

**THE EFFECT OF USING WEBBING STRATEGY TOWARDS  
READING COMPREHENSION AT THE SECOND  
YEAR STUDENTS OF STATE JUNIOR HIGH  
SCHOOL 23 PEKANBARU**



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PEKANBARU  
1434 H/2013 M**

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Thesis

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( S. Pd. )



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## ABSTRACT

**TRI ASTUTI ROMADHONI(2013): The Effect of Using Webbing Strategy towards Reading Comprehension at the Second Year Students of State Junior High school 23 Pekanbaru.**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text books at school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at Junior High School 23 Pekanbaru. The subject of the research was the second year students of Junior High School 23 Pekanbaru, and the object of this research was the effect of using Webbing Strategy. The design of this research was quasi-experimental research with nonequivalent control group design.

The population of this research was all of the second year students. The total number of population was 210 students. Because the number of population was large, the researcher used clustering random sampling by taking randomly as sample; class VIII A, consisted of 30 students as an experimental group, and class VIII D which consisted of 30 students as a control group, so the numbers of sample from two classes were 60 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

Finally, based on the analysis of T-test formula,  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant effect of using webbing strategy on reading comprehension at the second year students of State Junior High School 23 Pekanbaru.

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Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin.

Pekanbaru, November 07<sup>th</sup> 2012

The researcher

TRI ASTUTI ROMADHONI

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## CHAPTER 1 INTRODUCTION

### A. The Background of the Problem

In learning English, there are four skills that must be mastered, namely : reading. Listening, speaking and writing. Reading as one of the four skills is a fluent process of reader combining information from a text and their own background knowledge to build meaning that gol is comprehension.<sup>1</sup>

Reading is one of the most important language skills that should be developed inside and outside classroom. It is also one of the most common ways to get information. The reader employs a number of specific skills when reading, and their success in understanding the content of what they see depends on a large extent on these specific skills.

In addition, reading is an essential skill that should be completed with comprehension. Reading comprehension is an important part, that should be mastered by students. Ultimately, reading comprehension can be defined as a process of interpreting meaning and it is not only reading the words, but also proceeding and even interpreting knowledge efficiently and fluently.

Reading is a dialogue between the reader and the author<sup>2</sup>. The students should generate question to help anticipate meaning, search information, respond intellectually and emotionally, infer ideas and explain the further content of the text. However, the main goal of teaching English in Indonesia is to make the students knowledgeable as well as the ability to use English actively.

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<sup>1</sup>David Nunan. *Practice English Language Teaching*. ( New York : McGraw Hill. 2003) P.67.

<sup>2</sup>Stephanie Macceca. *Reading Strategies for Science* .(New York. Shell Education. 1995) P. 4

In general, the aim of teaching reading is to make students able to read English text effectively and efficiently especially in descriptive text. The students are not able to learn about social function, generic structure, and language feature of texts but also pleasure by describing someone or something.

State junior high school (SMPN) 23 Pekanbaru is one of the schools in Pekanbaru. As a formal school, State junior High School 23 Pekanbaru has done English teaching and learning to the students, especially for reading skill. Depending on school Based Curriculum(KTSP), the purpose of English teaching at SMPN especially for reading skill refers to capability of students in comprehending and responding the meaning of monologue text or essay which uses variation of writing accurately, fluently, and contextually in from of the text such as report, narrative, descriptive, and recount<sup>3</sup>. In this research the text focusses on descriptive reading text, and the passing score of English course stated by this school is 7,0.

Based on explanation above, the clear views explain that most of the students need many aspects which have to be mastered in reading skill. In State Junior High School 23 Pekanbaru, teacher usesthree pass technique or strategy in teaching reading. The teacher has taught reading through the type of genre available in students' textbook. The teacher asks the students to read aloud continuously and then, the students will recognize and understand about the kind of texts, the purpose of the text, and so on. Based on preliminary study of the writer at class, the students of SMP 23 Pekanbaru should be able to read the text clearly and understand about every component that may be included in the text it

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<sup>3</sup>*Syllabus of SMPN 23 Pekanbaru*2011/2012. Unpublished

seemed that most of the students still got some problems and difficulties in English especially in reading skill.

It is still very far from the expectation of the curriculum. These problems can be described in the following phenomena:

1. Some of the students are not able to find out main idea of the text.
2. Some of the students are not able to find out specific information from the text.
3. Some of the students are not able to make the reference of the text
4. Some of the students are not able to make the inference of the text
5. Some of the students have lack of vocabulary related to the topic.

Based on the previous statements, the effective reader, especially the students have to bring information, experiences and culture to the printed word. Then, the writer suggests one of the strategies that can help students organize their knowledge and develop expectations about what they are going to read, called Webbing strategy. The webbing strategy helps students remember old information related to the reading and forms expectations about what they will be reading<sup>4</sup>.

