

**THE EFFECT OF USING INTRA-ACT STRATEGY TOWARD
READING COMPREHENSION OF THE SECOND YEAR
STUDENTS AT STATE SENIOR HIGH SCHOOL 1
PANGKALAN KURAS OF PELALAWAN
REGENCY**



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PEKANBARU
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Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education

(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using Intra-Act Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 1 Pangkalan Kuras of Pelalawan Regency*”, is written by Abdul Rasyid, NIM. 10814002207. It is accepted and approved to be examined in the meeting of the final examination committee of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Awal 01,1433 H
April 24, 2012 M

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ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim.

Assalamu 'alaikum wr.wb.

In the name of Allah the most gracious and most merciful

All praises belong to Allah the Most Merciful and the most gracious; in His willingness, I have successfully finished the writing of this thesis in a reasonable time.

I wish to express my sincere thanks and deep gratitude to those people who gave help, advice and excellent ideas on the development of this writing:

1. Prof. Dr. H. M. Nazir, the rector of UIN Suska Riau, for the kindness and encouragement.
2. Dr. Hj. Helmiati, M. Ag., the dean of Tarbiyah Faculty, thanks for the kindness and encouragement.
3. Dr. Hj. Zuhiddah, M. Pd., the Chairperson of English Education Department, thanks for the kindness and encouragement.
4. Drs. H. Kalayo Hasibuan, M. Ed-TESOL, my supervisor, much grateful thanks for the guidance and attention to the process of the teaching and learning, especially in guiding me to finish this thesis. He is the consultant for writing this paper who always gave me his best smile, the advisor who has transferred valuable ideas in correcting and improving the manuscript, and the guider who guided and helped me from earliest to the final stages of this thesis. His sincere and smile is my spirit to finish this paper.
5. All the lecturers and staff who have taught and contributed their knowledge and helped the administration process of this research.
6. Drs. Suryanto, the Principal of SMAN 1 Pangkalan Kuras and all teachers who have permitted and given the chance to carry out the research on the school. Especially for teacher of English, Ali Usman, S.Pd. I

7. H. Edy Achmad and Hj. Rusna, my beloved parents who never stop their sincere pray; may Allah Almighty bless them forever.
8. My family, my uncle, sisters who always give me support, spirits, and motivation.
9. My brothers and sisters; Hj. Masni, S. Pd & Husband, Lismar, Effendi, Hendri, and Elvi.
10. My special friend, Nur Diyana. Thanks for your praying, support and advices. May Allah bless us in dakwah and ibadah.
11. My close friends, Sudirman, SP., Oktavi Saputra, SE., Rena Wati, SP., Ahmad Syarif, S.Pd., Isna Ningsih, Andri Saputra, Paiwan, SP., Helmi Yahya, SP., Atni Susilawati, S.Pd and Husband, Muhammad Jailani, Sy. Oktia Sari, Mustika Haryanto, Jely Nata Liyas, S.E., Marwanto, Riza Wati, Siarpi, Darma Sari, S.Pd., Asdi Andi, Yeni Erlina, S. Pd., Anggit Sucipto, S. Pd., Andi Wahyu, Said Hasanudin, and Siti Nurbaya. Thanks for your kindness to support and pray for me.
12. My entire classmate in PBI VIII A, 2008 academic year. Thanks for your togetherness from the beginning of our study until an amazing ending, may Allah almighty gives us a chance to be successful.
13. Finally, for every one who has encouraged in finishing this paper. May, Allah almighty bless them all. Thank you very much.

Wassalamu'alaikum Wr. Wb

Pekanbaru, April 24, 2012 M

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ABSTRAK

Abdul Rasyid (2012) : “Pengaruh dari Penggunaan Strategi Intra-Act terhadap Pemahaman Membaca Siswa Kelas Dua di Sekolah Menengah Atas Negeri 1 Pangkalan Kuras Kabupaten Pelalawan”

Penelitian ini dilakukan karena beberapa masalah yang dihadapi oleh siswa dalam belajar bahasa inggris terutama dalam pemahaman membaca. Masalah adalah; beberapa siswa tidak bisa menemukan ide pokok pada teks, beberapa siswa tidak bisa menemukan informasi yang detail pada teks dan beberapa siswa tidak bisa mengidentifikasi rujukan kata pada teks.

Penelitian ini dilakukan dengan tujuan untuk mengetahui ada tidaknya pengaruh yang signifikan dari pemahaman membaca siswa yang diajarkan dengan menggunakan strategi intra-act dan mereka yang yang diajarkan dengan menggunakan strategi konvensional.

Desain yang digunakan dalam penelitian ini adalah nonequivalent control group design di Quasi-experimental penelitian. Dalam pengumpulan data, penulis menggunakan tes, digunakan untuk mengumpulkan data pemahaman membaca siswa kelas dua di SMA Negeri 1 Pangkalan Kuras. Tes terdiri dari dua tes; pre-test digunakan untuk menentukan pemahaman membaca siswa sebelum mendapat perlakuan dan post-test digunakan untuk menentukan pemahaman membaca siswa setelah mendapat perlakuan. Dalam menganalisis data, penulis menggunakan rumus t-test.

Dari temuan penelitian, dapat disimpulkan bahwa H_0 ditolak dan H_a diterima. Ini berarti ada pengaruh yang signifikan dari pemahaman membaca siswa yang diajarkan dengan menggunakan strategi intra-act dan strategi konvensional di SMA Negeri 1 Pangkalan Kuras Kabupaten Pelalawan

ABSTRACT

Abdul Rasyid (2012) :“The Effect of Using Intra-Act Strategy Toward Reading Comprehension of the Second Year Students at State Senior High School 1 of Pangkalan Kuras of Pelalawan Regency.”

This research was conducted because some problems were faced by the students in learning English especially in reading comprehension. The problems were; some of the students cannot find out main idea in the text, some of the students cannot find out detail information in the text and some of the students cannot identify reference in the text.

The research was conducted with purpose to know whether or not there significant effect of the students' reading comprehension between those who taught by using intra-act strategy and those who taught by using conventional strategy.

The design used in this research was nonequivalent control group design in quasi-experimental research. In collecting data, the writer used test. It was used in order to collect the data of reading comprehension of the second year students at SMA N 1 Pangkalan Kuras. The test consisted of two tests; pre-test was used to determine students' reading comprehension before getting treatment and post-test was used to determine students' reading comprehension after getting treatment. In analyzing data, the writer used T-test formula.

From the research findings, it can be concluded that H_0 is rejected and H_a is accepted. It means that there is significant effect of reading comprehension between students who taught by using Intra-act strategy and those who taught by using conventional strategy at the second year students of SMA N 1 Pangkalan Kuras.

ملخص

عبدالرشيد (٢٠١٢): أثر استخدام الطريقة Intra-Act نحو فهم القراءة الطلاب الفصل الثاني في المدرسة العالية الحكومة 1 فغكلن كوراس منطقة فالالوان.

وأجري هذا البحث لأنها كانت تواجه بعض المشاكل من قبل الطلاب في تعلم اللغة الإنجليزية لا سيما في القراءة والفهم. كانت المشاكل، بعض الطلاب لا يمكن العثور على الفكرة الرئيسية في قراءة النص، والطلاب أيضا لا يمكن التعرف على معلومات مفصلة من النص، بعض الطلاب لا يستطيع التفريغ الرجوع.

وقد أجري البحث مع الغرض لمعرفة ما إذا كان هناك تأثير كبير من استيعاب الطلاب للقراءة في النص السرد للطلاب حصلوا على تعليمهم باستخدام الطريقة Intra-Act، وأولئك الذين حصلوا على تعليمهم باستخدام الطريقة تقليدية.

كان التصميم المستخدمة في هذا البحث nonequivalent تصميم مجموعة المراقبة في شبه تجريبية البحوث. في جمع البيانات، والكاتب يستخدم اختبار، وانه كان يستخدم من أجل جمع البيانات من الطلاب القراءة والفهم في النص السرد على طلاب السنة الثانية المدرسة العالية الحكومة 1 فغكلن كوراس منطقة فالالوان. وتألقت لاختبارات اختبارين: تم استخدام الاختبار القبلي لتحديد فهم الطالب قراءة قبل الحصول تم استخدام العلاج والبعدي لتحديد فهم الطالب قراءة بعد الحصول على العلاج. وقد تم تحليل عشرات من التجارب باستخدام .

