

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



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PEKANBARU
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(S.Pd.)



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Pekanbaru, September 2012

The writer

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ABSTRACT

ERI KURNIAWATI (2012): The Effect of Using Word Sort Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu-Kampar Regency

Based on the school based curriculum (KTSP), reading is one of English skills that must be taught and learned by students. SMAN 2 Siak Hulu is one of the schools that used it as a guide in teaching-learning process. After doing preliminary observation, the writer found that some of students of the second year still had the problems in reading comprehension. The writer interpreted the problems that were some of students are not able to identify topic of the text, communicative purpose, generic structures, understand vocabulary in context, and identify word of reference. Thus, the researcher was interested in conducting the research entitled “The Effect of Using Word Sort Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 2 Siak Hulu-Kampar Regency”.

The objectives of this research were to find out the ability of the second year students in comprehending reading text by using Word Sort strategy, to find out the ability of the second year students in comprehending reading text without using Word Sort strategy, and to obtain the effect of using Word Sort strategy toward reading comprehension of the second year students at State Senior High School 2 Siak Hulu-Kampar Regency.

The type of this research was quasi-experimental. The subject of this research was the second year students at State Senior High School 2 Siak Hulu, while the object of this research was the effect of using Word Sort strategy toward students’ reading comprehension. The population of this research was all of four science classes of the second year students in academic year of 2011/2012. The sample was chosen through cluster random sampling. One class was as experimental class and another one was as control class. To analyze the data, the researcher used independent T-test formula.

Finally, from the result of data analysis, the researcher found that T_o was higher than T_{table} . In other word, H_a was accepted and H_0 was rejected. It means that, there is a significant effect of using Word Sort strategy toward reading comprehension of the second year students at state senior high school 2 Siak Hulu-Kampar Regency. Therefore, it can be concluded that students’ reading comprehension taught by using Word Sort strategy was better than students’ reading comprehension taught without using Word Sort strategy.

ABSTRAK

ERI KURNIAWATI (2012): Pengaruh Penggunaan Strategi Word Sort Terhadap Pemahaman Membaca Siswa Kelas 2 SMAN 2 Siak Hulu-Kabupaten Kampar

Berdasarkan KTSP, membaca adalah salah satu kemampuan bahasa Inggris yang harus di ajarkan dan dipelajari oleh siswa. SMAN 2 Siak Hulu merupakan salah satu sekolah yang menggunakan kurikulum tersebut sebagai pedoman dalam proses belajar mengajar. Setelah melakukan pengamatan awal, penulis menemukan bahwa sebagian siswa kelas 2 masih memiliki kelemahan dalam pemahaman membaca. Penulis menjabarkan permasalahan tersebut adalah sebagian siswa tidak mampu mengidentifikasi topik dari sebuah teks, tujuan komunikasi dari sebuah teks, struktur paragraph dari sebuah teks, memahami kosakata, dan mengidentifikasi kata rujukan. Dengan demikian, penulis tertarik untuk melakukan penelitian dengan judul “Pengaruh Penggunaan Strategi Word Sort Terhadap Pemahaman Membaca Siswa Kelas 2 SMAN 2 Siak Hulu-Kabupaten Kampar”.

Tujuan penelitian ini adalah untuk mencari kemampuan siswa kelas 2 dalam memahami teks bacaan dengan menggunakan strategi word sort, untuk mencari kemampuan siswa kelas 2 dalam memahami teks bacaan tanpa menggunakan strategi word sort, dan untuk memperoleh pengaruh penggunaan strategi word sort terhadap pemahaman membaca siswa kelas 2 SMAN 2 Siak Hulu-Kabupaten Kampar.

Jenis penelitian ini adalah penelitian quasi-eksperimen. Subjek penelitian ini adalah siswa kelas 2 SMAN 2 Siak Hulu, sedangkan objek penelitian ini adalah pengaruh penggunaan strategi word sort terhadap pemahaman membaca siswa kelas 2 SMAN 2 Siak Hulu. Populasi penelitian ini adalah keseluruhan kelas 2 IPA tahun akademik 2011/2012. Sampel dipilih melalui sampel acak berdasarkan kelas. Satu kelas sebagai kelas eksperimen dan satunya lagi sebagai kelas control. Untuk menganalisa data, penulis menggunakan rumus T-test yang diolah menggunakan SPSS versi 15.0.

Akhirnya, dari hasil akhir data analisis, penulis mendapatkan bahwa T_o lebih besar dari T_{table} ($T_o > T_{table}$). Dengan kata lain, H_a diterima dan H_0 ditolak. Itu berarti bahwa terdapat pengaruh yang signifikan dari penggunaan strategi word sort terhadap pemahaman membaca siswa kelas 2 SMAN 2 Siak Hulu. Lalu, itu dapat disimpulkan bahwa pemahaman membaca siswa yang diajarkan menggunakan strategi word sort lebih baik dari pada pemahaman membaca siswa yang diajarkan tanpa menggunakan strategi word sort.

ملخص

أيرا كورنياواتي (2012) : تأثير استخدام إستراتيجي الكلمة المجموعية في فهم القراءة لدى الطلاب للفصل الثانى فى المدرسة المتوسطة العالية الحكومية 2 "سيالك هولو" بمنطقة كامبار.

بناء على منهج مستوى الوحدة التربوية أن القراءة هي إحدى القدرات على اللغة الإنجليزية التي لا بد أن يدرس ويتعلمها الطلاب. المدرسة المتوسطة العالية الحكومية 2 "سيالك هولو" بمنطقة كامبار هي إحدى المدارس التي تستخدم منهج مستوى الوحدة التربوية كالمقرر في علمية التعلم والتعليم. بعد أن قامت الباحثة بالمراقبة وجدت الباحثة أن معظم الطلاب مازالوا يملكون الضعف في فهم القراءة. وقدمت الباحثة تلك المشكلة على أن معظم الطلاب لا يستطيعون أن يخرجوا الموضوع الموجود من النص، غرض الاتصال من ذلك النص، تركيبية الفكرة من ذلك النص، فهم المفردات، إخراج مرجع الكلمة. فلأجل ذلك، تتجذب الباحثة للبحث عن تأثير استخدام إستراتيجي الكلمة المجموعية في فهم القراءة لدى الطلاب للفصل الثانى فى المدرسة المتوسطة العالية الحكومية 2 "سيالك هولو" بمنطقة كامبار.

هذا البحث يهدف إلى طلب قدرة الطلاب على فهم النص باستخدام إستراتيجي الكلمة المجموعية ولطلب قدرة الطلاب على فهم النص بدون استخدام إستراتيجي الكلمة المجموعية، لأخذ تأثير استخدام إستراتيجي الكلمة المجموعية في فهم القراءة لدى الطلاب للفصل الثانى فى المدرسة المتوسطة العالية الحكومية 2 "سيالك هولو" بمنطقة كامبار.

هذا البحث بحث تجريبي. فرد هذا البحث الطلاب للفصل الثانى فى المدرسة المتوسطة العالية الحكومية 2 "سيالك هولو" بمنطقة كامبار. وموضوع هذا البحث تأثير استخدام إستراتيجي الكلمة المجموعية في فهم القراءة لدى الطلاب للفصل الثانى فى المدرسة المتوسطة العالية الحكومية 2 "سيالك هولو" بمنطقة كامبار. مجتمع هذا البحث جميع الطلاب فى الفصل الثانى IPA فى المدرسة المتوسطة العالية الحكومية 2 "سيالك هولو" بمنطقة كامبار. سنة دراسية 2011-2012. وأخذت العينة من خلال العينة العشوائية. وهما فصلان (فصل تجريبي وفصل مراقب). استخدمت الباحثة t-test لتحليل البيانات بمساعدة SPSS Versi 15.0.