According to J. W. Gillet, the purpose of this strategy is to encourage all students to draw on whatever prior knowledge they have, hearing others' ideas is often a trigger of a forgotten bit of information in another's mind, seemingly unrelated information that is directly organized, so that relationship is sought and explored. Pre-reading participation fosters curiosity and gives readers something to watch for as they read, and the last one, the exercise helps the teacher realize

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<sup>4</sup>Jean Wallace Gillet. *Understanding Reading Problems Assessment and Instruction*. (Charles Temple:Harper Collins College Publishers. 1994). P. 219

what prior knowledge is, if any students have on the topic before they begin reading<sup>5</sup>. Therefore, Webbing strategy is an effective strategy toward the students' reading comprehension.

Based on the description and several phenomena above, it is clear that most of the students at SMPN 23 Pekanbaru still have many difficulties which have to be measured as early as possible. Therefore, the writer is interested in studying in dept the problems above in a research entitle “ **THE EFFECT OF USING WEBBING STRATEGY TOWARDS READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF STATE JUNIOR HIGH SCHOOL 23 PEKANBARU**”

## **B. The Definition of the Terms**

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

1. Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables<sup>6</sup>. In this research, effect is defined as the result of teaching reading treated by using webbing strategy at the second year students of State Junior High School 23 Pekanbaru.
2. Webbing strategy requires the students to draw on whatever prior knowledge they have, no matter how extensive or limited, and apply it to

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<sup>5</sup>Ibid. P. 221

<sup>6</sup>Jack C. Richards and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and applied Linguistic*. (Third Edition. New York:Pearson Education. 2002), P. 175

the reading task<sup>7</sup>. In this research, strategy deals is used by students to comprehend reading text.

3. Reading Comprehension. According to Richards, reading perceives a written text in order to understand its contents<sup>8</sup>. And according to Sharon comprehension is the active process of constructing meaning from text<sup>9</sup>. In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and meaning of the texts.

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the explanation of the background also supported by the phenomena above, the writer can conclude that the students at State Junior High School 23 Pekanbaru still get problem and difficulties in learning English especially in Reading comprehension. In this research, the problems that can be identified are as follows:

1. Why are some of the students unable to find out main idea of the text ?
2. Why are some of the students unable to find out specific information from the text?
3. Why are some of the students unable to make the reference of the text?
4. Why are some of the students unable to make the inference of the text?

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<sup>7</sup>Op.cit P.221

<sup>8</sup> Jack C. Richards,et.al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (UK: Longman Group,1992) .p.306

<sup>9</sup> Sharon Vaughn. *Research-Based Methods of Reading Instruction*. (Alexandria, Virginia USA:Association for Supervision and Curriculum Development,2004).p.98

5. Why do some of the students have lack of vocabulary related to the topic?

## **2. The Limitation of the Problem**

Because of consideration of fund and limited time, it is necessary for writer to limit the problem. The writer focuses this research on the effect of using Webbing strategy towards reading comprehension at the second year students of state junior high school 23 Pekanbaru.

## **3. The Formulation of the problem**

Based on limitation of the problem above, the writer would like to formulate the problem as follows:

1. How is the students' comprehension in reading by using webbing strategy at the second year of State Junior High School 23 Pekanbaru?
2. How is the students' comprehension in reading without using webbing strategy at the second year of State Junior High School 23 Pekanbaru?
3. Is there any significant effect of students' comprehension in reading taught by using webbing strategy and those who are not taught by using webbing strategy at the second year of State Junior High School 23 Pekanbaru?

## **D. The Objective and Significance of the Research**

### **1. The Objective of the Research**

- 1) To find out the information about students' comprehension in reading by using Webbing strategy

- 2) To obtain the information about students' comprehension in reading without using webbing strategy
- 3) To elicit the data about the effect of using Webbing strategy in reading comprehension

## **2. The Significance of the Research**

This research finding is hopefully expected to give valuable contribution:

- 1) To the writer as a research in term of learning how far she conducts a research.
- 2) These research findings are also expected to give positive contribution or information to second year students of State Junior High School 23 Pekanbaru and the teacher of English as determiner of the succes of teaching and learning process.
- 3) These research findings are also expected to justify the existing theories on teaching and learning English as the second or foreign language for who are concerned with current issue on teaching and learning language.
- 4) To fulfill one of the requirements to finish the researcher' study in English education department of state Islamic university SUSKA Riau.