من نتائج البحوث، ويمكن أن نخلص إلى أن يتم رفض هو وقبلت ها. وهو ما يعني أن هناك تأثير كبير من القراءة والفهم بين الطلاب الذين يتعلمون عن طريق استخدام الطريقة Intra-Act ، وأولئك الذين يتعلمون عن طريق استخدام الطريقة التقليدية على طلاب السنة الثانية المدرسة العالية الحكومة 1 فغكلن كوراس منطقة فالالوان.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the tools in getting information. It is very important, especially in grasping information presented in the Al-Quran, newspaper, magazines books, encyclopedia, etc. Graves says that reading is subskills include predicting content, understanding the main idea and interpreting the text.¹ It means that reading is the way to find the information or knowledge with understanding the meaning from the text. To get information or knowledge that we read, it needs a high comprehension. It means that comprehension is very important ability in understanding or comprehending the meaning or the point of the topic. Lems et al states that the successful reading comprehension is the ability to construct meaning from a given written text.² By comprehending the text, we are able to understand about the information or knowledge that we read.

In order to accomplish students' need toward reading comprehension, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learned in senior high school. State Senior High School 1 Pangkalan Kuras is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. In State Senior High School 1 Pangkalan Kuras, reading has been taught since the first year of English teaching

¹Kathleen Grave, *Designing Language Course: A Guide for Teacher*, Canada: Thomson Heinle, 2000, p. 48

² Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading To English Language Learner*, New York: The Guilford Press, 2010, p. 170

period. Reading has taught twice a week with time duration 45 minutes for one hour. According to syllabus 2011-2012 at the second grade, the base competence of reading comprehension refers to capability of students in understanding/comprehending and responding the meaning in monologue text or essay accurately, fluently, and contextually in the form of text such as , *narrative, spoof, and hortatory exposition*.³ In this research, the writer focused on narrative text. The passing score of English (KKM) at State Senior High School 1 Pangkalan Kuras of Pelalawan Regency is 63.

The success of teaching reading for State Senior High School 1 Pangkalan Kuras is determined by many aspects such as: material of reading, facility, teacher competence, and the students themselves. In reading subject, the English teachers have used various methods in teaching like; discussion method, and speech method. Moreover, they are taught by using various methods. But in reality, the results of their English study are still far from expectation of curriculum. Actually, many students who learn English are interested in reading text. But, some of them do not understand and cannot express what they have read. Therefore, those problems are very important to find out the solution, because it has relationship to their success particularly in learning reading as one of the language skills. Besides, the teachers do not use a suitable strategy in teaching reading and there is limited time that the teacher and the students have to learn reading text, so comprehending a reading text becomes more complicated for the students.

³ Tim Penyusun Syllabus, *Syllabus for Class XI SMAN 1 Pangkalan Kuras 2011/2012*, unpublished

Based on preliminary study and observation done by the writer at State Senior High School 1 Pangkalan Kuras, The teacher of English at State Senior High School 1 Pangkalan Kuras used conventional strategy in teaching reading comprehension. The first step, the teacher brought students' motivation to the topic. She or he has taught reading through the types of genre available in students' textbook. Through the types of genre in their textbook, the students are asked to read text carefully and to find out difficult words. In last step, they are asked to answer the question based on text individually and to set the generic structure of the text in pairs. At the end of the class, the students will be able to find out the rhetorical structure of the text and comprehend it. Based on description and explanation above, ideally, the students at State Senior High School 1 Pangkalan Kuras should be able to comprehend the text based on the genre. But, in fact, the writer found that many students still have difficulties in comprehending text. It can be itemized into the following symptoms:

1. Some of the students cannot find out main idea of topic in the text.
2. Some of the students cannot find out words meaning in reading text.
3. Some of the students are difficult to determine the important information from the text.
4. Some of the students cannot identify reference in the text.

Based on problems stated above, it needs an appropriate strategy and technique helping them as solution for their problems. There is actually a strategy that can help the students in comprehending the reading text. It is Intra-Act

Strategy. The Intra-Act strategy is the strategy when students engage in the process of valuing as they reflect about what they have read, critical reading become imbued with thoughts and feelings. According to Vacca and Vacca, the teacher facilitates students' comprehension by introducing the text selection and helping students to use effective prereading strategies such as activating and building background knowledge and making prediction about the content to be learned.⁴ Intra-Act was designed to develop readers' ability to draw upon a personal value base or view of the world⁵. As Etim says that the intra-act strategy promotes active debate, enhancing students' ability to comprehend and to anticipate other's reactions to the text in both prereading and postreading activity.⁶ Based on explanation above, it can be concluded that this strategy can be used to teach reading comprehension.

Based on the explanation and problems above, the writer is interested in conducting a research entitled **“The Effect of Using Intra-Act Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 1 Pangkalan Kuras of Pelalawan Regency.”**

B. The Definition of Terms

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

⁴ William N. Bender and Martha J. Larkin, *Reading Strategies for Elementary Students With Learning Difficulties*, California: Corwin Press, Inc, 2003. p. 187

⁵ Anthony Manzo and Ula C. Manzo, *Content Area Reading: A Heuristic Approach*, Columbus: Merrill Publishing Company, 1990, p. 255

⁶ James L. Etim, *Integration K-12 Theory and Practice*, Maryland: University Press of America, Inc, 2005, p. 52

1. **Intra-Act Strategy** is an after reading strategy that engages students in the process of valuing as they reflect what they have read, critical reading becomes imbued with thoughts and feelings.⁷
2. **Reading** is the action of a person who reads or an attempt to make a meaning from what an author has written.⁸
3. **Comprehension** means an exercise given to the students to test how well they understand written or spoken language.⁹ In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text.

C. The Problems

1. The Identification of the Problems

Based on problems explained above, it is clear that some of the students still get difficulties in English especially in reading comprehension.

- a. Why can some of the students not identify reference in the text?
- b. Why can some of the students not find main idea of the text?
- c. Why can some of the students not find out meaning of the words in the text?
- d. Why are some of the students difficult to determine the important information from the text?

⁷ James S. Etim, *Loc. Cit.*, p. 52

⁸ Hornby, *Oxford Learner's Pocket Dictionary*, Oxford: Oxford University Press, 2009, p. 357

⁹ Hornby, *Ibid.*, p. 273

- e. How is the students' reading comprehension taught by using Intra Act Strategy?
- f. How is the students' reading comprehension taught without using Intra-Act strategy?
- g. Is there any significant effect of students' reading comprehension between those who taught by using Intra Act Strategy and those who are taught without using Intra-Act Strategy?

2. The Limitation of the Problems

Based on the identification of the problem above, thus, the problems of this research are limited to:

- a. The students' reading comprehension taught by using Intra-Act Strategy at State Senior High School 1 Pangkalan Kuras.
- b. The students' reading comprehension taught by without using Intra-Act strategy at State Senior High School 1 Pangkalan Kuras
- c. The effect of using Intra-Act Strategy toward reading comprehension of the second year students at State Senior High School 1 Pangkalan Kuras.

3. The Formulation of the Problem

Based on explanation above, the writer would like to state the formulation of the problems in the following questions:

- a. How is the students' reading comprehension taught by using Intra Act Strategy?

- b. How is the students' reading comprehension taught without using Intra-Act strategy?
- c. Is there any significant effect of students' reading comprehension between those who taught by using Intra-Act Strategy and who taught without using Intra-Act strategy at State Senior High School 1 Pangkalan Kuras?

D. The Objective and the Significance of the Research

1. The Objective of the Research

The writer carries out this research for several objectives as stated below:

- a. To find out the information about the students' reading comprehension taught by using Intra-Act Strategy.
- b. To find out the information about the students' reading comprehension taught by using conventional strategy.
- c. To find out the information about the effect of using Intra-Act Strategy toward reading comprehension of the second year students of State Senior High School 1 Pangkalan Kuras.

2. The Significance of the Research

These research findings are hopefully expected to give valuable contributions:

- a. To the writer as a researcher in term of learning how to conduct a research.
- b. This research findings are also expected to give the positive contribution or information to the second year students of State Senior

High School 1 Pangkalan Kuras and the teachers of English as a determiner their learning and teaching success.

