being accustomed to constructing and answering the questions, the students will improve their reading skill more and more. It is proved by a significant improvement on the mean scores of pretest and posttest. The mean score of pretest is 64. The posttest of cycle 1 is 66, and the posttest of cycle 2 is 82. Besides, the students are active in constructing, delivering, and answering the questions about a text, so the teaching learning process in the classroom is more alive and attractive. It influences their motivation in understanding a text. It can be seen from the fact that there are a bigger proportion of students who construct, deliver, and answer the questions, their answers are not in short sentences, and they give good responses to the tasks given. The difference of her research with the writer's lies on the reading comprehension strategy. Where, in her research, she used the Reciprocal Questioning Technique and the writer use the It Says I Say and So strategy in order to assist students' reading comprehension. In her research, the students made question and answer the question by them self, while in this research, the students try to combine the information from the text and their own background knowledge to create meaning.

2. A research from Egis Fajruna El-Mubarok

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 treated 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 means that there is 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 is 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 is 2,01 and 1% grade is 2,68. It means that $2,1 < 8,26 > 2,68$. In other words, H_0 is rejected and H_a is 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 use the It Says I Say and So strategy in order to assist students' reading comprehension.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mentioned by Syafi'i that

all related theoretical frameworks can be operated in the operational concept.²⁸

There are two variables used in this research. There is a variable X that refers to the effect of It Says I Say and So Strategy and variable Y that refers to Students reading comprehension. Therefore, variable X is as independent and Y is as dependent.

The Indicators of It Says I Say and So Strategy are as follows²⁹ :

1. The teacher gives the students questions requiring inferential thinking.
2. Model the use of the chart with students. In this part, the teacher explain It Says I Say and So Strategy with four column: Question (the question about the text), It Says (find the information from the text that help to answer the question), I Say (consider what the reader knows about the information), and So (put together the information from the text with what the reader knows to make the answer).
3. The teacher asks the students to meet with others to discuss about the statement that they have created.
4. The teacher leads the discussion to survey the students' statement.
5. Give the students chance to ask question about the materials.
6. The teacher asks the students to create a summary.

Then, the indicators of Three Phase Technique are as follows:

1. The teacher asks the students about the materials that they will study about.

²⁸ M. Syafi' I, S, " *From Paragraph to a Research Report : A Writing of English for Academic Purposes*", Pekanbaru, Lembaga Bimbingan Belajar Syaf Intensif (LBSI), 2007, p. 122

²⁹ http://www.cal-webs.org/handouts05/CHNP_4.doc

2. The teacher asks the students to read the text and then answer the questions based on the text.
3. The students give their opinion about the text that they have already read.

Then, the indicators of reading comprehension are as follow³⁰ :

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 in the following:

- a. Students' reading comprehension is various
- b. The response of students toward the It Says I Say and So Strategy is various.

b. Hypothesis

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

1. H_0 : There is no significant difference of using It Says I Say and So Strategy toward the Reading Comprehension of the Second Year

³⁰ Judith Westphal Irwin. *Op Cit* , p. 42

Students at State Senior High School 1 Kampar Timur Kampar Regency.

2. H_a : There is significant difference of using It Says I Say and So Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 1 Kampar Timur Kampar Regency.

CHAPTER III

THE RESEARCH METHOD

A. Research Design

This research is experimental research, precisely quasi experimental research. Creswell explains Experiment is testing an idea (practice) to determine whether influences an outcome or dependent variable¹. Sukardi States that the quasi experiment research is the research design that mostly used in education, language research and the other research since the subject of research are human².

This research consisted two variables; Independent variable (Variable X) refers to the effect of It Says I Say and So Strategy and Dependent variable (Variable Y) refers to the reading comprehension. In conducting this research, the writer used two classes. The first class was used as experimental class which was taught by using It Says I Say and So Strategy. The second class was used as control class which was taught without using It Says I Say and So Strategy. This research focused on Nonequivalent Control Group Design, both of groups took a pretest and posttest, and only experimental group took the treatment. The treatment for this research was 8 times. The nonequivalent control group design can be shown below³:

¹ John W Creswell, *Educational Research: Planning, Conducting, and evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education, 2008, p. 299

² Sukardi, *Methodology Penelitian: Kompetensi dan Praktiknya*, Jakarta: Bumi Aksara, 2005.

³ Bruce W Tuckman, *Educational Research Fifth Edition*, New York: Hartcourt Brace College publisher, 1999, p. 141

O ₁	X	O ₂ (Experimental Class)

O ₃		O ₄ (Control Class)
O ₁ and O ₃		= Pre-test
O ₂ and O ₄		= Post-test
X		= Treatment by using It Says I say and So Strategy

B. Location and Time of the Research

The research was conducted the second year students of State Senior High School 1 Kampar Timur in Kampar Regency. This research was be conducted on April Until May 2012.

C. Subject and Object of the Research

The subject of this research was the second year students at State Senior High School 1 Kampar Timur Kampar Regency, and the object of this research was the effect of It Says I Say and So Strategy toward reading comprehension in Narrative text.