وخلاصة البحث أن T_0 أكبر من T_{table} . $(T_0 > T_{table})$. وبعبارة أخرى أن H_a مقبولة و H_0 مردودة. وهذه الحاصلة تدل على أن فيه تأثيرا هاما عن استخدام إستراتيجي الكلمة المجموعية في فهم القراءة لدى الطلاب للفصل الثانى فى المدرسة المتوسطة العالية الحكومية 2 "سيالك هولو" بمنطقة كامبار. فاستخلصت الباحثة على أن استخدام إستراتيجي الكلمة المجموعية في فهم القراءة أحسن بدون استخدام إستراتيجي الكلمة المجموعية في فهم القراءة.

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CHAPTER I

INTRODUCTION

A. The Background of the Problems

Reading is one of the skills of English that should be mastered by students; besides listening, writing, and speaking. It is also one of the activities in English learning. Reading is an important thing in English. By reading, we are able to get information of the text. The more you read, the more you get. As pointed out by Hasibuan and Fauzan that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.¹ It means that reading is a process, there are the reader and the text, and the result of this process is comprehension, in order to get the information of the writer's means.

As one of the language skills, reading plays an important role in English. It is like a family commodity that can be consumed by every of literate society. In reading, you search for important information of the text in order to be able to understand. Newmark stated that understanding the text requires both general and close reading: general reading to get the gist; you may read encyclopedias, textbooks, or specialist papers to understand the subject and the concept. While close reading is required in any challenging text, the words both out of and in context.²

¹ Hasibuan, Kalayo and Fauzan Ansyari. 2007. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press. p.114-115

² Newmark, Peter. 1988. *A Text Book of Translation*. New York: Prentice Hall International. p.11

In a process of English learning in Indonesian schools, reading is included in four language skills that should be mastered and learned by students. Reading is one of the important language skills that should be developed inside or outside the classroom. Reading has several categories, such as reading ability, reading achievement, reading comprehension, and soon. So, reading comprehension is included in one of categories of reading. As pointed out by Klingger, et al, that reading comprehension is a process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.³

SMAN 2 Siak Hulu is one of State Senior High Schools in Kec.Siak Hulu-Kampar Regency. As a formal school, this school is also teaching English for its students. Based on KTSP (School Based Curriculum), standard competency of the second semester, especially in reading skill is “Students are able to understand the sense of simple monolog text or short essay in form of narrative, spoof, and hortatory exposition accurately and related to daily life context.”⁴

Based on the writer’s preliminary study at State Senior High School 2 Siak Hulu in September 2011, the second year students still had the problems in reading comprehension. The problems can be depicted in the following phenomena:

³ Klingner, Jannete K, et al. 2007. *Teaching reading comprehension to students with learning difficulties*. New York: The guilford press. p.2

⁴ Dewi Suryani, S.Pd, silabus kelas XI (SMAN 2 Siak Hulu)

1. Some of students are not able to identify topic of the text.
2. Some of students are not able to identify communicative purpose of the text.
3. Some of students are not able to identify generic structures of the text.
4. Some of students are not able to understand vocabulary in context.
5. Some of students are not able to identify word of reference.

In teaching-learning process of English subject in the classroom, the teacher still use conventional technique that is three phased technique. There are three activities, the first in pre activity, the teacher usually gives a clue or some clues to the students related to the material, or the teacher asks the students' prior knowledge about the material, after that the teacher gives explanation about the material. Then, in during activity, the teacher usually gives the students assignment personally or makes the students into some groups to do discussion related to the material based on the teacher's instruction. The last, in closed activity, the teacher concludes the lesson before closing. Eventhough, sometimes the teacher efforts to give a way for improving students' motivation in learning process, but it is do not for improving students' English skills, include reading comprehension. It means that, the teacher only give a way for improving students' motivation, but do not for improving students' English skills. So, the students' reading comprehension of the second year at State Senior High School 2 Siak Hulu is still far from the expectation of curriculum.

Based on the problems above, it is clear that some of the students of the second year at State Senior High School 2 Siak Hulu still had the problems that should be

solved. To solve those problems, writer tries to use Word Sort strategy. As pointed out by Raffini that this strategy builds a sense of competence and relatedness through a group activity that can help all students improve their comprehension of content reading.⁵ According to TCM Staff, Word Sort can be used as a pre-reading strategy that prepares students for the information that will be covered in the text.⁶ In addition, according to Nancy Padak Word Sorts are small group, categorizing and classifying activities. Word Sorts help students activate and use their prior knowledge as well as providing them an opportunity to learn from and with each other.⁷ Based on the theories, it can be concluded that Word Sort strategy is an activity to recognize, identify, and classify the words into different categories based on the information of the text. The result of this strategy is reading comprehension.

Based on the previous problems and statements above, the writer is interested in conducting a research entitled **“THE EFFECT OF USING WORD SORT STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT STATE SENIOR HIGH SCHOOL 2 SIAK HULU-KAMPAR REGENCY”**

⁵ Raffini, James P. 2001. *150 Ways to Increase Intrinsic Motivation in the Classroom*. Boston: Allyn and Bacon. p.95

⁶ TCM Staff. 2008. *Successful strategies for Reading in the Content Areas 2nd edition*. Huntington Beach: Corinne Burton, M.A.Ed. Retrieved on April 23, 2011 from <http://books.google.co.id>. p.22

⁷ Padak, Nancy. *Word Sorts*. Kent State University. Retrieved on April 2, 2011 from http://literacy.kent.edu/eureka/strategies/word_sorts.pdf.

B. The Problems

1. Identification of the Problem

Based on the background and phenomena above, the problems of this school are identified as follows:

- a. Why are some of students not able to identify topic of the text?
- b. Why are some of students not able to identify communicative purpose of the text?
- c. Why are some of students not able to identify generic structures of the text?
- d. Why are some of students not able to understand vocabulary in context?
- e. Why are some of students not able to identify word of reference?

2. Limitation of the Problem

The scope of the problem is quite large, it is necessary to limit. Based on the identification of the problem above, there are some problems involving in this research. As mentioned before, some of students are not able to identify topic of the text, some of students are not able to understand vocabulary in context. These problems could be caused from the method that was used before. Therefore, the writer limits the problem on teaching method used by the teacher. The writer tries to use a new teaching strategy that is Word Sort strategy and to find how far Word Sort strategy can give significant effect toward students' reading comprehension of the second year at State Senior High School 2 Siak Hulu.

In this research, the writer uses hortatory exposition for reading text. Because based on the syllabus of the second year students in second semester at State Senior

High School 2 Siak Hulu focuses on narrative, spoof, and hortatory exposition. The writer chooses one, that is hortatory exposition text.

3. Formulation of the Problem

Based on the problems above, the problems will be formulated in the following research questions:

- a. How is the students' reading comprehension taught by using Word Sort strategy?
- b. How is the students' reading comprehension taught without using Word Sort strategy?
- c. Is there any significant effect of using Word Sort strategy toward reading comprehension of the second year students at State Senior High School 2 Siak Hulu-Kampar Regency?

C. The Objectives and Significance of the Research

1. Objectives of the Research

The writer carries out for several objectives of the research that can be seen as follows:

- a. To find out the students' reading comprehension taught by using Word Sort strategy.
- b. To find out the students' reading comprehension taught without using Word Sort strategy.

- c. To find out whether there is significant the effect of using Word Sort strategy toward reading comprehension of the second year students at State Senior High School 2 Siak Hulu-Kampar Regency.

2. Significance of the Research

For State Senior High School 2 Siak Hulu-Kampar Regency:

- a. This research is expected to improve teaching and learning process of English subject theoretically and practically as foreign language and for those who are concerned in the field of language teaching and learning.
- b. This research is expected to give alternative strategy for teaching and learning process of English subject in improving students' reading comprehension.
- c. This research is expected to give information about teaching and learning strategy for all English teachers in State Senior High School 2 Siak Hulu, especially in teaching reading.