- c. These research findings are also expected to justify the existing theories on teaching and learning as L2/L1 and for those who are concerned by the current issues on learning and teaching language.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. The Nature of Reading Comprehension

1. Definition

Reading is the process to get, to understand, to catch the content of the reading. Reading is also a process to understand a written text which means extracting the required information from it as efficient as possible.

According to Bacon, Reading is to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skills.¹⁰ Birch in Kristin explains the meaning of reading is an interactive process that takes place between the text and the reader's processing strategies and back ground knowledge.¹¹

Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. Besides, reading is useful activity in which students should have this skill. Understanding reading is not easy thing. We need to have technique in order to get easiness in comprehending reading text.

Comprehension or the ability to find the meaning of what has been read is the dominant goal of reading. It becomes a primary challenge in teaching or

¹⁰M. F Patel and Praveen M. Jain, *English Language Teaching (Method, Tools, and Techniques)*, Jaipur: Sunrise Publisher, 2008. p. 113

¹¹ Kristin Lems, Leah D. Miller and Terena M. Soro, *Loc. Cit.*, p. 33

learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook. Comprehension means understanding the meaning or the point of a topic. Judith says that comprehension is an active process in which each reader brings his/her individual attitudes, interests, expectation skills, and prior knowledge. It means the reader can actively infer and interpret what is on the page or text.¹²

Reading with comprehension means to understand what has been read. Lems et al states that reading comprehension is the ability to construct meaning from a given written text.¹³ Meaning that the success of reading comprehension is whenever the learner is able to identify the meaning and understand the content from the text.

According to “*Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*”, there are 13 genres that must be learned and comprehended related to the School Based Curriculum (KTSP). They are *Recount, Report, Discussion, Explanation, Analytical Exposition, Exposition, Hotatory Exposition, New Items, Anecdote, Narrative, Procedure, Description and Review*¹⁴. Therefore, reading comprehension means whenever the learner is able to identify the meaning and understand the content from the text related to the Curriculum.

¹² Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, New Jersey: Prentice Hall, Inc., Englewood Cliffs, 1986. p.8

¹³ Kristin Lems, Leah D. Miller and Tenena M. Soro, *Loc. Cit* p. 170

¹⁴ Departemen Pendidikan Nasional, *Standard Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*, Jakarta: Balitbang Depdiknas, 2003, p. 77-81

2. The Components of Reading Comprehension

According to Philips in Brown, there are eight components of reading comprehension features. They are main idea, expression/idiom/phrases in context, inference, grammatical feature, detail including facts not written, supporting idea, and vocabulary in context.¹⁵ But, in this research, the writer only discusses five components which are appropriate with the senior high school curriculum¹⁶ as follows:

1. Finding detail information. It requires readers to scan specific details. Nunan says that while reading, the readers must be able to recognize the detail information such as person, places, events, and time. The detail information questions are generally prepared to focus on wh- questions for obtaining information¹⁷.
2. Identifying main idea. The main idea is what the author wants you to know about the topic. Efficient readers understand not only the ideas but also the relative significances as expressed by the writer. It is selected in beginning, middle, and at the end of paragraph. Sometimes, the main ideas is not stated clearly.¹⁸

¹⁵ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, California: Longman Pearson, 2003. p. 206

¹⁶ Didi Sukiadi, "Evaluasi Pembelajaran Bahasa Inggris," January 6 2011 at <http://aguswuryanto.wordpress.com/2011/01/06/evaluasi-pembelajaran-bahasa-inggris/> retrieved on Saturday, Jan 07, 2012 at 20.00 pm.

¹⁷ David Nunan, *Language Teaching Methodology: A Text Book for Teachers*, New Jersey: Prentice Hall, 1991, p. 78

¹⁸ Kathleen T. McWhorter, *Guide to College Reading*, Boston: Little, Brown and Company, 1986, p. 76

3. Locating the meaning of vocabulary in context. It means that the readers could develop their guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph. Cunningham and Stanovich explain that to comprehend the text, the readers must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long memories.¹⁹
4. Identifying references. In order to avoid repeated words or phrases, the authors use reference words. Nuttall says that recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage.²⁰ The exercise helps learners to recognize some of the signals that show that a sentence is related to something that has been mentioned elsewhere in the text.²¹
5. Making Inference from reading text. Inference is a skill where the reader has to be able to read between lines. Inference requires actively interacting with the words in a sentence and among sentences.²²

¹⁹ Judi Willis, MD., *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*, Virginia: ASCD Publications, 2008, p. 128

²⁰ Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, London: Heineman Educational Book, 1982, p. 90

²¹ I.S. P. Nation, *Teaching ESL/EFL Reading and Writing*, New York: Routledge Press, 2009, p. 44

²² Kristin Lems, Leah D. Miller and Tenena M. Soro, *op. cit*, p. 177

B. The Concept of Intra-Act Strategy

1. Definition of Intra-Act Strategy

Intra-Act Strategy is a strategy that was developed by Hofman. It is an after reading strategy that engages students in the process of valuing as they reflect what they have read, critical reading becomes imbued with thoughts and feelings.²³

According to Sejnost and Thiese, the Intra-act strategy is the strategy that fosters students' ability for critical and reflective thinking and learning. In this strategy, students are called to engage their affective domain by personally reflecting and reacting to value statements that are based on the content they have read.²⁴

In doing this strategy, it provides the groundwork for such reflective discussion. As Tama and McClaim note, this strategy allows students not only to discuss what has been read but to strengthen and extend their thinking by taking a chance and voicing their personal reactions and clarifying their values regarding the reading. This, they stress, encourage all students to be tolerant to the reactions and values of others.²⁵ Intra-act also involves group problem solving and

²³ James S. Etim, *Loc. Cit.*, p. 52

²⁴ Roberta L. Sejnost and Sharon M. Thiese, *Building Content Literacy: Strategies for the Adolescent Learner*, California: Library of Congress Cataloging-in Publication Data, 2010, p. 111

²⁵ Roberta L. Sejnost and Sharon M. Thiese, *Ibid.*, p. 111

cooperative learning.²⁶ While Martin explained that Intra-Act is an after reading strategy that engages a group of readers in a reflective discussion.²⁷

2. The Components of Intra-Act Strategy

According to Etim, there are four components of Intra-Act strategy:

1. Comprehension or understanding the topic under discussion through a sustained discussion of the selection.
2. Relating or seeking students' personal reactions, impressions, and opinions to the material.
3. Evaluation or either agreeing or disagreeing with declarative statements and in addition, predicting how other group members would respond to the statements.
4. Reflection with each member revealing how they responded by agreeing or disagreeing with the statements along with revealing their predictions about the other's responses.²⁸

3. The Procedure of Intra-Act Strategy for Teaching Reading Comprehension

According to Sejnost and Thiese,²⁹ there are six steps in doing this strategy:

²⁶ Anthony V. Manzo and Ula C. Manzo, *Op. Cit.*, p. 255

²⁷ Martin, Intra-Act. READ, At <http://arapaho.nsuok.edu/~ORA/CD%20Contents%2011-14-6/PDF%20Versions/Intra-Act.pdf> retrieved on Saturday, May 21, 2011 at 11.00 pm.

²⁸ James S. Etim, *Loc. Cit.*, p. 52

²⁹ Roberta L. Sejnost and Sharon M. Thiese, *Loc. Cit.*, p. 111-112

1. Once students have been introduced to and have read the text to be discussed, group them into teams of four or six, and ask them to select a team leader.
2. The team leader then provides a summary of the selection and elicits additional information, clarification, and questions from the other members of the group. Ideally, this discussion should last no more than ten minutes.
3. Next the team leader encourages students to share their personal reactions and value judgments. Again, this should last no more than ten minutes.
4. Once all members of the group have shared their personal reactions and value judgments, they are ready to participate in the valuing portion of the strategy. In this phase, give students a set of form value statements you have developed that provide opinions and insights about the text's content. As Manzo points out that four valuing statements are presented. Students decide individually, without sharing their responses, whether they agree or disagree with each statement.³⁰ We write yes if we agree with the statement or no if we disagree with the statement. Each student attempts to predict the responses of the other three members of his or her group.
5. Next, each student reveals how he or she responded to each statement, and other members of the group check their predictions of each other's response.