D. The Population and the Sample of the Research

The population of this research was the second year students of State Senior High School 1 Kampar Timur Kampar Regency in 2011-2012 academic years. It had 8 classes which consisted of 5 classes of scientific program and 3 classes of social program. The total number of the second

year students of State Senior High school 1 Kampar Timur Kampar Regency was 298 students.

The population above was large enough to be taken as sample of the research. Arikunto states that the amount subject is more than 100, it is better to take sample amount 10-15% or 20-25% of the population⁴. The technique used in taking the sample is cluster random sampling. According to Gay and Airisian, cluster sampling randomly select groups, not individuals⁵. Having the sample, the write used lottery technique 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 are class XI IPA 3 as experimental class and XI IPA 2 as the control class. The data can be seen in the table III.1 and table III.2 as follows:

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

No	Class	Number of Student
1	XI IPA 1	35
2	XI IPA 2	37
3	XI IPA 3	38
4	XI IPA 4	40
5	XI IPA 5	40
6	XI IPS 1	37
7	XI IPS 2	35
8	XI IPS 3	36
TOTAL		298

Table III.2

⁴ Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p.134.

⁵ L.R, Gay and Peter Airisian, *Educational Research: Competencies for Analysis and Application.*, New Jersey: Prentice-Hall, Inc, 2000, p. 129

The Sample of the Research

No	Class	Male	Female	Number of Student
1	XI IPA 3	15	20	35
2	XI IPA 2	13	22	35
TOTAL		28	42	70

From the table above, we can see that there are two classes as sample of this research; XI IPA 3 as experimental class and XI IPA 2 as control class. In XI IPA 3, there are 35 students, 15 students are male and 20 students are female and in XI IPA 2, there are 35 students, 13 students are male and 22 students are female.

E. The Technique of Collecting Data

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

1. Observation

Observation was used to get the data about effect of using It Says I Say and So Strategy toward students' reading comprehension in Narrative text. In this case, the writer used observation checklist and asked an English teacher of State Senior High School as an observer. It was done to make sure that the strategy was given procedurally.

2. Test

The test was used to determine the students' reading comprehension. The type of the test was multiple choice tests. A multiple choice item

requires the student to select a correct answer out of a number of options.⁶ The test was given to the experimental class and the control class in order to know the effect of using It Says I Say and So Strategy toward the reading comprehension of the second year students at State Senior High School 1 Kampar Timur 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.

Table III.3

The Classification of Students' Score⁷

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

⁶ Elana Shohamy, *A Practical Handbook in Language Testing For the Second Language Teacher*, Israel: Tel-Aviv University, 1985, p. 38

⁷ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009. p.245

F. The Validity and Reliability of the Test

1. Validity

Before the tests were given to the sample of this research, both of the tests were tried out to 40 students of second year students in the scientific program. 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 measure⁸. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:⁹

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

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

⁸ Arthur Hughes, *Testing for Language Teacher, 2nd Edition*, New York: Cambridge University Press, 2003, p. 26

⁹ Suharsimi Arikunto., *Op Cit* p. 209

represented by “p”, whereas the proportion of incorrect is represented by “q”.

The calculation of item difficulty can be seen from the following table:

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

Variable	Finding Factual Information					N
Item No.	1	7	15	16	25	40
Correct	27	23	26	14	20	
P	0.675	0.575	0.65	0.35	0.5	
Q	0.325	0.425	0.35	0.65	0.5	

Based on the table, the item numbers of question for finding the factual information are 1, 7, 15, 16 and 25. It shows that the proportion of correct answer for finding factual information of test item number 1 is 0.675, the proportion of correct answer for test item number 7 is 0.575, the proportion of correct answer for test item number 15 is 0.65, the proportion of correct answer for test item number 16 is 0.35 and the proportion of correct answer for test item number 25 is 0.5. The total correct answer of finding factual information is 0.55. 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	6	11	19	21	40
Correct	27	27	26	19	24	
P	0.675	0.675	0.65	0.475	0.6	
Q	0.325	0.325	0.35	0.525	0.4	

Based on the table, the item numbers of question for identifying main idea are 2, 6, 11, 19, and 21. It shows that the proportion of correct answer for identifying main idea of test item number 2 is 0.675, the proportion of correct answer for test item number 6 is 0.675, the proportion of correct answer for test item number 11 is 0.65 the proportion of correct answer for test item number 19 is 0.475, and the proportion of correct answer for test item number 21 is 0.6. The total correct answer of identifying main idea is 0.615. 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 make inference

Variable	Making Inference					N
Item No.	5	10	12	20	22	40
Correct	28	12	26	22	23	
P	0.7	0.3	0.65	0.55	0.575	
Q	0.3	0.7	0.35	0.45	0.425	

Based on the table, the item numbers of question for making inference are 5, 10, 12, 20, and 22. It shows that the proportion of correct answer making inference of test item number 5 is 0.7, the proportion of correct answer for test item number 10 is 0.3, the proportion of correct answer for test item number 12 is 0.65, the proportion of correct answer for test item number 20 is 0.55 and the proportion of correct answer for test item number 22 is 0.575. The total correct answer of making inference is 0.55. 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.