For Writer:

- a. This research is to find out the effect of using Word Sort strategy toward reading comprehension.
- b. This research is expected to enlarge the researcher's insight and knowledge intern of teaching English subject.
- c. To fulfill the writer's task in fulfilling the academic requirements for undergraduate degree in English Education Department at State Islamic University of Sultan Syarif Kasim Riau.

D. The Reasons for Choosing the Title

The reasons why the writer is interested in carrying out this research based on several considerations:

- a. This topic is essential to be investigated because Word Sort strategy is expected to improve the students' reading comprehension.
- b. This research title is relevant to the writer's educational background as a student of English Education Department.
- c. As long as the writer is concerned, especially in English Education Department of Education and Teacher Training Faculty at State Islamic University of Sultan Syarif Kasim RIAU, this topic has not been researched yet.

E. The Definition of the Terms

To avoid misunderstanding and misinterpreting in this paper, it is necessary for the writer to explain the term that is used in this research. They are defined as follows:

- a. Effect

Effect is having an effect that is able to bring about result intended.⁸ In this research the effect means the influence of word sort strategy toward reading comprehension.

⁸ Hornby, A.S. 2002. *Oxford Advanced Learner's Dictionary of Current English Oxford University Press*. London: Oxford University Press. p.837

b. Word Sort Strategy

Word Sorts are small group, categorizing and classifying activities. Word Sorts help students activate and use their prior knowledge as well as providing them an opportunity to learn from and with each other.⁹ According to Raffini, this strategy builds a sense of competence and relatedness through a group activity that can help all students improve their comprehension of content reading.¹⁰ In addition, according to TCM Staff, Word Sort can be used as a pre-reading strategy that prepares students for the information that will be covered in the text.¹¹ In this research, Word Sort strategy is a strategy used by the researcher to improve students' reading comprehension of English text.

c. Reading Comprehension

Reading is the term referring to subs skills that include predicting content, understanding the main idea, and interpreting the text.¹² Comprehension is the identification of the intended meaning of written or spoken communication.¹³ Reading comprehension is a process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and

⁹ Raffini, *loc.cit.* p.95

¹⁰ TCM Staff, *loc.cit.* p.22

¹¹ Padak, Nancy

¹² Graves, Kathleen. 2000. *Designing Language Course: A Guide for Teachers*. Boston: Thomson Heinle. p.48

¹³ Richards, Jack C, and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London; Pearson Education Limited. p.99

fluency.¹⁴ In this research, reading comprehension means students' ability in comprehending the text.

¹⁴ Klingner, et al, p.2

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Concept of Reading Comprehension

Reading is one of the language skills in English. Reading has several categories, such as reading ability, reading achievement, reading comprehension, and soon. In reading comprehension, the students is required to understand the the text means. On the other hand, the students must be able to comprehend the information of the writer's means of the text. It is called comprehension. As pointed out by Nunan that reading is a dynamic process in which the text elements interact with other factors outside the text; in this case most particularly with the reader's knowledge of the experiential content of the text.¹

In addition, according to Graves reading is the term that refers to subs skills including predicting content, understanding the main idea, and interpreting the text.² Harmer stated that reading is understand interpret meaning sense. Besides, Jeremy Harmer stated that reading is not passive skill. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them.³

¹ Nunan, David. 1991. *Language Teaching Methodology: A textbook for teachers*. New York: Prentice Hall International. p.70

² Graves, *op.cit.* p.48

³ Harmer, Jeremy. 2000. *How to Teach English*. (Addison Wesley: Longman) p.70

Richards and Schmidt stated that comprehension is the identification of the intended meaning of written or spoken communication.⁴ According to Klingner, et al that reading comprehension is a process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁵

Larry Lewin stated that there is a schema theory of reading comprehension. Schema theory is the prior knowledge (what the readers already know) that is critical to comprehension, for comprehension is the integration of new information (from an author) into existing information (stored in the reader's memory). This is known as "schema theory". Schema theory posits four basic assumptions:⁶

- a. Readers store past knowledge in their memories.
- b. Past knowledge comes from two basic sources: past direct experience (in life) and secondhand, indirect sources (reading, listening, or viewing).
- c. Humans are smart, so when they experience firsthand or secondhand events, they do not randomly dump them upstairs; rather they deposit them into their memories in categories, or sets, for easier retrieval. (The categories are called schemata).

⁴ Richards and Schmidt, *loc.cit.* p.99

⁵ Klingner, et al, *loc.cit.* p.2

⁶ Lewin, Larry. 2003. *Paving the Way in Reading and Writing Strategies and Activities to Support Struggling Students in Grade 6-12*. San Francisco: Jossey-Bass. p.23-24

- d. Readers retrieve stored knowledge from their schemata to prepare for reading and during first dare reading to assist in understanding (making sense of) the author's message.

According to Brown there are microskills that must be mastered on reading comprehension:⁷

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc) system (e.g. tenses, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- h. Recognize the rhetorical forms of written discourse and their significance for interpretation.

⁷ Brown, H. Douglas. 2004. *Teaching By Principles an Interactive Approach to Language Pedagogy*. New York: San Fransisco State University. p.307

- i. Recognize the communicative functions of written texts, according to form and purpose.
- j. Infer context that is not explicit by using background knowledge.
- k. Infer links and connections between events, ideas, etc.; deduce cause and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- l. Distinguish between literal and implied meanings.
- m. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- n. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

Based on the theories above, we can concluded that reading comprehension is a process of understanding the meaning of the text, including predicting content, understanding the main idea, and interpreting the text.

2. Teaching Reading

Reading is one of the skills that should be mastered by students besides speaking, writing and listening. Teaching reading is important parts in English learning and Indonesian curriculum. Where teaching reading is not only applied for Elementary schools, Junior high schools, or Senior high shools, but also for college students or University. As pointed out by Brown that teaching is showing or helping

someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.⁸

The aim of teaching reading is to develop the students' ability in reading in order the students are able to comprehend and understand the meaning of the text. According to Nunan in Mizdalisa, teaching reading has three activities, they are as follow:⁹

a. Pre-reading activity

Pre-reading activity helps to establish a proper set for the reading and discussion of the passage. Pre-reading activity is used to introduce the topic and to motivate the students to read the passage. Reading the text is not only always interesting and pre-reading activity gives the necessary motivation to read the passage.

b. Whilst reading activity

In whilst reading activity, the teacher develops the students' reading skill of skimming and scanning. Skimming is reading rapidly to get general information, and scanning is reading rapidly to find special information.

⁸ Brown, H.Douglas. 2000. *Principles of Language Learning and Teaching Fourth Education*. New York: Pearson Education. p.7

⁹ Misdaliza. 2005. *The Uses of Picture Series in Teaching Reading at MAN KAMPAR AIR TIRIS*. Pekanbaru: UIN SUSKA. Unpublished Undergraduate Degree. p.3-4

c. Post reading activity

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

McNeil, et.al, stated that the following are some of the most important reasons why pupils learn to read. The ordering of items does not imply priority and there is some overlap.¹⁰

- a. To be accepted by parents, teachers, peers, community, employers, and religious and other groups.
- b. To help others through reading, for example, reading to the blind.
- c. To participate more fully in the religious experience and to seek spiritual understanding and inspiration through reading.
- d. To solve problems related to obtaining food, shelter, and other basic needs.
- e. To engage in intellectual study, hobbies, and other interests.
- f. To attain a satisfying economic level by holding a job requires particular reading skills and to improve one's performance through reading.
- g. To escape psychologically through fairy tales, plays, short stories, and the like.
- h. To find pleasure through the written word, including an appreciation of fine writing, and to seek knowledge for the pleasure of knowing.
- i. To expand one's views and satisfy one's curiosity through reading.
- j. To improve oneself by finding specific information, new opportunities, and new studies in reading.
- k. To protect one's political and economic interests by understanding through reading the forces that are affecting one's life.