³⁰ Anthony V. Manzo and Ula C. Manzo, *Loc. Cit.*, p. 255

6. Finally, students discuss the result, reflect on what led to the predictions they made, and consider whether those perceptions were indeed and correct. The teacher leads a whole-class discussion of students' personal judgments' about the valuing statements and the accuracy of their predictions of the other students' judgment.

Date :

Name :

Total Score :

Percentage of correct Predictions :

No.	Statements	Group Members			
		Name	Name	Name	Name
1.		A/D	A/D	A/D	A/D
2.		A/D	A/D	A/D	A/D
3.		A/D	A/D	A/D	A/D
4.		A/D	A/D	A/D	A/D

A : Agree about the statement

D : Disagree about the statement (Hoffman in Manzo)³¹

4. The Procedure of Conventional Strategy

In applying conventional strategy, the teacher will give explanation about what the teacher wants from the students in learning reading in class. The procedures of teaching reading by using conventional strategy can be done as follows:

³¹ Anthony V. Manzo and Ula C. Manzo, *Op. Cit.*, p. 256

1. Teacher asks the students to read the text loudly
2. Teacher can help the students to find out the meaning of the difficult words
3. Teacher asks the students to answer the questions related to the text
4. The students discuss the answer of the questions

C. The Research Procedure

Intra-act strategy is a strategy to improve students reading comprehension skill which helps teachers to achieve the goals of teaching, the procedures of this research are decided into two phases:

1. Procedures for experimental class

- a. Pre-test

The pre-test is carried out to determine the ability of students selected as the sample. Items used for pre-test consist of 25 items. The test is about reading comprehension which is appropriate with their curriculum. The test consists of five passages that have five questions for each.

The researcher gives pre-test as the first greeting for the students, the researcher explains what is going to do, and the researcher begins testing the students.

b. Treatment

The treatment is conducted for experimental class only. The treatment is using random text strategy in teaching reading comprehension. The length of time to apply the strategy is about ten meetings focused on the topic of reading text. The first meeting was used to conduct prequestionnaire in from reading comprehension for both classes. The second to ninth meetings was used to conduct the treatment for experimental group only.

This research was conducted in SMA N 1 Pangkalan Kuras. The participants of this research were the students of XI IPA 1 as experimental class and XI IPA 2 as control class which consisted of 80 respondents. The research had done from February up to March 2012. The purpose of this research was to know the students' reading comprehension taught by using intra-act strategy and those who were taught by using conventional technique and to know the difference of reading comprehension between students who were taught by using intra-act strategy and those who were taught by using conventional strategy.

The treatment activities, the researcher greeted the students especially for a warming up, the researcher introduced the intra-act strategy, the researcher taught the students theory and technique on reading, the researcher divides students into several groups which consisted of four or six students.

c. Post-test

After ten meetings (include pre-test), the post-test was administrated. Results of the post-test for experimental class were analyzed and used as final data for this research.

The researcher gave the post-test activities that the researcher directly administered the post-test and the researcher ended the research progarm by giving test.

2. Procedures for Control Class

a. Pre-test

Goal, items, and procedures of the test for control class are the same as those conducted experimental class.

b. Conventional Strategy

In this case, the teacher teaches reading comprehension for control class by using conventional strategy or classical method. The strategy used in classroom is characterized as follows:

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

4). The teacher collected the students' reading assessment

c. Post-test

Post-test for both control class and experimental class are administrated after giving the treatment. The result of the post-test both control class and experimental class are analyzed and used as final data for this research.

D. Relevant Research

According to Syafii, relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research.³² Besides, we have to analyze what the point that is focused on, inform the designs, findings and conclusion of the previous research, that of:

1. Agvemi Zuhadi Alga (2009). In his quantitative research, he focuses on the effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cerenti. He concluded that the conventional technique did not give a good learning process and the students' achievement in reading comprehension was not satisfactory yet. Directed Reading Thinking Activity (DRTA) Strategy is a strategy for guiding readers through a text. It encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new

³² M. Syafii S., *From Paragraph to A Research Report: A Writing of English for Academic Purposes*, Pekanbaru: LBSI, 2007, p. 122

predictions about what they will read next. At the end of his research, he concludes that there are significant effects between the students' reading comprehension taught by using DRTA Strategy. It is proved by finding of t-test (2.68) is higher than t-table (2.01).

The research conducted by Agvemi Zuhadi Alga is the same as this research. The researcher tried to find the significant difference in students' reading comprehension. The difference is the researcher tries to find the significant difference of students' reading comprehension taught by using Intra-Act strategy and taught by using conventional strategy.

2. Kasnila (2009). In her research, she focused on the effect of the Teacher Modeling Technique and Guided Repeated Reading (TMgRR) on reading comprehension of the second year of SMAN 1 Kubu Rokan Hilir. She concluded that the conventional technique did not give a good learning process and the students' achievement in reading comprehension was not satisfactory yet. At the end of her research, she concluded that there are significant differences between the students' reading comprehension taught by using the teacher modeling technique and guided repeated reading (TMgRR) and not using TMgRR. It is proved by finding of t-observe (2,00) is higher than t-critical (1,998).

The research conducted by Kasnila is the same as this research. The researcher tried to find the significant difference in students' reading comprehension. The difference is the researcher tries to find the significant

difference of students' reading comprehension taught by using Intra-Act strategy and taught by using conventional strategy.

E. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research:

They are: Variable X is Intra-Act Strategy and variable Y is reading comprehension.

Variable X:

The steps or procedure in using Intra-Act Strategy are:

1. The teacher groups the students into four or six group, and every group has to read the text to be discussed.
2. The team leader provides a summary of the selection and elicits additional information, clarification, and questions from the other members of the group.
3. The team leader encourages students to share their personal reactions and value judgments.
4. All members of the group have shared their personal reactions and value judgments; they are ready to participate in the valuing portion of the strategy.
5. Each student reveals how he or she responds to each statement and other members of the group check their predictions of each other's response.

6. Finally, students discuss the result, reflect on what led to the predictions they made, and consider whether or not those perceptions were indeed and correct.

Variable Y:

The writer determines some indicators in which the students are able to:

1. find detail information,
2. identify main idea,
3. locate the meaning of vocabulary in context,
4. identify references, and,
5. make inference from reading text.

F. Assumption and Hypothesis

1. Assumption

The assumption for this research can be exposed as follows:

- 1) Reading comprehension has been studied by the first semester of the second year students, thus, it is assumed that the second year students of State Senior High School 1 Pangkalan Kuras are able to do assignments on reading comprehension.
- 2) There are many strategies for teaching that can influence students' ability in reading; one of them is intra-act strategy. Using intra-act strategy can help students to think critically and enhance students' reading comprehension.

2. Hypothesis

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

Ho : there is no significant effect of using Intra-Act Strategy toward students' reading comprehension

Ha : there is a significant effect of using Intra-Act Strategy toward students' reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research is quasi-experimental nonequivalent control group design. According to Gay, the nonequivalent control group design is the design that involves random assignment of intact groups to the treatments, not random assignment of individuals.³³ In conducting this research, two classes of the second year students of State Senior High School 1 Pangkalan Kuras were participated. The first class was the experiment class and another one was the control class. The two classes got different treatment. The experiment class was taught by using Intra-Act strategy and the control class was taught by using conventional strategy. At the end of this research, the writer examined reading comprehension of the students who were taught by using Intra-Act strategy and who were taught by using conventional strategy. Their results were compared in order to determine the effect of the treatment

According to Cresswell, the design of the research can be illustrated as follows:

Control Group	Pretest	No Treatment	Posttest
Experimental Group	Pretest	Experimental Treatment	Posttest ³⁴

³³L. R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, New Jersey: Prentice Hall, Inc., 2000, p. 395

³⁴John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education, Ltd., 2008, p. 314

B. The Time and Location of the Research

This research was conducted from February to March 2012 at State Senior High School 1 Pangkalan Kuras. It is located on Pasir Putih Street Sorek Satu Pangkalan Kuras district of Pelalawan regency.

C. The Object and Subject of the Research

1. Object of the Research

The object of this research is the effect of using Intra-Act Strategy toward students' reading comprehension.

2. Subject of the Research

The subject of this research is the second year students of State Senior High School 1 Pangkalan Kuras in the Academic year 2011/2012.