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

Variable	Locating meaning of vocabulary					N
Item No.	3	8	13	18	23	40
Correct	25	13	25	26	27	
P	0.625	0.325	0.625	0.65	0.675	
Q	0.375	0.675	0.375	0.35	0.325	

Based on the table, the item numbers of question for locating meaning of vocabulary are 3, 8, 13, 18, and 23. It shows that the proportion of correct answer for locating meaning of vocabulary of test item number 3 is 0.625, the proportion of correct answer for test item number 8 is 0.325, the proportion of correct answer for test item number 13 is 0.625, the proportion of correct answer for test item number 18 is 0.65 and the proportion of correct answer for test item number 23 is 0.675. The total correct answer of locating meaning of vocabulary is 0.58. 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 identify reference

Variable	Identifying inference					N
Item No.	4	9	14	17	24	40
Correct	28	21	27	16	26	
P	0.7	0.525	0.675	0.4	0.65	
Q	0.3	0.475	0.325	0.6	0.35	

Based on the table, the item numbers of question for identifying reference are 4, 9, 14, 17, and 24.. It shows that the proportion of correct answer for identifying reference of test item number 4 is 0.7, the proportion of correct answer for test item number 9 is 0.525, the proportion of correct answer for test item number 14 is 0.675, the proportion of correct answer for test item number 17 is 0.4 and the proportion of correct answer for test item number 24 is 0.65. The total correct answer of identify inference is 0.59. Then, based on the standard level of difficulty, all items for identify reference or “p” is >0,30 and <0,70. So, the items of identify references are accepted.

2. Reliability

Reliability is a necessary characteristic of good test. Shohamy says that reliability refers to the extend to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.¹⁰ It is clear

¹⁰ Elana Shohamy., *Op Cit*, p. 70

that reliability is used to measure the quality of the test scores and the consistency of the test.

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.¹¹ 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 follows¹²:

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

Where :

r_{11} : Instrument reliability

k : Number of items

V_t : Variance total (SD^2)

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.

The data can be seen at appendix .

¹¹ Suharsimi Arikunto., *Op Cit.*, p.180

¹² *Ibid.*, p 188

Based on the data the writer got;

K : 25

V_t : 33,62

pq : 5,799

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$
$$\left(\frac{25}{25-1} \right) \left(\frac{33.62-5.68}{33.62} \right)$$
$$\left(\frac{25}{24} \right) \left(\frac{27.94}{33.62} \right)$$
$$0.8632$$

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 0,8632. Then the r_t at 5% grade of significance is 0.312. While r_t at 1% grade of significance is 0,403. So, it can be concluded that $0.403 < 0.8632 > 0.312$. 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

The technique of data analysis used in this research was T-test formula. According to Hartono, T-test is one of the statistic test that is used to know whether any or not the different significance of two samples of mean in two variables.¹³ According to Tuckman the t-test formula is used when they

¹³ Hortono, *Statistik Untuk Penelitian.*, Yogyakarta: Pustaka pelajar, 2009, p. 208

are a nominal independent variable and an interval variable. ¹⁴The writer will use formula in Hartono as follows: ⁵⁶

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o : The value of t – obtained

Mx : Means score of experimental sample

My : Mean score of control sample

SDx : Standard deviation of experimental class

SDy : Standard deviation of control class

N : Number of students

The t-table is employed to see whether there is a significant difference between the mean score of both experimental and control or not. The t -obtained value is consulted with the value of t-table at the degree of freedom (df) = $(N_1+N_2) - 2$. Then to know whether H_a and H_o is rejected or accepted, the hypotheses are statistically formulated as follows:

$$H_a: t_o \geq t\text{-table}$$

$$H_o: t_o < t\text{-table}$$

H_a is accepted if $t_o \geq t$ table or there is a significant difference of using It Say I Say and So Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 1 Kampar Timur Kampar Regency.

¹⁴ Bruce W. Tuckman., *Op Cit.*, p 256

H_0 is accepted if $t_0 < t_{table}$ or there is no significant effect of using It Says I Say and So Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 1 Kampar Timur 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 It Says I Say and So Strategy and not taught by using It Says I Say and So Strategy and to obtain the significant difference between the students' reading comprehensions that is taught by using It Says I Say and So Strategy and those who are 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 was highly reliable. Then, the writer gave pre-test to experimental class (XI IPA 3) 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 posttest 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 posttest for both classes were different. The total score of pre-test in experimental class was 2184, while the highest score was 72 and the lowest was 44. The total score of pre-test in control class was 2088, while the highest score was 72 and the lowest score was 44. The total score of post-test in experimental class was 2628, while the highest score was 88 and the lowest score was 52. The total score of post-test in control class was 2232, while the highest score was 84 and the lowest score was 48. To support the data, the writer used classroom observation. The observation check list was used only at experimental class. Based on the data analysis, the result of observation for answer “yes” was 83,33% and the result for answer “no” was 16,67%.