As pointed out by John Langan that there are several important reading skills to answer reading comprehension questions. The skills are:¹¹

¹⁰ McNeil, et.al. 1980. *How to Teach Reading Successfully*. Boston: Little, Brown and Company. p.7

¹¹ Langan, John. 2006. *English Skills with Reading, sixth edition*. New York: McGraw-Hill. p.590-591

- a. Understanding vocabulary in context. To decide on the meaning of unfamiliar word, and consider its context.
- b. Summarizing the selection by providing a title for it (subject or title). The title should accurately describe the entire selection.
- c. Determining the main idea. Choose the statement that you think best expresses the main idea or thesis of the entire selection.
- d. Recognizing key supporting details.
- e. Making inferences.

According to Nurhadi in Mahyuddin there are some factors in reading process, they are:¹²

- a. Internal factor

These factors come from the students that include all personal factors in addition; these factors can be classified as follows:

- 1) Intelligent, here is that reading as thinking and reading as reasoning. It means that it is reading process the writer will remember understand, differ, compare and analyze.
- 2) Motivation, needed by the writer, because if the writer does not have motivation in reading, the reader will be difficult to understand what the text is about.

¹² Mahyuddin. 2007. *The Ability in Using Pre-reading Activity in Comprehending the Reading Text of the Second Year Students of Islamic Senior High School Yayasan As-Syafiyah Air Tiris Kampar*. Pekanbaru: UIN SUSKA. Unpublished Undergraduate Degree. p.12-13

3) Attitude, it means that how is the attitude of the reader in purpose of reading.

b. External factors

External factors are the factrors that come from outside of the students; these factors are environment, social economic, background, reading facilities, and reading habits.

Based on the statements above, we can concluded that teaching is showing or helping someone to learn how to do something, giving instructions. There are some activities of teaching reading, they are: Pre-reading activity, Whilst reading activity, and Post reading activity. Besides, any factors of reading process, they are: internal and external factor.

3. The Concept of Hortatory Exposition

a. Definition of Hortatory Exposition

Hortatory exposition is a text which is presenting the attempt of the writer to have the address do something or act in certain way.¹³

b. Social function of Hortatory Exposition

Social function or purpose of hortatory exposition is to persuade the reader or listener should or should not be the case.

Generic structure or text organization of hortatory exposition are:¹⁴

1) Thesis : announcement of issue concern

¹³ Definition of hortatory exposition. Retrieved on January 12, 2012 from <http://understandingtext.blogspot.com/2007/12/what-is-hortatory-exposition.html>.

¹⁴ Benyamin, Herman, et al. 2010. *Advanced Learning English 2*. Bandung: Facil (Grafindo Media Pratama). p.195

- 2) Arguments : reasons for concern, leading to recommendation
- 3) Recommendation: statement of what ought to or ought not to happen

Language Features:¹⁵

- 1) The use of emotive words (e.g: alarmed, worried)
- 2) The use of words that qualify statement (e.g: usual, probably)
- 3) The use of words that link arguments (e.g: firstly, however, on the other hand, therefore)
- 4) The use of present tense
- 5) The use of compound and complex sentences
- 6) The use of modal and adverbs (e.g: can, may, certainly, get, stop)
- 7) The use of subjective opinions using pronouns I and We

4. The Concept of Word Sort Strategy

a. Definition of Word Sort Strategy

Word Sorts are small group, categorizing and classifying activities. Word Sorts help students activate and use their prior knowledge as well as providing them an opportunity to learn from and with each other.¹⁶ According to TCM Staff, Word Sort can be used as a pre-reading strategy that prepares students for the information that will be covered in the text.¹⁷ In addition, according to Raffini this strategy builds a sense of competence and relatedness through a group activity that can help all

¹⁵ Sudarwati, Th. M, and Eudia Grace. 2007. *Look Ahead An English Course*. Jakarta: Erlangga. p.204

¹⁶ Padak, Nancy

¹⁷ TCM Staff, *loc.cit.* p.22

students improve their comprehension of content reading.¹⁸ This strategy prepares the students' prior knowledge from a list of words that have been taken from the text for the information that will be covered in the text. So, it can be concluded that Word Sort strategy is an activity to recognize, identify, and classify the words into different categories based on the information of the text. The result of this strategy is reading comprehension.

b. Procedures of Word Sort Strategy

James Raffini stated that this strategy helps students improve their understanding and comprehension of textbook and supplementary reading selection by encouraging them to use categories to organize and classify information. Through this inductive process, students gain practice intergrating the meaning of words.

The teacher begins by reviewing the assigned reading selection to decide what information is important enough for all students to intergrate. Words representing this information are then placed into a word sort that require students to use categories to identify and classify the shared features of the words. In addition to selecting the information words, the teacher also predetermines the categories to be used in classification by examining the selected passage to identify inclusive concept.

Next, the teacher assigns students to a small groups and distributes the words and categories (chalkboards and overheads can be used). The teacher then asks the students to study the reading selection to identify features that the words have in common and to sort the words into the predetermines categories. Students are asked to discuss the meaning of the words and to seek consensus before they palce the words into categories. They should also be prepared to justify their decisions based on the information contained in the story.

The following list in example of a word sort taken from a social studies unit (Wham, 1988, p.54). The teacher asks students to discuss the word and to use the reading selection to sort the word into the appropriate categories. Next, the teacher should tell the students that some words can be sorted into more than one category, but it is important that each student can explain the reasons for their categories selections.¹⁹

¹⁸ Raffini, *loc.cit.* p.95

¹⁹ Raffini, *loc.cit.* p. 95-96

Based on the explanation above, the procedures of Word Sort strategy can be listed as follows:

- 1) The teacher begins by reviewing the reading text to decide what information is important.
- 2) The teacher predetermines the categories to be used in classification.
- 3) The teacher assigns students to a small groups and distributes the words or phrases and categories.
- 4) The teacher then asks the students to study the reading text to identify the words or phrases into the predetermines categories.
- 5) The teacher asks students to do discussion about the text.

TCM Staff stated that word sorts can be used as a prereading strategy that prepares students for the information that will be covered in the text.

Word sorts allow students to:²⁰

- a. Share what already know on the topic.
- b. Provide a purpose for reading the text.
- c. Increase their curiosity on the topic.

Word sorts are very similar to the List, Group, and Label activity. The only difference is that when doing a word sort, the teacher provides students a list of words that have been taken from the text. Students organize the words into different group and then label each group of words. After the list has been completed, the teacher can lead students in a discussion about the topic. Students can share their expectations and predictions in regard to the text.

²⁰ TCM Staff, *loc.cit.* p.22 and 27

Based on the explanation above, the procedures of word sort strategy can be listed as follows:

- 1) The teacher provides a list of words that have been taken from the text.
- 2) The teacher ask students to organize the words into different group and then label each groups.
- 3) After the list has been completed, the teacher can lead students in a discussion about the topic.
- 4) Students share their expectations and predictions in regard to the text.

Based on two of procedures above, we can conclude the procedures of Word Sort strategy are:

- 1) The teacher provides students reading text and a list of words that have been taken from the text.
- 2) The teacher makes students into some groups.
- 3) The teacher asks students to read reading text to identify the words.
- 4) The teacher asks students to organize the words into different groups and then label each group.
- 5) After the list has been completed, the teacher asks students to do discussion to determine the topic.
- 6) The teacher asks students to explain their reasons and predictions in regard to the text.

Hortatory Exposition Text:

.....

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding.

First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the raiders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on the way. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they place simply the helmets on the head without settling them

properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

For example: **Word Sort Strategy**

Directions: Read the words in the word bank that are related to your topic. Choose three groups to make for the words. Label the groups. Write words from the word bank in the different groups.