D. Population and Sample of the Research

1. Population

The population of this research was the second year students of State Senior High School 1 Pangkalan Kuras which consisted of 6 classes. They were three classes of Natural Science Program and Four classes of Social Program.

Table III.1**Distribution of the Research Population**

No.	Class	Male	Female	Total
1	XI IPA 1	12	28	40
2	XI IPA 2	8	32	40
3	XI IPA 3	13	27	40
4	XI IPS 1	17	23	40
5	XI IPS 2	19	21	40
6	XI IPS 3	15	26	41
7	XI IPS 4	22	19	41
	Total	119	163	282

2. Sample

Since the number of population is quite large, the writer used cluster sampling technique because the students are already formed into classes. Based on the design of the research, the researcher took only two classes as the sample of this research. Both of groups were selected by using random sampling technique. It was XI IPA 1 as experimental class and XI IPA 2 as control class. It means that sample was taken by using cluster random sampling technique.

E. The Technique of Collecting Data

In getting the data which were needed to support this research, the writer used the test. Test is used to collect the data about the effect of using Intra-Act Strategy toward students' reading comprehension. In this case, there were two tests; pre-test which was given before the treatment and post-test was given after

the treatment. In this test, the writer used multiple choice tests in reading comprehension.

F. The Validity and Reliability of the Test

1. Validity of the Test

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

According to Arikunto in Abdurrahman et al, there are two kinds of validity, namely logical validity and empirical validity. Logical validity is the validity stated based on the result of minds. The empirical validity is the validity stated based on the result of experience.³⁵ It means that the instrument of the research stated valid if the instrument has been examined from the experience such as try out.

In this research, the instrument is multiple choice tests. So that the writer uses the formula product moment correlation as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}^{36}$$

The formula above was used to find out the validity of each item test that researcher gave to the students. The items that do not reach the standard level of

³⁵ Maman Abdurrahman, Sambas Ali Muhidin, and Ating Soemantri, *Dasar-Dasar Metode Statistika untuk Penelitian*, Bandung: CV Pustaka Setia, 2011. p. 49-50

³⁶ Maman Abdurrahman, Sambas Ali Muhidin, and Ating Soemantri, *Ibid.* p. 50.

validity are excluding from the test and they are changed with the new items that are appropriate. The standard validity can be seen in the following table:

Table. III. 2
The Standard of Validity of the Test

No.	The Standard of Validity (r_{xy})	Category/Status
1	0.00 – < 0.20	Very low
2	0.20 – < 0.40	Low
3	0.40 – < 0.70	Fair
4	0.70 – < 0.90	High
5	0.90 – 1.00	Very high

(Adopted from Direktorat Pembinaan SMA)³⁷

After analyzing the score of 20 students doing tryout, the value of product moment (r_{xy}) can be seen in the following table:

³⁷Direktorat Pembinaan SMA, *Juknis Analisis Butir Soal SMA*, at http://www.suaidinmath.files.wordpress.com/2011/01/34-juknis-analisis-butir-soal-_isi-revisi__0104.pdf
Retrieved on Saturday, May 21, 2011 at 14.00 pm.

Table III. 3
The Classification of Validity of each Item

No.	Items Number	The Value of Product Moment (r_{xy})	Interpretation/Categories
1	Item 01	0.403	Fair
2	Item 02	0.546	Fair
3	Item 03	0.546	Fair
4	Item 04	0.272	Low
5	Item 05	0.642	Fair
6	Item 06	0.451	Fair
7	Item 07	0.642	Fair
8	Item 08	0.278	Low
9	Item 09	0.403	Fair
10	Item 10	0.546	Fair
11	Item 11	0.475	Fair
12	Item 12	0.546	Fair
13	Item 13	0.236	Low
14	Item 14	0.361	Low
15	Item 15	0.451	Fair
16	Item 16	0.388	Low
17	Item 17	0.256	Low
18	Item 18	0.308	Low
19	Item 19	0.256	Low
20	Item 20	0.381	Low
21	Item 21	0.310	Low
22	Item 22	0.404	Fair
23	Item 23	0.330	Low
24	Item 24	0.293	Low
25	Item 25	0.451	Fair

Based on the data obtained above, there were 12 items/questions which get the standard value of low level or the score obtained $\cong 0.20 - < 40$. It pointed out that 12 items/questions are accepted in the standard validity of the test. While, there were 13 items/questions get the standard value of fair level or the score obtained $\cong 0.40 - < 70$. It means that 13 items/questions are accepted in the standard validity of the test.

2. Reliability of the Test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.

The formula used to find out reliability of the test in this research is coefficient Alfa () from Cronbach³⁸.

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Where the formula of variants is $\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$

r_{11} = Reliability of the instrument

K = the number of items

$\sum \sigma_i^2$ = the number of variant of items

σ_t^2 = the total of variant

N = the number of the student/respondent

After analyzing the validity of the test, the writer analyzed the reliability of the test. Before analyzing the reliability of the test, the writer found the variants of each item first. It can be seen in the following table:

³⁸ Maman Abdurrahman, Sambas Ali Muhidin, and Ating Soemantri, *Op. Cit.*, p. 56

Table III. 4
Variants Items of Reliability

No.	Item Number	Variants
1	Item 01	0.248
2	Item 02	0.210
3	Item 03	0.210
4	Item 04	0.240
5	Item 05	0.210
6	Item 06	0.210
7	Item 07	0.210
8	Item 08	0.248
9	Item 09	0.210
10	Item 10	0.210
11	Item 11	0.210
12	Item 12	0.210
13	Item 13	0.210
14	Item 14	0.250
15	Item 15	0.210
16	Item 16	0.248
17	Item 17	0.248
18	Item 18	0.210
19	Item 19	0.248
20	Item 20	0.248
21	Item 21	0.240
22	Item 22	0.250
23	Item 23	0.240
24	Item 24	0.248
25	Item 25	0.210
Total	k=25	5.056

$$K = 25$$

$$\sum \sigma_i^2 = 5.056$$

$$\sigma_t^2 = 20.93$$

$$N = 20$$

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

$$r_{11} = \left[\frac{25}{25-1} \right] \left[1 - \frac{5.056}{20.93} \right]$$

$$r_{11} = (1,042)(1-0.25)$$

$$r_{11} = (1,042)(0.75)$$

$$r_{11} = 0.782$$

It can be described that the value of “r” is 0.782 intended to prove whether each item of the test is reliable at the 5% grade of significance or not. The value of “r” (0.782) and the “r” table are compared by getting the degree of freedom (df). To get the level of “df”, the following formula is used:

$$df = n-2$$

$$= 20-2$$

$$= 18$$

The degree of freedom is 18 and the 5% grade of significance refers to 0,444. So, it can be analyzed that the value of “r” is bigger than “r” table in the 5% grade of significance. It can be read that $0.782 > 0.444$.

So, the writer can conclude that the instrument of the research is reliable and it can be used as the instrument of the research.

G. The Technique of Data Analysis

To analyze the data, the writer used students’ gain of score of pre-test and post-test of experimental and control group. These scores are analyzed by using statistical analysis. The different mean is analyzed by using T-test formula³⁹:

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

³⁹ Hartono, *Statistik untuk Penelitian*, Jogjakarta: Pustaka Pelajar, 2004, p. 171

t_o	= The value of T-obtained
M_x	= Mean score of experimental sample
M_y	= Mean score of control sample
SD_x	= Standard deviation of experimental group
SD_y	= Standard deviation of control group
N	= Number of the students

The T-table is employed to see whether or not there is significant difference between the mean score in both experimental and control groups. The obtained value is consulted with the value of T-table at the freedom (df) = $(N_1 + N_2) - 2$

Statistical hypothesis:

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

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

Criteria of hypothesis:

1. H_0 is accepted if $t_o < t \text{ table}$ or it can be said that there is no significant effect of using Intra-Act Strategy toward students' reading comprehension.
2. H_a is accepted if $t_o > t \text{ table}$ or there is effect of using Intra-Act Strategy toward students' reading comprehension

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

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

1. Before administering the test, the writer examined whether the test was reliable or not.
2. The writer gave pre test and post test to XI IPA 1 and XI IPA 2. The writer asked students to answer some questions based on the text given.
3. Based on the result of pre-test, it was found that XI IPA 1 was experimental class and XI IPA 2 was control class. Then, the writer gave treatments to experimental class for eight meetings.
4. After giving treatments to experimental class, the writer used the same question formats but in different text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using treatments, the writer used the same format of questions and different text for the post-test too.