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 context, identifying the references and making inferences from reading text.

a) The Data Presentation of Using It Says I Say and So Strategy (Variable X)

In this research, the writer used the observation checklist to support the writer's research in collecting data. When the observation was done by the writer, the writer taught the students directly. The English teacher then observed the writer in the classroom. The English teacher observed the writer for eight meetings in experimental class. The data of It Says I Say and So activities are described in the following table:

Table IV.1
The Observation Percentage of Using It says I Say and So Strategy in the Classroom

No	Indicators of It Says I Say and So Strategy	Alternative Answer	
		Yes	No
1	The teacher gives the students questions requiring inferential thinking.	8	0
2	Model the use of the chart with students. In this part, the teacher explain It Says I Say and So Strategy with four column: Question (the question about the text), It Says (find the information from the text that help to answer the question), I Say (consider what the reader knows about the information), and So (put together the information from the text with what the reader knows to make the answer).	8	0
3	The teacher asks the students to meet with others to discuss about the statement that they have created.	7	1
4	The teacher leads the discussion to survey the students' statement.	6	2
5	Give the students chance to ask question about the materials.	6	2
6	The teacher asks the students to create a summary.	5	3
Total		40	8
Percentage		83,33%	16,67%

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

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

Where :

P : Percentage

F : Frequency of the score

N : Number of the case

The percentage of “yes” answer can be calculated as follows:

$$P = \frac{40}{48} \times 100\% = 83,33\%$$

Then, the percentage of “no” answer can be calculated as follows:

$$P = \frac{8}{48} \times 100\% = 16,67\%$$

Based on the data, the category of observation can be seen as follows:¹

- a. 80-100% = Very good
- b. 66-79% = Good
- c. 56-65% = Enough
- d. 40-55% = Less
- e. 30-39% = Fail

The table IV.1 shows the result of observation which is observed by the English teacher in order to gain the data about activities of It Says I Say and So Strategy in experimental group. The result of observation for answer “yes” is 83, 33% and it can

¹ Suharsimi Arikunto, *Loc.Cit.*, p. 245

be categorized into the level of very good and for answer “no” is 16, 67% and it can be categorized into the level of fail.

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

1. The teacher gives the students questions requiring inferential thinking.
2. Model the use of the chart with students. In this part, the teacher explain It Says I Say and So Strategy with four column: Question (the question about the text), It Says (find the information from the text that help to answer the question), I Say (consider what the reader knows about the information), and So (put together the information from the text with what the reader knows to make the answer).
3. The teacher asks the students to meet with others to discuss about the statement that they have created.
4. The teacher leads the discussion to survey the students’ statement.
5. Give the students chance to ask question about the materials.
6. The teacher asks the students to create a summary.

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

1. The teacher asks the students to meet with others to discuss about the statement that they have created.
2. The teacher leads the discussion to survey the students’ statement.
3. Give the students chance to ask question about the materials.

4. The teacher asks the students to create a summary.

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

1. Students' Reading Comprehension that is not taught by Using It Says I Say and So Strategy.

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the highest score was 72 and the lowest score was 44. 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:

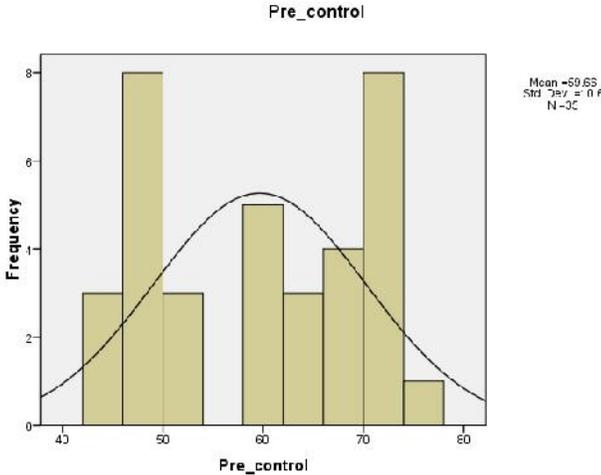
Table IV.2
The Frequency Distribution of
Reading Comprehension Test (Pre-test) in Control Class

Pre_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	3	8.6	8.6	8.6
	48	8	22.9	22.9	31.4
	52	3	8.6	8.6	40.0
	60	5	14.3	14.3	54.3
	64	3	8.6	8.6	62.9
	68	4	11.4	11.4	74.3
	72	8	22.9	22.9	97.1
	76	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the table IV.2, it can be seen that there are 35 respondents. In interval 44, the frequency is 3 students (8.6%), the frequency of interval 48 is 8 students (22.9%), the frequency of interval 52 is 3 students (8.6%), the frequency of interval 60 is 5 students (14.3%), the frequency of interval 64 is 3 students (8.6%), the frequency of interval 68 is 4 students (11.4%), the frequency of interval 72 is 8 students (22.9%), and the frequency of interval 76 is 1 student (2.9%).