Topic: Why Should Wearing a Helmet when Motorcycling

Word bank	Group 1: (Thesis)	Group 2: (Arguments)	Group 3: (Recommendation)
image protect style	helmet	image	simply
helmet worse express	motorcycle	protect	properly
motorcycle accident	spill	style	comfort
spill riders various	riders	worse	bikers
save design badly	badly	express	fasten
important confident	reduce	accident	head
sparty simply project		various	
properly comfort		save	
bikers benefit fasten		design	
injured head reduce		important	
		confident	
		sparty	
		project	
		benefit	
		injured	

B. The Relevant Research

To advance of this research, it is necessary for the writer to find some the relevent research. The writer uses relevant research in area of Pre-reading, according to TCM Staff stated that Word Sort can be used as a pre-reading strategy that prepares students for the information that will be covered in the text. A research by **Mahyuddin** (2007) was titled “The Ability in Using Pre-Reading Activity in Comprehending the Reading Text of the Second Year Students of Islamic Senior High School (MA) Yayasan Asy-Syafiiyah Air Tiris Kampar”. He found that the students’ ability in comprehending the text by using Pre-Reading Activity was categorized into poor. It means that pre-reading activity didn’t gives influence on the students’ ability in comprehending reading text.²¹

A research by **Rahmanita** (2009) was titled “The Use Word Sort Strategy to Improve Students’ Vocabulary of the Second Year Students at SMP Muhammadiyah Malang”. He found that the result of the research that was the percentage of using Word Sort strategy in improving students’ Vocabulary was Good. It means that Word Sort strategy gives a good influence improving students’ vocabulary of the Second Year Students at SMP Muhammadiyah Malang.²²

²¹ Mahyuddin. 2007. *The Ability in Using Pre-reading Activity in Comprehending the Reading Text of the Second Year Students of Islamic Senior High School Yayasan As-Syafiiyah Air Tiris Kampar*. Pekanbaru: UIN SUSKA. Unpublished Undergraduate Degree.

²² Rahmanita. 2009. *The Use Word Sort Strategy to Improve Students’ Vocabulary of the Second Year Student at SMP Muhammadiyah Malang*. Malang: Universitas Muhammadiyah Malang.. Unpublished Undergraduate Degree.

C. The Operational Concept

The operational concept is a concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpreting for this research. For this reason, the operational concept must be defined a clear statement to obtain the needed data at the research location. There are two variables used in this research. The first is word sort strategy as variable X, and the second is reading comprehension as variable Y. The indicators as follows:

Variable “X” :²³

1. The teacher provides students reading text and a list of words that have been taken from the text.
2. The teacher makes students into some groups.
3. The teacher asks students to read reading text to identify the words.
4. The teacher asks students to organize the words into different groups and then label each group.
5. After the list has been completed, the teacher asks students to do discussion to determine the topic.
6. The teacher asks students to explain their reasons and predictions in regard to the text.

²³ Raffini, *loc.cit.* p.95-96 and TCM Staff, *loc.cit.* p.22 and 27

Variable “Y” :²⁴

1. Students are able to identify topic of the text.
2. Students are able to identify communicative purpose of the text.
3. Students are able to identify generic structures of the text.
4. Students are able to understand vocabulary in context.
5. Students are able to identify word of reference.

D. Assumptions and Hypothesis

1. Assumptions

- a. Using Word Sort Strategy can improve students’ reading comprehension of the text.
- b. The better word sort strategy is applied in teaching reading comprehension, the better students’ ability on reading comprehension.

2. Hypothesis

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

H_a: There is a significant effect of using word sort strategy toward students’ reading comprehension.

H₀: There is no significant effect of using word sort strategy toward students’ reading comprehension.

²⁴ Based on the syllabus kelas XI (SMA N 2 Siak Hulu) semester 2 and the book from John Langan. 2006. *English Skills with Reading, sixth edition*. New York: McGraw-Hill. p.590-591

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The type of this research was Quasi Experimental Research. This research consists of two variables, they were independent variable (X) used Word Sort strategy, and dependent variable (Y) was students' reading comprehension. As pointed out by Creswell that quasi-experiments include assignment, but not random assignment of participants to group. This is because experimenter can not artificially create groups for the experiment.¹ According to Gay experiment is the quantitative approach that provides the greatest degree of control over the research procedure.² In addition, Creswell stated that experimental design is procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in result for participant.³ In this research, the writer took two classes; the first class was as experimental class (X) taught by using Word Sort strategy. While the second class was as control class (Y) taught without using Word Sort strategy. It was an appropriate way of this research in order to know the significant effect of using word sort strategy toward students' reading comprehension of the second year students at State Senior High School 2 Siak Hulu-Kampar Regency.

¹ Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluation Quantitative and Qualitative Research*. New Jearsey: Pearson Education, Inc. p.313

² Gay, L.R. 2000. *Educational Research: Competences for Analysis and Application sixth edition*. New JearseyG: Prentice- Hall. p.15

³ Creswell, *loc.cit.* p.60

TABLE III.1
Research Design (Quasi Experimental Research)

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

B. The Location and Time of the Research

This research has been carried out at State Senior High School 2 Siak Hulu-Kampar Regency. It has been conducted on April until June 2012.

C. The Subject and Object of the Research

Based on the title of this research, the subject of this research was the second year students at State Senior High School 2 Siak Hulu-Kampar Regency. Then, the object of this research was the effect of using Word Sort strategy toward students' reading comprehension.

D. The Population and Sample of the Research

The population of this research was all students of science classes of the second year at State Senior High School 2 Siak Hulu. The total number of students of science classes of the second year at State Senior High School 2 Siak Hulu was about 140 students from four classes (XI IPA 1 – XI IPA 4). The sample consisted of two classes. The writer took class XI IPA 1 and XI IPA 2 as sample. Where class XI IPA

1 was Experimental class and XI IPA 2 was control class. For the population and sample can be seen on table below:

TABLE III.2
Total of Population

No.	Number of Classes	Number of Students
1.	XI IPA 1	35 students
2.	XI IPA 2	35 students
3.	XI IPA 3	36 students
4.	XI IPA 4	34 students
Total		140 students

To get sample of population, the writer used cluster sampling randomly to obtain sample of population, it was done by selecting groups (not individuals).⁴ All the students of science classes (selected groups) of the second year at State Senior High School 2 Siak Hulu had similar characteristics.

TABLE III.3
Sample of the Research

No.	Class	Number of students
1.	XI IPA 1 (experimental class)	35 students
2.	XI IPA 2 (control class)	35 students
Total		70 students

⁴ Gay, *loc.cit.* p.129

E. The Technique of Collecting the Data

To get the data of the research, the writer used technique of collecting the data was test. Test used to obtain the information about the data or scores of students' reading comprehension in hortatory exposition text, the writer used the test. Testing is the way in which information about people's language ability can be gathered.⁵ In this research, the test would be done twice, they were pre-test and post-test; each items of the test consisted of 25 items. Then, the test consisted of five passages with five questions for each. Before and after treatment intended to obtain students' reading comprehension score.

a. Pre Test

At the beginning, every participant both experimental and control group take pre-test to find out reading score to determine the class as experimental group and control group.

b. Post Test

The same test was administered by experimental and control group at the end of course. It was aimed to see if they were different between the two groups.

As pointed out by Hughes, there are many techniques that can be assessed for students' comprehension in reading test. In this research, writer used one technique, that was multiple choices. Multiple choice is a technique that consists of four options

⁵ Hughes, Arthur. 2003. *Testing Language Teacher*. Cambridge: Cambridge University Press. p.5

answer and respondents choose the best answer based on the text and questions offered. This technique can assess the students' reading comprehension.⁶

F. The Research Procedures

Since Word Sort strategy was used in teaching-learning process toward reading comprehension skill, it helped teacher to achieve the goal of teaching. The procedure of this research was divided into two phases:

1. Procedures of Collecting the Data for Experimental Group

a. Pre-test

The pre-test was carried out to determine the ability of the students selected as the sample. The test is about reading comprehension appropriate with the curriculum of the school.

b. Experimental Treatment

The treatment was conducted for experimental class only. The treatment was using Word Sort strategy in teaching English part reading comprehension. The length of the time to apply the technique was six meetings.

c. Post-test

After six meetings (including pre-test), the post-test was done. The result of post-test for experimental group was analyzed and used as final data for this research.