B. The Data Presentation

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

1. In both classes (experimental and control group), students were asked to answer the questions based on the text given.
2. The format of the test was multiple choices.

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

1. The Data Presentation of Using Intra-Act Strategy (variable X)

In this research, the writer used a test to collect the data. The test was administered by the writer, where the writer taught the experimental class by himself. The test was multiple choices with 25 items. To get a good data; test should be valid and reliable.

2. The Data Presentation of Reading Comprehension (variable Y)

a. Reading Comprehension Taught by Using Intra-Act Strategy

The data of students' reading comprehension taught by using intra-act strategy were gotten from pre test and post-test of XI IPA 1 as an experimental class, taken from the sample of this class (40 students). The writer taught the class himself. The data can be seen from the table below:

Table IV.1
The Score of the Students' Reading Comprehension Taught by Using Intra-Act Strategy

Students	Experimental Class		Gain Score
	Pre-test	Post-test	
01	64	76	12
02	64	76	12
03	64	88	24
04	68	76	8
05	68	72	4
06	68	76	8
07	48	76	28
08	64	88	24
09	68	76	8
10	72	76	4
11	40	52	12
12	64	76	12
13	72	76	4
14	68	72	4
15	52	60	8
16	68	72	4
17	68	64	-4
18	64	84	20
19	64	76	12
20	68	84	16
21	64	76	12
22	72	64	-8
23	40	52	12
24	48	68	20
25	68	72	20
26	64	80	16
27	40	60	20
28	64	76	12
29	56	76	20
30	48	68	20
31	64	72	8
32	72	80	8
33	68	76	8
34	48	80	32
35	64	72	8
36	64	76	12
37	48	68	20
38	44	68	24
39	48	52	4
40	52	64	12
Total	2412	2896	508

From the table IV.1, the writer found that the total score of pre-test in experimental group was 2412 while the highest was 72 and the lowest was 40, and the total score of post-test in experimental group was 2896, while the highest was 88 and the lowest was 52. It means that the students showed significant increase of their reading comprehension, it was proved by the total score and the score frequency from pre-test and post test which was significantly different, and it can be seen as follows:

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

Valid of pre-test	Frequency of pre-test	Valid of post-test	Frequency of post-test
40	3	52	3
44	1	56	0
48	6	60	2
52	2	64	3
56	1	68	4
60	0	72	6
64	13	76	15
68	10	80	3
72	4	84	2
		88	2
Total	N=40		N=40

Besides, the mean and the standard deviation were also needed in analyzing data which were gotten from the score of pre-test and post-test. The mean and standard deviation of pre-test and post-test are in the following table:

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

	Mean	Standard Deviation
Pre-test	60.3	9.98
Post-test	72.4	8.73

b. Reading Comprehension Taught by Using Conventional Strategy

The data of students' reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of XI IPA 2 as control class, taken from the sample of this class (40 students). The data can be seen from the table below:

Table IV.4
The Score of Students' Reading Comprehension Taught by Using
Conventional Strategy

Students	Control Class		Gain Score
	Pre-test	Post-test	
01	56	60	4
02	64	68	4
03	56	64	8
04	64	64	0
05	48	52	4
06	68	64	-4
07	56	64	8
08	40	44	4
09	64	64	0
10	44	48	4
11	68	68	0
12	64	64	4
13	52	48	-4
14	64	52	-12
15	56	64	8
16	56	64	8
17	68	68	0
18	68	64	-4
19	68	64	-4
20	64	64	0
21	64	52	-12
22	52	52	0
23	64	64	0
24	64	64	0
25	64	56	-8
26	56	64	8
27	60	64	4
28	52	60	8
29	56	52	-4
30	48	48	0
31	64	68	4
32	52	52	0
33	56	64	8
34	60	64	4
35	48	56	8
36	68	68	0
37	40	48	8
38	64	64	0
39	56	56	0
40	60	64	4
Total	2336	2392	56

From the table IV.4 above, the writer found that the total score of pre-test in control group was 2336, while the highest was 68 and the lowest was 40, and the total score of post-test in control group was 2392, while the highest was 68 and the lowest was 44.

It means that the students showed little increase of their reading comprehension, and it was not for experimental class. Besides, the mean of pre-test and post-test of control class and experimental class also showed a significant difference. The frequency score and the mean of pre-test and post-test of control group can be seen as follows:

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

Valid of pre-test	Frequency of pre-test	Valid of post-test	Frequency of post-test
40	2	44	1
44	1	48	4
48	3	52	6
52	4	56	3
56	9	60	2
60	3	64	19
64	12	68	5
68	6		
Total	N=40		N=40

Besides, the mean and standard deviations were also needed in analyzing data which were gotten from the score of pre-test and post-test. The mean and standard deviation of pre-test and post-test are in the following table:

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

	Mean	Standard Deviation
Pre-test	58.4	7.78
Post-test	59.8	6.95

**c. The Data Presentation of the Effect of Using Intra-Act Strategy
toward Reading Comprehension**

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

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

No.	Students	Experimental class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 1	64	76	12	56	60	4
2	Student 2	64	76	12	64	68	4
3	Student 3	64	88	24	56	64	8
4	Student 4	68	76	8	64	64	0
5	Student 5	68	72	4	48	52	4
6	Student 6	68	76	8	68	64	-4
7	Student 7	48	76	28	56	64	8
8	Student 8	64	88	24	40	44	4
9	Student 9	68	76	8	64	64	0
10	Student 10	72	76	4	44	48	4
11	Student 11	40	52	12	68	68	0
12	Student 12	64	76	12	64	64	0
13	Student 13	72	76	4	52	48	-4
14	Student 14	68	72	4	64	52	-12
15	Student 15	52	60	8	56	64	8
16	Student 16	68	72	12	56	64	8
17	Student 17	68	64	-4	68	68	0
18	Student 18	64	84	20	68	64	-4
19	Student 19	64	76	12	68	64	-4
20	Student 20	68	84	16	64	64	0
21	Student 21	64	76	12	64	52	-12
22	Student 22	72	64	-8	52	52	0
23	Student 23	40	52	12	64	64	0
24	Student 24	48	68	20	64	64	0
25	Student 25	68	72	20	64	56	-8
26	Student 26	64	80	16	56	64	8
27	Student 27	40	60	20	60	64	4
28	Student 28	64	76	12	52	60	8
29	Student 29	56	76	20	56	52	-4
30	Student 30	48	68	20	48	48	0
31	Student 31	64	72	8	64	68	4
32	Student 32	72	80	8	52	52	0
33	Student 33	68	76	8	56	64	8
34	Student 34	48	80	32	60	64	4
35	Student 35	64	72	8	48	56	8
36	Student 36	64	76	12	68	68	0
37	Student 37	48	68	20	40	48	8
38	Student 38	44	68	24	64	64	0
39	Student 39	48	52	4	56	56	0
40	Student 40	52	64	12	60	64	4

TABLE IV.8
THE CLASSIFICATION OF EXPERIMENTAL CLASS OF THE SECOND
YEAR STUDENTS AT SMAN 1 PANGKALAN KURAS

No.	Categories	Score	Frequency	Percentage
1	Very Good	80-100	7	17.5%
2	Good	70-79	21	52.5%
3	Enough	60-69	9	22.5%
4	Less	50-59	3	7.5%
5	Bad	0-49	0	0%
Total			40	100%

Based on the table IV.8 about the classification of experimental class of the second year students at SMAN 1 Pangkalan Kuras, the output from 40 students shows that the category of number 1 gets the frequency 7 (17.5%), the category of number 2 shows 21 (52.5%), the category of number 3 shows 9 (22.5%), the category of number 4 shows 3 (7.5%), and the category of number 5 shows 0 (0%). The table above shows that the highest percentage of experimental class is 52.5%. Thus, the majority of the students in this experimental class are classified as **good**.