To determine more about the pre-test in control group which consists of 35 respondents at the second year of State Senior High School 1 Kampar Timur Kampar Regency, the writer describes it in the following histogram which is obtained from output of SPSS 16:

Histogram IV.1



The Result of

Pre-test

Control Class

Then for the post-test of the control group, there were also 25 items of reading comprehension. From the post-test, the highest score of control group was 84 and the lowest score was 48. 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.3
The Frequency Distribution of
Reading Comprehension Test (Post-test) in Control Class

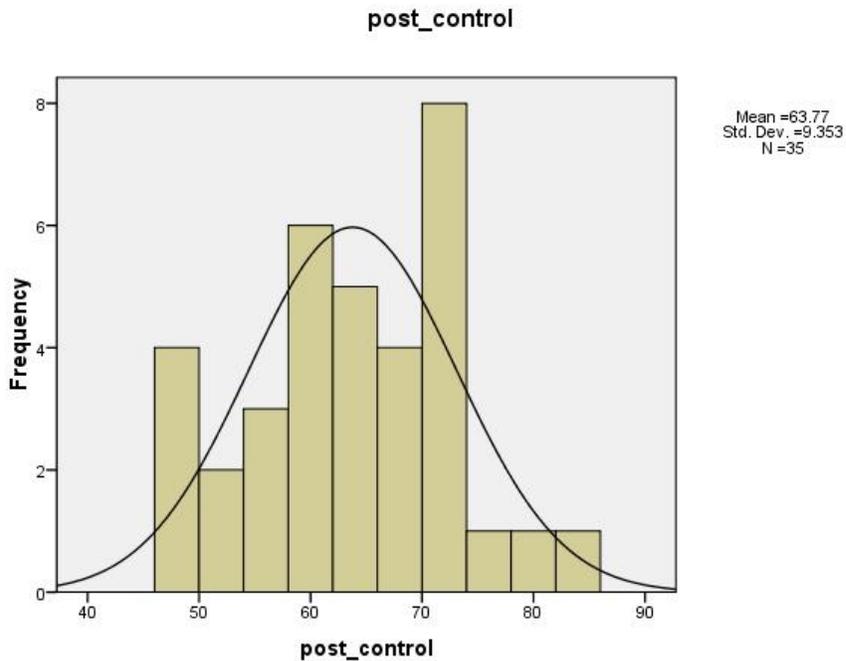
		post_control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	4	11.4	11.4	11.4
	52	2	5.7	5.7	17.1
	56	3	8.6	8.6	25.7
	60	6	17.1	17.1	42.9
	64	5	14.3	14.3	57.1
	68	4	11.4	11.4	68.6
	72	8	22.9	22.9	91.4
	76	1	2.9	2.9	94.3
	80	1	2.9	2.9	97.1
	84	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the table IV.3, it can be seen that there are 35 respondents. In interval 48, the frequency is 4 students (11.4%), the frequency of interval 52 is 2 students (5.7%), the frequency of interval 56 is 3 students (8.6%), the frequency of interval 60 is 6

students (17.1%), the frequency of interval 64 is 5 students (14.3%), the frequency of interval 68 is 4 students (11.4%), the frequency of interval 72 is 8 students (22.9%), the frequency of interval 76 is 1 student (2.9%), the frequency of interval 80 is 1 student (2.9%), and the frequency of interval 84 is 1 student (2.9%).

To determine more about the post-test in control group which consists of 35 respondents at the second year of State Senior High School 1 Kampar Timur 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 1 Kampar Timur in 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.4
The Classification of Control Group's Reading Comprehension Score of the Second Year Students at State Senior High School 1 Kampar Timur Kampar Regency

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	2	5.71%
2	Good	66-79	13	37.14%
3	Enough	56-65	14	40%
4	Less	40-55	6	17.14%
5	Fail	30-39	-	-
Total			35	100%

Based on table IV.4, it can be seen that there are 5 categories for students' reading comprehension of control class. The frequency of Very Good category is 2 students (5.71%), the frequency of Good category is 13 students (37.14%), the frequency of Enough category is 14 students (40%), the frequency of Less category is 6 students (17.14%) and there is no student who is categorized into Fail category. The table shows that the highest percentage of students' classification of reading comprehension is 40%. Thus, the majority of the students in control class are classified as Enough.