⁶ Hughes, *loc.cit.* p.143

2. The Procedures of Collecting the Data for Control Group

a. Pre-test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental group, the difference was only the time.

b. Conventional Techniques

In this study, the teacher taught reading comprehension for control group by using conventional technique. The technique used in the classroom usually was done by steps below:

- 1) The teacher asked the students' prior knowledge related to the material.
- 2) The teacher gives explanation about ahead the material.
- 3) The teacher gives exercises or makes the students into some groups to do discussion related to the material based on the teacher's instruction.
- 4) The teacher collected the students' assignment.
- 5) The teacher concludes the lesson before closing.

c. Post-test

Post-test in control group were administrated after giving the treatment for experimental group. The result of post-test for control group was analyzed and also used as final data for this research.

G. The Validity and Reliability of the Test

1. Validity

An instrument is valid if it is able to measure what must be measured. In validity of instrument of the test, it can be seen by the difficulties of the test. On the other hand, test is not too easy and test is not too difficult.

Before getting the data, the writer used all of items for try out. Arikunto said that try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value was ≥ 0.30 and ≤ 0.70 ⁷

The items that could not fulfill the standard value were replaced. The facility value under **0.30** is considered difficult and above **0.70** is considered easy. The items can be accepted if the value located upper **0.30** and under **0.70**.

The level of difficulty was used to show how easy and difficult an item is. It was calculated by using the formula:⁸

$$P = \frac{B}{JS} \quad Q = 1 - P$$

Where:

P = difficulty level

B = the number of correct answer

JS = the number of student

⁷ Arikunto, Suharsimi. 2011. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. p.76

⁸ Arikunto, *loc.cit.* p.208

The proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. The data of validity can be seen at **Appendix 3** and **4**.

TABLE III.4
Blue Print of Pre-test and Post-test

Indicators	Items
1. Identify topic of the text	1, 6, 11, 16, 21
2. Identify communicative purpose of the text	2, 7, 12, 17, 22
3. Identify generic structures of the text	3, 8, 13, 18, 23
4. Understand vocabulary in context	4, 9, 14, 19, 24
5. Identify word of reference	5, 10, 15, 20, 25

Based on the table III.4, the proportion indicators of reading text are identify topic of the text, it can be seen in item number 1, 6, 11, 16, 21, identify communicative purpose of the text, it can be seen in item number 2, 7, 12, 17, 22, identify generic structures of the text, it can be seen in item number 3, 8, 13, 18, 23, understand vocabulary in context, it can be seen in item number 4, 9, 14, 19, 24, identify word of reference, it can be seen in item number 5, 10, 15, 20, 25.

2. Reliability

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

There are some factors affecting the reliability of a test, they are:

- 1) The extent of the sample of material selected for testing.
- 2) The administration of the test, clearly this is an important factor in deciding reliability, especially in tests of oral production and listening.

Anas Sudijono said that if $r_{ii} < 0.70$ means that the test's reliability is low or unreliable and if > 0.70 means that the test' reliability is high or reliable.⁹

$$r_{ii} = \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum p_i q_i}{St^2} \right)$$

Where:

r_{ii} : reliability of instrument

n : total of questions

S_t^2 : total of variance

N : total of respondents

The data of try out II (pre-test) can be seen at **Appendix 4**

To find out $\sum x_t^2$:

$$\sum x_t^2 = \sum x_t^2 - \left(\frac{\sum x_t}{N} \right)^2$$

⁹ Sudijono, Anas. 2009. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada. p.254

$$\begin{aligned}
 &= 6033 - \left(\frac{405}{30}\right)^2 \\
 &= 6033 - \left(\frac{164025}{30}\right) \\
 &= 6033 - (5467.5)
 \end{aligned}$$

$$\sum_{xt}^2 = 565.5$$

To find out S_t^2 :

$$S_t^2 = \frac{\sum_{xt}^2}{N} = \frac{565.5}{30} = 18.85$$

Based on the data, the writer got:

$$n : 25$$

$$S_t^2 : 18.85$$

$$\sum X_t^2 : 6033$$

$$\sum x_t^2 : 565.5$$

$$N : 30$$

$$p_i \cdot q_i : 5.90$$

$$r_{ii} = \left(\frac{n}{n-1}\right) \left(\frac{S_t^2 - \sum p_i q_i}{S_t^2}\right)$$

$$= \left(\frac{25}{25-1}\right) \left(\frac{18.85-5.90}{18.85}\right)$$

$$= \left(\frac{25}{24}\right) (0.6870027)$$

$$= (1.0416667)(0.6870027)$$

$$= 0.7156278$$

$$= 0.716$$

The data of try out II (post-test) can be seen at **Appendix 4**

To find out $\sum x_t^2$:

$$\begin{aligned}\sum_{xt}^2 &= \sum_{xt}^2 - \left(\frac{\sum xt}{N}\right)^2 \\ &= 5671 - \left(\frac{387}{30}\right)^2 \\ &= 5671 - \left(\frac{149769}{30}\right) \\ &= 5671 - (4992.3)\end{aligned}$$

$$\sum_{xt}^2 = 678.7$$

To find out S_t^2 :

$$S_t^2 = \frac{\sum_{xt}^2}{N} = \frac{678.7}{30} = 22.62$$

Based on the data, the writer got:

$$n : 25$$

$$S_t^2 : 22.62$$

$$\sum X_t^2 : 5671$$

$$\sum x_t^2 : 678.7$$

$$N : 30$$

$$pi.qi : 6.06$$

$$\begin{aligned}
 r_{ii} &= \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \frac{\sum p_i q_i}{n}}{S_t^2} \right) \\
 &= \left(\frac{25}{25-1} \right) \left(\frac{22.62-6.06}{22.62} \right) \\
 &= \left(\frac{25}{24} \right) (0.7320955) \\
 &= (1.0416667)(0.7320955) \\
 &= 0.7625995 \\
 &= 0.763
 \end{aligned}$$

To know reliability of the test, or test is reliable, the result score of reliability of instrument test must be higher than r_t . On the other hand, $r_{ii} > r_t (0.7)$. Based on the result score of reliability of instrument tests above, it can be seen that r_{ii} for try out II (pre-test) is 0.716, and r_{ii} for try out II (post-test) is 0.763. It means that r_{ii} for both of the tests above are higher than $r_t (0.7)$. So, both of the instrument test are reliable.

H. The Technique of Data Analysis

This research used Quasi experimental research. In this case, there were two classes. In analyzing the data, the writer used independent T-test formula¹⁰, in order to get whether there is a significant effect of using Word Sort strategy toward

¹⁰ Hartono. 2008. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar. p.207-213

students' reading comprehension, and the data were analyzed by using SPSS 15.0 version. The significant level in analyzing the score t_{observed} through using SPSS 15.0 version is 5% or 1%.

The hypotheses statistically:

$$H_a : T_{\text{observed}} \geq T_{\text{table}}$$

$$H_0 : T_{\text{observed}} < T_{\text{table}}$$

H_a is accepted if $T_{\text{observed}} \geq T_{\text{table}}$ or there is a significant effect of using Word Sort strategy toward reading comprehension of the second year students at State Senior High School 2 Siak Hulu.

H_0 is accepted if $T_{\text{observed}} < T_{\text{table}}$ or there is no a significant effect of using Word Sort strategy toward reading comprehension of the second year students at State Senior High School 2 Siak Hulu.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Research

The purpose of this research is to obtain the result score of students' reading comprehension taught by using Word Sort strategy and taught without using Word Sort strategy, in order to know the significant effect of using Wort Sort strategy toward students' reading comprehension. The data were obtained from the students' post-test score of experimental class and control class.