TABLE IV.9
THE CLASSIFICATION OF CONTROL CLASS OF THE SECOND YEAR
STUDENTS AT SMAN 1 PANGKALAN KURAS

No.	Categories	Score	Frequency	Percentage
1	Very Good	80-100	0	0%
2	Good	70-79	0	0%
3	Enough	60-69	22	55%
4	Less	50-59	10	25%
5	Bad	0-49	8	20%
Total			40	100%

Based on the table IV.9 about the classification of experimental class of the second year students at SMAN 1 Pangkalan Kuras, the out put from 40 students shows that the category of number 3 shows 22 (55%), the category of number 4 shows 10 (25%), and the category of number 5 shows 8 (2.5%). The table above shows that the highest percentage of experimental class is 55%. Thus, the majority of the students in this experimental class are classified as **enough**.

C. Data Analysis

The data of the statistical result were divided into two parts. The data were obtained through pre-test and post-test. To analyze the data in chapter VI, the writer used the following statistical formula to get the mean score (M) and standard deviation (SD).

The result of the mean score of each class was found by using the following formula:

$$M = \frac{\sum X}{N} \quad \text{For Experimental Class}$$

$$M = \frac{\sum Y}{N} \quad \text{For Control Class}$$

While the formula of standard deviation as follows:

$$SD_x = \sqrt{\frac{\sum X^2}{N}} \quad \text{For Experimental Class}$$

$$SD_y = \sqrt{\frac{\sum Y^2}{N}} \quad \text{For Control Class}$$

The analysis of data of the students for experimental class and control class is more explained in the following table:

1. The Data Analysis of Using Intra-Act Strategy (Variable X)

In order to find whether or not there was significant difference in increasing reading comprehension of two classes, the writer calculated data taken from the score of the students' final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. This research used pre-test and post-test. There were 25 items of reading comprehension test given to 40 respondents. From the test, it was obtained that the lower score is 40 and the higher score is 88. The mean is 15.9.

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

a. Reading Comprehension Taught by Using Intra-Act Strategy

The following table is the description of the data of students' pre-test and post-test scores of experimental class. It was obtained from the result of their reading comprehension. The data can be described as follows:

Table IV.10**Students' Pre-test Scores of Experimental Class**

Students	Score	Passing Graduate
Student 01	64	Pass
Student 02	64	Pass
Student 03	64	Pass
Student 04	68	Pass
Student 05	68	Pass
Student 06	68	Pass
Student 07	48	Fail
Student 08	64	Pass
Student 09	68	Pass
Student 10	72	Pass
Student 11	40	Fail
Student 12	64	Pass
Student 13	72	Pass
Student 14	68	Pass
Student 15	52	Fail
Student 16	68	Pass
Student 17	68	Pass
Student 18	64	Pass
Student 19	64	Pass
Student 20	68	Pass
Student 21	64	Pass
Student 22	72	Pass
Student 23	40	Fail
Student 24	48	Fail
Student 25	68	Pass
Student 26	64	Pass
Student 27	40	Fail
Student 28	64	Pass
Student 29	56	Fail
Student 30	48	Fail
Student 31	64	Pass
Student 32	72	Pass
Student 33	68	Pass
Student 34	48	Fail
Student 35	64	Pass
Student 36	64	Pass
Student 37	48	Fail
Student 38	44	Fail
Student 39	48	Fail
Student 40	52	Fail

Table IV.11**Students' Post-test Scores of Experimental Class**

Students	Score	Passing Graduate
Student 01	76	Pass
Student 02	76	Pass
Student 03	88	Pass
Student 04	76	Pass
Student 05	72	Pass
Student 06	76	Pass
Student 07	76	Pass
Student 08	88	Pass
Student 09	76	Pass
Student 10	76	Pass
Student 11	52	Fail
Student 12	76	Pass
Student 13	76	Pass
Student 14	72	Pass
Student 15	60	Fail
Student 16	72	Pass
Student 17	64	Pass
Student 18	84	Pass
Student 19	76	Pass
Student 20	84	Pass
Student 21	76	Pass
Student 22	64	Pass
Student 23	52	Fail
Student 24	68	Pass
Student 25	72	Pass
Student 26	80	Pass
Student 27	60	Fail
Student 28	76	Pass
Student 29	76	Pass
Student 30	68	Pass
Student 31	72	Pass
Student 32	80	Pass
Student 33	76	Pass
Student 34	80	Pass
Student 35	72	Pass
Student 36	76	Pass
Student 37	68	Pass
Student 38	68	Pass
Student 39	52	Fail
Student 40	64	Pass

Based on the data obtained in the pre-test of experimental class there were 5 students who did not pass the graduated standard (SKL) or the score obtained <63, while there were 27 students who passed the graduated standard (SKL) or the score obtained ≥ 63 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{13}{40} \times 100\%$$

$$= 32.5\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{27}{40} \times 100\%$$

$$= 67.5\%$$

Besides, it can also be seen that the total frequency is 40 and the total score is 2412, so that mean and standard deviation can be obtained as follows:

Table IV.12

Mean and Standard Deviation of Pre-test Score in Experimental Class

Mean	60.3
Standard Deviation	9.98

From the table IV.12 above, the distance between Mean and Standard Deviation is too far. In other words, the scores obtained are normal.

In the post-test of experimental class there were 35 students who passed the graduated standard (SKL) or the score obtained ≥ 63 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{35}{40} \times 100\%$$

$$= 87.5\%$$

Table IV.13

Mean and Standard Deviation of Post-test Scores of Experimental Class

Mean	72.4
Standard Deviation	8.73

From the table IV.13 above, the distance between Mean and standard deviation is too far. In other words, the score obtained are normal.

b. Reading Comprehension Taught by Using Conventional Strategy

The following table is the description of the data of students' pre-test and post-test of control class. It was obtained from the result of their reading comprehension. The data can be described as follows:

Table IV. 14**Students' Pre-test Scores of Control Class**

Students	Score	Passing Graduate
Student 01	56	Fail
Student 02	64	Pass
Student 03	56	Fail
Student 04	64	Pass
Student 05	48	Fail
Student 06	68	Pass
Student 07	56	Fail
Student 08	40	Fail
Student 09	64	Pass
Student 10	44	Fail
Student 11	68	Pass
Student 12	64	Pass
Student 13	52	Fail
Student 14	64	Pass
Student 15	56	Fail
Student 16	56	Fail
Student 17	68	Pass
Student 18	68	Pass
Student 19	68	Pass
Student 20	64	Pass
Student 21	64	Pass
Student 22	52	Fail
Student 23	64	Pass
Student 24	64	Pass
Student 25	64	Pass
Student 26	56	Fail
Student 27	60	Fail
Student 28	52	Fail
Student 29	56	Fail
Student 30	48	Fail
Student 31	64	Pass
Student 32	52	Fail
Student 33	56	Fail
Student 34	60	Fail
Student 35	48	Fail
Student 36	68	Pass
Student 37	40	Fail
Student 38	64	Pass
Student 39	56	Fail
Student 40	60	Fail

Table IV.15**Students' Post-test Scores of Control Class**

Students	Score	Passing Graduate
Student 01	60	Fail
Student 02	68	Pass
Student 03	64	Pass
Student 04	64	Pass
Student 05	52	Fail
Student 06	64	Pass
Student 07	64	Pass
Student 08	44	Fail
Student 09	64	Pass
Student 10	48	Fail
Student 11	68	Pass
Student 12	64	Pass
Student 13	48	Fail
Student 14	52	Fail
Student 15	64	Pass
Student 16	64	Pass
Student 17	68	Pass
Student 18	64	Pass
Student 19	64	Pass
Student 20	64	Pass
Student 21	52	Fail
Student 22	52	Fail
Student 23	64	Pass
Student 24	64	Pass
Student 25	56	Fail
Student 26	64	Pass
Student 27	64	Pass
Student 28	60	Fail
Student 29	52	Fail
Student 30	48	Fail
Student 31	68	Pass
Student 32	52	Fail
Student 33	64	Pass
Student 34	64	Pass
Student 35	56	Fail
Student 36	68	Pass
Student 37	48	Fail
Student 38	64	Pass
Student 39	56	Fail
Student 40	64	Pass

Based on the data obtained in the pre-test of control class there were 22 students who did not pass the graduated standard (SKL) or the score obtained <63 , while there were 18 students who passed the graduated standard (SKL) or the score obtained ≥ 63 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{22}{40} \times 100\%$$

$$= 55\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{18}{40} \times 100\%$$

$$= 45\%$$

Besides, it can also be seen that the total frequency is 40 and the total score is 2336, so that mean and standard deviation can be obtained as follows:

Table IV.16

Mean and Standard Deviation of Pre-Test Score in Control Class

Mean	58.4
Standard deviation	7.78

From the table IV.16 above, the distance between mean and standard deviation is too far. In other words, the scores obtained are normal.