2. Students' Reading Comprehension Taught by Using It Says I Say and So Strategy.

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of experimental class, the highest score was 72 and the lowest score was 44. The data were obtained from the research by using SPSS 16 software. The data descriptions of pre-test of reading comprehension in experimental class are as follows:

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

Pre_experiment

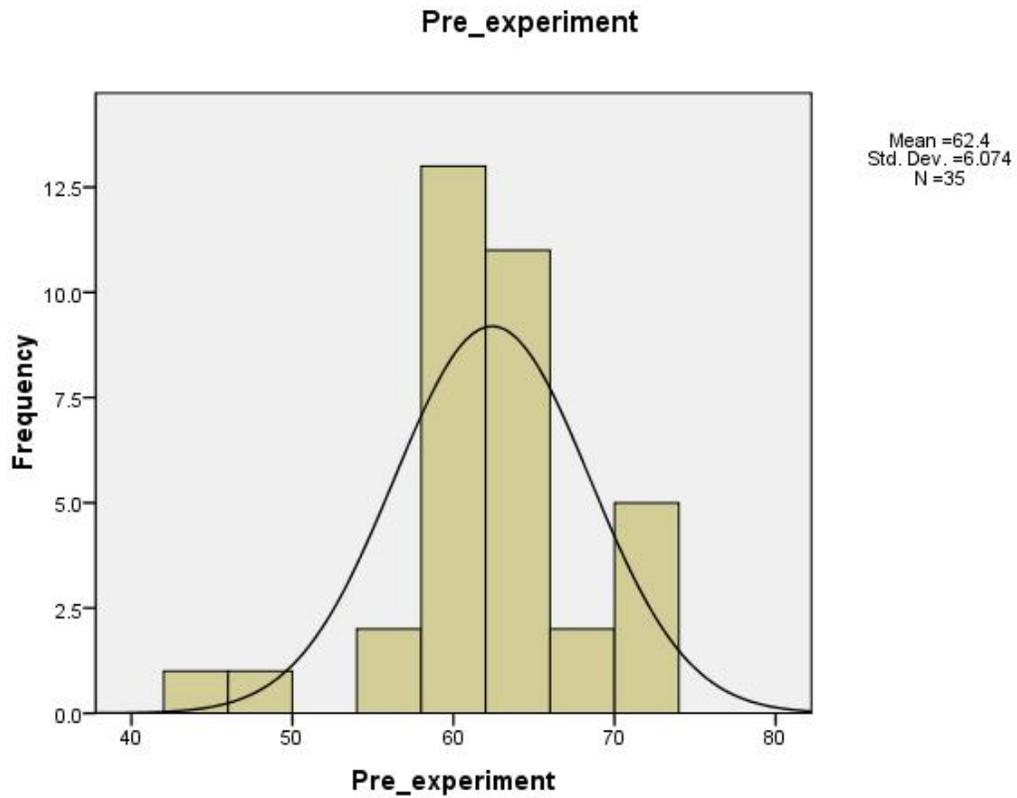
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	2.9	2.9	2.9
	48	1	2.9	2.9	5.7
	56	2	5.7	5.7	11.4
	60	13	37.1	37.1	48.6
	64	11	31.4	31.4	80.0
	68	2	5.7	5.7	85.7
	72	5	14.3	14.3	100.0
	Total	35	100.0	100.0	

Based on the table IV.5, it can be seen that there are 35 respondents. In interval 44, the frequency is 1 student (2.9%), the frequency of interval 48 is 1 student (2.9%), the

frequency of interval 56 is 2 students (5.7%), the frequency of interval 60 is 13 students (37.1%), the frequency of interval 64 is 11 student (31.4%), the frequency of interval 68 is 2 students (5.7%), and the frequency of interval 72 is 5 students (14.3%).

To determine more about the pre-test in experimental group which consists of 35 respondents at the second year of State Senior High School 1 Kampar Timur 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 25 items of reading comprehension. From the post-test, the highest score of control group was 88 and the lowest score was 52. 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.6
The Frequency Distribution of

Reading Comprehension Test (Post-Test) in Experimental Class

post_experiment

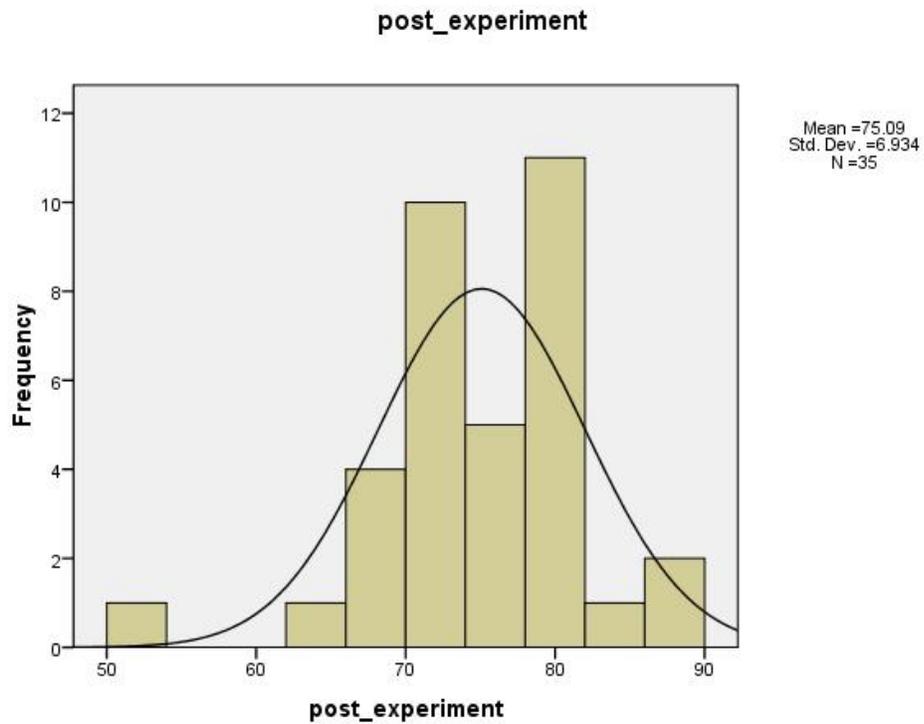
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	2.9	2.9	2.9
	64	1	2.9	2.9	5.7
	68	4	11.4	11.4	17.1
	72	10	28.6	28.6	45.7
	76	5	14.3	14.3	60.0
	80	11	31.4	31.4	91.4
	84	1	2.9	2.9	94.3
	88	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Based on the table IV.6, it can be seen that there are 35 respondents. In interval 52, the frequency is 1 student (2.9%), the frequency of interval 64 is 1 student (2.9%), the frequency of interval 68 is 4 students (11.4%), the frequency of interval 72 is 10 students (28.6 %), the frequency of interval 76 is 5 students (14.3%), the frequency of interval 80 is 11 students (31.4%), the frequency of interval 84 is 1 student (2.9%) and the frequency of interval 88 is 2 students (5.7%).