Before taking the data, the writer tried to try out. They were try out for pre-test questions, and try out for post-test questions. Try out has been done in two times. Then, the writer gave pre-test and post-test to XI IPA 1 and XI IPA 2 as sample. The writer asked the students to answer some questions based on the text offered; the text was hortatory exposition. Based on the result of pre-test, it was found that XI IPA 1 as experimental class and XI IPA 2 as control class. Then, the writer gave treatment to experimental class.

In experimental class, the writer used Word Sort strategy in teaching hortatory exposition text and the same format of questions but in difference text of hortatory exposition for post-test. While, control class was taught without using Word Sort strategy, and this class was taught by English teacher of the second year students at State Senior High School 2 Siak Hulu. The result of reading test was evaluated by

concerning on five components based on the syllabus and John Langan's book of the second year students of second semester for hortatory exposition text, they were:

1. Students are able to identify topic of the text.
2. Students are able to identify communicative purpose of the text.
3. Students are able to identify generic structures of the text.
4. Students are able to understand vocabulary in context.
5. Students are able to identify word of reference.

The total of post-test in both classes was significant different. The total score of post-test of the experimental class was about 2516, the lowest score was 64 and the highest was 84. While, the total score of post-test of control class was about 2292, the lowest score was 56 and the highest was 80.

B. The Data Presentation

1. The Data of Reading Comprehension Test

The total of the test for both classes was significant different. The data of this research were gotten from the scores of students' pre-test and post-test. The data were collected through the following procedures:

- a. Both classes (experimental class and control class) were asked to do pre-test and post-test.
- b. The teacher evaluated the test based on reading comprehension aspects that consisted of identify topic of the text, identify communicative purpose of the text, identify generic structures of the text, understand vocabulary in context,

and identify word of reference. It was done to make easy the teacher to collect the data.

TABLE IV.1
The Score of Students' Reading Comprehension

No	Students	Experimental Class		Gain	Control Class		Gain
		Pre-Test	Post-Test		Pre-Test	Post-Test	
1	S-1	60	76	16	68	72	4
2	S-2	56	64	8	64	56	-8
3	S-3	68	80	12	56	60	4
4	S-4	48	68	20	68	76	8
5	S-5	64	72	8	52	64	12
6	S-6	52	68	16	64	60	-4
7	S-7	68	72	4	72	72	0
8	S-8	56	64	8	56	64	8
9	S-9	68	84	16	64	56	-8
10	S-10	64	72	8	52	60	8
11	S-11	68	68	0	68	72	4
12	S-12	56	64	8	60	68	8
13	S-13	68	80	12	72	80	8
14	S-14	64	68	4	68	60	-8
15	S-15	68	72	4	64	64	0
16	S-16	56	64	8	60	72	12
17	S-17	64	80	16	64	68	4
18	S-18	68	72	4	56	64	8
19	S-19	48	64	16	68	60	-8
20	S-20	60	68	8	60	64	4
21	S-21	68	76	8	68	76	8
22	S-22	52	68	16	56	60	4
23	S-23	60	72	12	64	68	4
24	S-24	68	76	8	68	64	-4
25	S-25	64	80	16	60	60	0
26	S-26	48	68	20	72	80	8
27	S-27	64	72	8	64	60	-4
28	S-28	68	68	0	52	64	12
29	S-29	56	64	8	68	68	0
30	S-30	64	76	12	56	60	4
31	S-31	68	84	16	60	64	4
32	S-32	52	64	12	64	60	-4
33	S-33	64	72	8	68	72	4
34	S-34	68	84	16	64	64	0
35	S-35	60	72	12	56	60	4
Total		2148	2516	368	2196	2292	96

Gain was calculated by using Microsoft Excel program. It was found by minus of post-test score and pre-test score, it means that Gain is the difference of post-test score and pre-test score:¹

$$g = \frac{S_{Post} - S_{Pre}}{S_{Maks} - S_{Pre}}$$

Explanation:

S_{Post} = Post-test score

S_{Pre} = Pre-test score

S_{Maks} = Maximum score

The result of the test from experimental class and control class can be seen in the following table:

TABLE IV.2
The Statistics of Experimental Class and Control Class

		Preexp	Postexp	Precont	Postcont
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		61,37	71,89	62,74	65,49
Median		64,00	72,00	64,00	64,00
Mode		68	72	64(a)	60
Std. Deviation		6,717	6,249	5,883	6,441
Variance		45,123	39,045	34,608	41,492
Range		20	20	20	24
Minimum		48	64	52	56
Maximum		68	84	72	80
Sum		2148	2516	2196	2292

a Multiple modes exist. The smallest value is shown

¹ <http://ml.scribd.com/doc/46324703/Metode-Analysis>, Retrieved on January 19, 2012

Based on the output above, it shows that mean of pre-test in experimental class was 61.37, and mean of post-test in experimental class was 71.89. While mean of pre-test in control class was 62.74, and mean of post-test in control class was 65.49. Std.deviation of pre-test in experimental class was 6.717, and std.deviation of post-test in experimental class was 6.249. While std.deviation of pre-test in control class was 5.883, and std.deviation of post-test in control class was 6.441. It means that the experimental class was better after treatment than control class.

TABLE IV.3
The Classification of Students' Score:²

Score	Categories
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Poor
30 – 39	Failure

a. Students' Reading Comprehension Taught By Using Word Sort Strategy

There were 25 items of reading comprehension test which were given to 35 respondents in this research. From pre-test of experimental class, the lowest score was 48 and the highest was 68. While from post-test of experimental class, the lowest score was 64 and the highest was 84. These data were obtained from the

² Arikunto, *loc.cit.* p.245

research by using software SPSS 15.0 version. The data description can be seen as follows:

TABLE IV.4
The Frequency Distribution of Pre-Test in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48	3	8,6	8,6	8,6
52	3	8,6	8,6	17,1
56	5	14,3	14,3	31,4
60	4	11,4	11,4	42,9
64	8	22,9	22,9	65,7
68	12	34,3	34,3	100,0
Total	35	100,0	100,0	

Based on the output above, it can be seen that there are 35 respondents. The frequency of interval 48 is 3 students (8.6%), the frequency of interval 52 is 3 students (8.6%), the frequency of interval 56 is 5 students (14.3%), the frequency of interval 60 is 4 students (11.4%), the frequency of interval 64 is 8 students (22.9%), the frequency of interval 68 is 12 students (34.3%).

TABLE IV.5
The Classification score of Pre-Test in Experimental Class

NO	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	0	0%
2	Good	66 – 79	12	34.2%
3	Enough	56 – 65	17	48.6%
4	Poor	40 – 55	6	17.1%
5	Failure	30 – 39	0	0%
Total			35	100%

The table IV.5, shows the classification of pre-test of experimental class. The output from 35 students shows that the category of number 1 shows no frequencies (0%), the category of number 2 shows 12 frequencies (34.2%), the category of number 3 shows 17 frequencies (48.6%), the category of number 4 shows 6 frequencies (17.1%), the category of number 5 shows no frequencies (0%). The table above shows that the highest percentage of the classification of pre-test of experimental class is 48.6%. Thus, the majority of students in this regard is classified into **Enough** category.

TABLE IV.6
The Frequency Distribution of Post-Test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	7	20,0	20,0	20,0
	68	8	22,9	22,9	42,9
	72	9	25,7	25,7	68,6
	76	4	11,4	11,4	80,0
	80	4	11,4	11,4	91,4
	84	3	8,6	8,6	100,0
	Total	35	100,0	100,0	

Based on the output above, it can be seen that there are 35 respondents. The frequency of interval 64 is 7 students (20.0%), the frequency of interval 68 is 8 students (22.9%), the frequency of interval 72 is 9 students (25.7%), the frequency of interval 76 is 4 students (11.4%), the frequency of interval 80 is 4 student (11.4%), and the frequency of interval 84 is 3 student (8.6%).