In the post-test of control class there were 16 students who did not pass the graduated standard or obtained <63 , while there were 24 students passed the

graduated standard (SKL) or the score obtained ≥ 63 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{16}{40} \times 100\%$$

$$= 40\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{24}{40} \times 100\%$$

$$= 60\%$$

Besides, it can also be seen that the total frequency is 40 and the total score is 2392, so that mean and standard deviation can be obtained as follows:

Table IV. 17

Mean and Standard Deviation of Post-test of Control Class

Mean	59.8
Standard Deviation	6.95

From the table IV.17 above, the distance between mean and standard deviation is too far. In other words, the scores obtained are normal.

c. The Students' Classification Score Taught by Using Intra-Act Strategy and Conventional Strategy

To know how the students' reading comprehension taught by using Intra-Act Strategy and Conventional Strategy are, the writer only took the gain of score between pre-test and post-test of each class.

Table IV.18**Mean of Post-test of Experimental Class and Control Class**

Class	Mean
Post-test experimental class	72.4
Post-test Control class	59.8

From the table IV.18 above, it can be seen that the mean of post-experimental class is (72.4) and the mean of post-control class is (59.8). To make it clear, the following table will describe the students' classification score of both the students taught by using Intra-Act Strategy and conventional strategy. It will describe the students' reading comprehension.

Table IV.19**The Classification of Students' Score**

The Score Level	Category
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

(Adopted from: Anas Sudijono)⁴⁰

Based on the table IV.19 above, the mean of post-experimental class is (72.4). It means that the students' reading comprehension taught by using Intra-Act strategy is categorized into **good** level. While for the mean of post-control

⁴⁰Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: RadjaGrafindo Persada, 2007.
p. 6

class is (59.8). it means that the students' reading comprehension taught by using conventional strategy is categorized into **enough** level.

3. Data Analysis of the Effect of Using Intra-Act Strategy toward Reading Comprehension

Table IV.20

MEAN AND STANDARD DEVIATION OF SCORE FOR EXPERIMENTAL CLASS AND CONTROL CLASS

Students	Gain Score		X	Y	X ²	Y ²
	X	Y				
01	12	4	-0.7	2.6	0.49	6.76
02	12	4	-0.7	2.6	0.49	6.76
03	24	8	11.3	6.6	127.69	43.56
04	8	0	-4.7	-1.4	22.09	1.96
05	4	4	-8.7	2.6	75.69	6.76
06	8	-4	-4.7	-5.4	22.09	29.16
07	28	8	15.3	6.6	234.09	43.56
08	24	4	11.3	2.6	127.69	6.76
09	8	0	-4.7	-1.4	22.09	1.96
10	4	4	-8.7	2.6	75.69	6.76
11	12	0	-0.7	-1.4	0.49	1.96
12	12	0	-0.7	-1.4	0.49	1.96
13	4	-4	-8.7	-5.4	75.69	29.16
14	4	-12	-8.7	-13.4	75.69	179.56
15	8	8	-4.7	6.6	22.09	43.56
16	12	8	-0.7	6.6	0.49	43.56
17	-4	0	-16.7	-1.4	278.89	1.96
18	20	-4	7.3	-5.4	53.29	29.16
19	12	-4	-0.7	-5.4	0.49	29.16

20	16	0	3.3	-1.4	10.89	1.96
21	12	-12	-0.7	-13.4	0.49	179.56
22	-8	0	-20.7	-1.4	428.49	1.96
23	12	0	-0.7	-1.4	0.49	1.96
24	20	0	7.3	-1.4	53.29	1.96
25	20	-8	7.3	-9.4	53.29	88.36
26	16	8	3.3	6.6	10.89	43.56
27	20	4	7.3	2.6	53.29	6.76
28	12	8	-0.7	6.6	0.49	43.56
29	20	-4	7.3	-5.4	53.29	29.16
30	20	0	7.3	-1.4	53.29	1.96
31	8	4	-4.7	2.6	22.09	6.76
32	8	0	-4.7	-1.4	22.09	1.96
33	8	8	-4.7	6.6	22.09	43.56
34	32	4	19.3	2.6	372.49	6.76
35	8	8	-4.7	6.6	22.09	43.56
36	12	0	-0.7	-1.4	0.49	1.96
37	20	8	7.3	6.6	53.29	43.56
38	24	0	11.3	-1.4	127.69	1.96
39	4	0	-8.7	-1.4	75.69	1.96
40	12	4	-0.7	2.6	0.49	6.76
Total	508	56	-	-	2652.4	1073.6
Mean	12.7	1.4	-	-	66.31	26.84

While the result of the standard deviation of gain of pre-test and post-test for each class is as follows:

- a. Standard deviation for range score of experimental class

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{2652.4}{40}} = \sqrt{66.31} = 8.14$$

b. Standard deviation for range score of control class

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1073.6}{40}} = \sqrt{26.84} = 5.18$$

From the calculation above, it can be stated that:

$$SD_x = 8.14$$

$$SD_y = 5.18$$

$$M_x = 12.7$$

$$M_y = 1.4$$

$$\begin{aligned} t_o &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\ &= \frac{12.7 - 1.4}{\sqrt{\left(\frac{8.14}{\sqrt{40-1}}\right)^2 + \left(\frac{5.18}{\sqrt{40-1}}\right)^2}} \\ &= \frac{11.3}{\sqrt{\left(\frac{8.14}{\sqrt{39}}\right)^2 + \left(\frac{5.18}{\sqrt{39}}\right)^2}} \\ &= \frac{11.3}{\sqrt{\left(\frac{8.14}{6.24}\right)^2 + \left(\frac{5.18}{6.24}\right)^2}} \\ &= \frac{11.3}{(1.3)^2 + (0.84)^2} \end{aligned}$$

$$\begin{aligned}
 &= \frac{11.3}{\sqrt{1.69 + 0.7056}} \\
 &= \frac{11.3}{\sqrt{2.40}} \\
 &= \frac{11.3}{1.55}
 \end{aligned}$$

$$T_o = 7.29$$

Based on the calculation above, it clear that t_o obtained is 7.29. To know whether there is significant effect or not between the use of Intra-Act strategy toward reading comprehension, we need to obtain the degree of freedom by using the following way:

$$\begin{aligned}
 Df &= (N_1 + N_2) - 2 \\
 &= (40 + 40) - 2 \\
 &= 80 - 2 \\
 &= 78
 \end{aligned}$$

After getting the degree of freedom above, it can be said that the degree of freedom is 78. Because the degree of 78 is not available, the writer took 80 as the nearest score to 78. The T-table at 5% level of significance 1.99, and 1% level of significance is 2.64. So the writer could conclude that it is higher than t-table of both in 5% and 1% level of significance. It can be concluded $1.99 < 7.29 > 2.64$. Therefore, the first hypothesis can be accepted and it means that there is significant effect of using Intra-Act Strategy toward reading comprehension at the second year students of SMAN 1 Pangkalan Kuras.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. Students' reading comprehension taught by using Intra-act Strategy was categorized into good level.
2. Students' reading comprehension taught by using conventional strategy was categorized into enough level.
3. The use of Intra-act strategy had given a good effect than Conventional strategy for students' reading comprehension.

B. Suggestion

Considering the result of this study, the writer would like to give some suggestions, as follows:

1. Suggestion for the Teacher

The researcher expects English teachers to choose the suitable techniques in teaching their students in order to make the students feel interested and not bored to study English.

- a. Since the writer used Intra-Act strategy in teaching English, he has found the significant contribution in his teaching, especially for the students'

attention that focuses more on his studying in English. So, hopefully, English teacher uses intra-act strategy in teaching learning process.

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

2. Suggestion for the Students

- a. The students should understand about Intra-Act strategy in reading texts.
- b. The students should pay more attention to the lesson explained by the teacher in front of the class.
- c. The students must be creative to select kinds of reading in order to comprehend the text especially in reading subject.
- d. The students should always improve their reading comprehension especially about factual information, main idea, vocabulary, reference and inference.

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