To determine more about the post-test in experimental group which consists of 35 respondents at the second year of State Senior High School 1 Kampar Timur 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 1 Kampar Timur 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.7
The Classification of Experimental Group's Reading Comprehension Score of
the Second Year Students at State Senior High School 1 Kampar Timur
Kampar Regency

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	14	40 %
2	Good	66-79	19	76 %
3	Enough	56-65	1	2.85 %
4	Less	40-55	1	2.85 %
5	Fail	30-39	-	-
Total			35	100 %

Based on table IV.7, it can be seen that there are 5 categories for students' reading comprehension of experimental class. The frequency of Very Good category is 14 students (40%), the frequency of Good category is 19 students (76%), the frequency of Enough category is 1 student (2.85%), the frequency of Less category is 1 student (2,85%) and there is no student who is categorized into Fail category. The table shows that the highest percentage of students' classification of reading comprehension is 76%. 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 were obtained by using SPSS 16 Software. The Mean and Standard deviation of both classes can be seen as follows:

Table IV.8
The Mean and Standard Deviation of Pre-test in
Experimental and Control Class

	Mean	Standard Deviation
Pre-test of Experiment	62.4	6.074
Pre-test of Control	59.66	10.6

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

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

$$F_o = \frac{6.074}{10.600} = \frac{36.89}{112.36} = 0.3283$$

Based on the statistic above, it can be seen that F obtained is 0.3283. 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:

$$Df = (N1 + N2) - 2$$

$$= (35 + 35) - 2$$

$$= 68$$

The degree of freedom is 68, see appendix to know the degree of significant 1% and 5%. The degree significant 1% is 2.65 and the degree of significant 5% is 2.00. so, it

² Mubarok. 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

can be analyzed that $2.00 > 0.3283 < 2.65$. on the other hand $F_t < F_o$. In conclusion, the test is homogeny

C. Data Analysis

1. The Data Analysis of Using It Says I Say and So Strategy (Variable X)

The data analysis of Using It Says I Say and So Strategy was based on the percentage of the observation list. The writer had fully implemented the It Says I Say and So Strategy to the second year students of State Senior High School 1 Kampar timur Kampar Regency. It can be seen from the total percentage of using It Says I Say and So Strategy (83,33%).

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

To determine the students' reading comprehension who are taught by using It Says I Say and So Strategy and the students who are not taught by using It Says I Say and So 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.9
Mean, Median, and Standard Deviation of Post-test in Experimental and Control Class

	Mean	Median	Standard Deviation
Post-test of Experimental Class	75.09	76.00	6.934
Post-test of Control Class	63.77	64.00	9.353

Then, the mean of posttest 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. 10
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 75.09. It means the students' reading comprehension that is taught by using It Says I say and So Strategy is categorized into Good level. While for the mean of posttest of control class is 63.77. It means that the students' reading comprehension that is not taught by using It Says I Say and So Strategy is Enough level.