TABLE IV.7
The Classification score of Post-Test in Experimental Class

NO	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	7	20%
2	Good	66 – 79	21	60%
3	Enough	56 – 65	7	20%
4	Poor	40 – 55	0	0%
5	Failure	30 – 39	0	0%
Total			35	100%

The table IV.7, shows the classification of post-test of experimental class. The output from 35 students shows that the category of number 1 shows 7 frequencies (20.0%), the category of number 2 shows 21 frequencies (60.0%), the category of number 3 shows 7 frequencies (20.0%), the category of number 4 shows no frequencies (0%), the category of number 5 shows no frequencies (0%). The table above shows that the highest percentage of the classification of post-test of experimental class is 60.0%. Thus, the majority of students in this regard is classified into **Good** category.

b. Students' Reading Comprehension Taught Without Using Word Sort Strategy

There were 25 items of reading comprehension test which were given to 35 respondents in this research. From pre-test of control class, the lowest score was 52 and the highest was 72. While from post-test of control class, the lowest score was

56 and the highest was 80. These data were obtained from the research by using software SPSS 15.0 version. The data description can be seen as follows:

TABLE IV.8
The Frequency Distribution of Pre-Test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52	3	8,6	8,6	8,6
56	6	17,1	17,1	25,7
60	5	14,3	14,3	40,0
64	9	25,7	25,7	65,7
68	9	25,7	25,7	91,4
72	3	8,6	8,6	100,0
Total	35	100,0	100,0	

Based on the output above, it can be seen that there are 35 respondents. The frequency of interval 52 is 3 students (8.6%), the frequency of interval 56 is 6 students (17.1%), the frequency of interval 60 is 5 students (14.3%), the frequency of interval 64 is 9 students (25.7%), the frequency of interval 68 is 9 students (25.7%), the frequency of interval 72 is 3 students (8.6%).

TABLE IV.9
The Classification score of Pre-Test in Control Class

NO	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	0	0%
2	Good	66 – 79	12	34.2%
3	Enough	56 – 65	20	57.1%
4	Poor	40 – 55	3	8.6%
5	Failure	30 – 39	0	0%
Total			35	100%

The table IV.9, shows the classification of pre-test of control class. The output from 35 students shows that the category of number 1 shows no frequencies (0%), the category of number 2 shows 12 frequencies (34.2%), the category of number 3 shows 20 frequencies (57.1%), the category of number 4 shows 3 frequencies (8.6%), the category of number 5 shows no frequencies (0%). The table above shows that the highest percentage of the classification of pre-test of control class is 57.1%. Thus, the majority of students in this regard is classified into **Enough** category.

TABLE IV.10
The Frequency Distribution of Post-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	5,7	5,7	5,7
	60	11	31,4	31,4	37,1
	64	9	25,7	25,7	62,9
	68	4	11,4	11,4	74,3
	72	5	14,3	14,3	88,6
	76	2	5,7	5,7	94,3
	80	2	5,7	5,7	100,0
	Total	35	100,0	100,0	

Based on the output above, it can be seen that there are 35 respondents. The frequency of interval 56 is 2 students (5.7%), the frequency of interval 60 is 11 students (31.4%), the frequency of interval 64 is 9 students (25.7%), the frequency of interval 68 is 4 students (11.4%), the frequency of interval 72 is 5 students (14.3%), the frequency of interval 76 is 2 students (5.7%), and the frequency of interval 80 is 2 students (5.7%).

TABLE IV.11
The Classification score of Post-Test in Control Class

NO	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	2	5.7%
2	Good	66 – 79	11	31.4%
3	Enough	56 – 65	22	62.9%
4	Poor	40 – 55	0	0%
5	Failure	30 – 39	0	0%
Total			35	100%

The table IV.11, shows the classification of post-test of control class. The output from 35 students shows that the category of number 1 shows 2 frequencies (5.7%), the category of number 2 shows 11 frequencies (31.4%), the category of number 3 shows 22 frequencies (62.9%), the category of number 4 shows no frequencies (0%), the category of number 5 shows no frequencies (0%). The table above shows that the highest percentage of the classification of pre-test of control class is 62.9%. Thus, the majority of students in this regard is classified into **Enough** category.

C. The Data Analysis

The data analysis presents the statistical result followed by the discussion about the effect of using Word Sort strategy toward reading comprehension of the second year students at State Senior High School 2 Siak Hulu, focused on hortatory exposition text. The data analysis was divided into two classes; experimental class

and control class. The writer used independent T-test formula from software SPSS 15.0 version to analyze the data.

TABLE IV.12
Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean	
Experimental class	1	35	10,51	5,232	,884
control class	2	35	2,74	5,883	,994

Based on the output above, it can be seen that the total number of each class is 35 respondents, the mean of experimental group is 10.51, and mean of control group is 2.74. Standard deviation of experimental group is 5.232, while standard deviation of control group is 5.883. Standard error mean of experimental group was 0.884, and control group is 0.994.

TABLE IV.13
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Upper	Lower
Experimental class and Control class	Equal variances assumed	.254	.616	5.840	68	.000	7.771	1.331	5.116	10.427
	Equal variances not assumed			5.840	67.086	.000	7.771	1.331	5.115	10.428

Based on the output above, it can be seen that “ t_{observed} ” obtained (5.840) will be compared to “ t_{table} ”, $df = 68$ to compare either at the level of 5% or 1%. At the significant level of 5%, t_{table} is 2.00, while at the level of 1%, t_{table} is 2.65. Thus, the t_{observed} obtained is higher than t_{table} , either at the level 5% or 1%. In other words, we can read $2.00 < 5.840 > 2.65$. It also can be seen that “ F_{observed} ” obtained (0.254), and “ F_{table} ” (0.05). It can be read $F_{\text{observed}} > F_{\text{table}}$ ($0.254 > 0.05$). It means that, H_a is accepted and H_0 is rejected.

Based on the calculation, the writer concluded that H_a is accepted or there is a significant effect of using Word Sort strategy toward reading comprehension of the Second Year Students at State Senior High School 2 Siak Hulu-Kampar Regency.

Based on the result of the data, writer concluded that Word Sort strategy was able to give a good effect toward students’ reading comprehension and also English teaching and learning process in the classroom. Word Sort strategy is an activity to recognize, identify, and classify the words into different categories based on the information of the text. The purpose of this strategy is prepares students’ prior knowledge for the information that will be covered in the text. Besides this strategy also builds a sense of competence and relatedness through a group activity that can help all students improve their comprehension of content reading.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Reading is one of English skills that should be mastered by students. Reading is an important skill in finding the information in written language. The purpose of reading also determines the appropriate approach to reading comprehension.

Word Sort strategy is a strategy which is used in this research. The aim of this strategy is to improve students' reading comprehension of content reading. After writer collecting the data and analyzed the data, the result of the score shows that the students' reading comprehension taught by using Word Sort strategy is classified into **Good** category. Meanwhile the students' reading comprehension taught without using Word Sort strategy is classified into **Enough** category.

Furthermore, from the result of data analysis, the researcher found that H_a is accepted and H_0 is rejected. It means that, there is a significant Effect of Using Word Sort strategy toward reading comprehension of the second year students at State Senior High School 2 Siak Hulu-Kampar Regency.

B. Suggestions

Based on the writer finding, the writer would like to give some suggestions. From the conclusion of the research above, it is found that using Word Sort strategy can give significant effect toward students' reading comprehension of hortatory exposition text. The suggestions are below:

1. This strategy is helpful to be implemented by the teachers at SMAN 2 Siak Hulu to improve students' reading comprehension.
2. The teachers have to use interesting topic in the classroom that is suitable to the students' level and to obtain the lesson objective clearly in order to make the students motivated in learning activity.
3. The teachers have to support their teaching activity with the interesting media.
4. The students have to read the text frequently and take active participation in learning process in order to support their reading comprehension.

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