3. The Data Analysis of the Difference of the Students' Reading Comprehension between the Students that is not Taught and that is Taught by Using It Says I Say and So 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 35 respondents of control class. The data can be seen from the following table:

Table IV.11
Students' Reading Comprehension Score

No	Student	Experimental Class			Control Class		
		Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
1	Student 1	60	72	12	48	60	12
2	Student 2	64	80	16	72	72	0
3	Student 3	60	72	12	48	48	0
4	Student 4	60	68	8	48	56	8
5	Student 5	60	80	20	52	48	4
6	Student 6	56	68	12	68	72	4
7	Student 7	60	80	20	52	64	12
8	Student 8	64	72	8	72	68	-4
9	Student 9	60	64	4	44	56	12
10	Student 10	56	72	16	76	76	0
11	Student 11	60	72	12	52	60	8
12	Student 12	60	80	20	48	48	0
13	Student 13	60	72	12	64	60	-4
14	Student 14	60	72	12	72	68	4
15	Student 15	60	76	16	44	56	12
16	Student 16	72	88	16	60	72	12
17	Student 17	72	76	4	44	52	8
18	Student 18	64	88	24	60	60	0
19	Student 19	48	76	28	48	52	4
20	Student 20	64	72	8	72	64	-8
21	Student 21	60	80	20	72	64	-8
22	Student 22	44	68	24	64	68	-4
23	Student 23	72	80	8	68	72	4
24	Student 24	72	80	8	72	72	0
25	Student 25	72	76	4	60	60	0
26	Student 26	64	68	4	48	64	16
27	Student 27	68	72	4	72	72	0
28	Student 28	64	80	16	68	80	12
29	Student 29	64	72	8	68	84	16
30	Student 30	60	84	24	60	60	0
31	Student 31	64	76	12	48	48	0
32	Student 32	64	80	16	64	64	0
33	Student 33	64	80	16	72	72	0
34	Student 34	68	80	12	60	68	8
35	Student 35	64	52	-12	48	72	24
	Total	=2184	=2628	=444	=2088	=2232	=152

From the table above, the calculation of total score of experimental class in pre-test is 2184 and the total score of experimental class in post-test is 2628. The gain of experimental class is 444. While the calculation of total score of control class in pre-test is 2088 and the total score of control class in post-test is 2232. The gain of control class is 152.

To determine the data analysis of the difference of the students' reading comprehension in narrative text between the students that are not taught and those who are taught by using It Says I Say and So Strategy, the writer then used t-test by using SPSS 16. The data of t-test can be seen from the table as follows:

Table IV.12
The Result of t-test

Group Statistics					
	Control	N	Mean	Std. Deviation	Std. Error Mean
experiment	1	35	75.09	6.934	1.172
	2	35	63.77	9.353	1.581

The output of group statistics shows that the mean of the post-test of the experimental class is 75.09 and the mean of post-test of the control class is 63.77, and N (number of the case) is 35 for experimental class and 35 of control class. The standard deviation for experimental class is 6.934 and the standard deviation for control class is 9.353. Standard error mean of experimental class is 1.172 and standard error mean of the control class is 1.58.

Table IV.13**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post_experiment	Equal variances assumed	3.723	.058	5.749	68	.000	11.314	1.968	7.387	15.241
	Equal variances not assumed			5.749	62.704	.000	11.314	1.968	7.381	15.247

From the table IV.13 above, the output of independent sample test shows that the t-test result is 5.749, its df is 68, significant is 0,000, mean difference is 11.314, standard error is 1.968, the lower different interval is 7.387 and the upper different interval is 15.241.

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

1. By comparing t_o (t-obtained) to t table. From $df=68$, it is found that the level of significance of 5% is 2.00 and the level of significance of 1% is 2,65. It can be seen than $2.00 < 5.749 > 2.65$ It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.

2. By orienting the number of significance. If probability is >0.05 , null hypothesis (H_0) is accepted. If probability is <0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained and gathered from SPSS 16, it shows that t_o is higher than t-table. The finding of t_o is 5.749 while the level of significant of 5 % is 2.00 and the level of significant of 1% is 2,65. It can be read that $2.00 < 5.749 > 2.65$. Thus, the writer can conclude that H_a is accepted and H_0 is rejected. In other word, there is significant difference of using It Says I Say and So Strategy toward the Reading Comprehension of the Second Year Students at State Senior High School 1 Kampar Timur Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

There are three conclusions of this research based on the objectives of the research:

1. The first is to find out students' reading comprehension that is taught by using It Says I Say and So Strategy. After conducting the research, the students' reading comprehension that is taught by using It Says I Say and So Strategy at the second year students of State Senior High School 1 Kampar Timur Kampar Regency is categorized as Good level (75.09).
2. The second is to find out to students' reading comprehension that is not taught by using It Says I Say and So strategy. After conducting the research, the students' reading comprehension that is not taught by using It Says I Say and So strategy at the second year students of State Senior High School 1 Kampar Timur Kampar Regency is categorized as Enough level (63.77)
3. The last question is to investigate whether any significant difference or not of the students' reading comprehension that is not taught and that is taught by using It Says I Say and So Strategy of the second year students at State Senior High School 1 Kampar Timur Kampar Regency. After conducting the research, the writer found that there is significant difference of the students' reading comprehension that is not taught and that is taught by

using It Says I Say and So Strategy of the second year students at State Senior High School 1 Kampar Timur Kampar Regency.

B. Suggestion

Considering the effect of using It Says I Say and strategy toward students' reading comprehension, the writer would like to give some suggestion as follows:

1) Suggestion 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 It Says I Say and So strategy in teaching and learning process.
- 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 about using It Says I Say strategy in reading text.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend more 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 as this study.

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