## CHAPTER II

### REVIEWING OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading is one of the English skills which should be mastered by the students. According to Brown, there are four language skills in English that should be mastered. They are listening, speaking, reading, and writing<sup>1</sup>. Reading is an important activity in life with which one can update his/ her knowledge. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language<sup>2</sup>. Lince (2005) clarifies that reading is a set of skills that involves making sense and deriving meaning from the printed word<sup>3</sup>. In addition, Nunan states that reading is also a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>4</sup>. Reading is an active process which consists of recognition and comprehension skill<sup>5</sup>. Based on explanation above can be concluded, reading is a general rule about learning that relates to the unknown to the known thing. Reading is not

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<sup>1</sup>Brown H.Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Prentice Hall Regents: New Jersey, 1994), p.217

<sup>2</sup>M.F Patel and Praveen M.Jain. *Language Teaching: Methods, Tools and Techniques*. (Vaishali Nagar, Jaipur: Sunrise Publishers and Distributors, 2008), p.114

<sup>3</sup> Caroline T.Lince, and David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc, 2005) .p.69

<sup>4</sup>David Nunan .*Practical English Language Teaching* (McGraw-Hill Companies: Boston, 2003) ,p.68

<sup>5</sup>M.F Patel and Praveen M.Jain. *Language Teaching: Methods, Tools and Techniques*. (Vaishali Nagar, Jaipur: Sunrise Publishers and Distributors, 2008) ,p.113

only a pleasurable activity but also, an understanding about topic for something new that we are reading.

The process of reading may be broadly classified into three stages:

- a. The recognition stage. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- b. The structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure<sup>6</sup>.

The goal of reading is comprehension. Comprehension is drawing meaning from words; it is the “essence of reading”. According to Vaughn, Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and

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<sup>6</sup> Ibid.,114

concepts, making inferences, and linking key ideas<sup>7</sup>. Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills and prior knowledge<sup>8</sup>. So that, reading deals with comprehension as sense of the reader. In addition, comprehension is an activity where the reader must be able to interpret and alter what she reads in accordance with his or her prior knowledge about the text<sup>9</sup>. It means that the primary activity of reading is to comprehend what the text is about. Many readers are not able to catch the idea or what the writer talks about because they do not know the exact meaning of the words that the writer used.

According to Karen, reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”<sup>10</sup>. Rubin (2000) in Pater’s book, reading comprehension has been described as a complex intellectual process involving a number of abilities<sup>11</sup>. Based on the explanations above Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able

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<sup>7</sup> Sharon Vaughn. *Research-Based Methods of Reading Instruction*. (Virginia:Association for Supervision and Curriculum Development,2004) .p.98

<sup>8</sup> Judith Westaphal Irwin. *Teaching Reading Comprehension Processes*. (Englewood Cliffs,New Jersey:Prentice-Hall,Inc.,1986) .p.7

<sup>9</sup>Agvemi Zuhadi Alga, “The Effect of Directed Reading Thinking Activity(DRTA)Strategy toward Reading Comprhension of the First Year Students of SMAN 1 Cerenti”.2009,p.8

<sup>10</sup>Tankersley Karen.*Literacy strategies for Grade 4-12:Reinfocing the Threads of Reading*. (Virginia:Association for Supervision and Curriculum Development,2005) .p.108

<sup>11</sup>Peter Westwood. *Reading and Learning Difficulties:Approaches to Teaching and Assessment*. (Camberwell:The Australian Council for Educational Research Ltd,2001) .p.10

to identify words rapidly, and know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding text is resulted from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.

Students who are goodcomprehenders use a variety of cognitive processes as they read. They may:

- a. Pose mental questions to themselves and seek answers in the text
- b. Generate visual images when reading certain types of material, particularly descriptive
- c. Mentally summarize the main points in a key paragraph
- d. Reflect upon and consider the importance or relevance of what they have read<sup>12</sup>.

Smith (1969) in Peter's book states that Reading comprehension is considered to occur at four levels of complexity<sup>13</sup>. These levels are often referred to as literal, inferential, critical and creative levels:

- a. Literal level. At the literal level, the basic facts are understood. The reader is contained explicitly within the text.
- b. Inferential level. At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.

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<sup>12</sup> *Ibid.*,

<sup>13</sup> Peter Westwood.,*Opcit*,p.21

- c. Critical level. At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.
- d. Creative level. At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking<sup>14</sup>.

That is way, reading comprehension section always gives along with vocabulary section.

Reading and vocabulary sections are approaches which focus our attention on important technique. But in this research, the writer only discuss five components which are appropriate with the junior high school curriculum as follows:

- a. Finding Factual Information. It requires readers to scan specific details. The factual information questions are generally prepared for junior high school students and those which appear with WH-Question word.
- b. Identifying Main Idea. Reading is concerned with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer.
- c. Locating the Meaning of Vocabulary in Context. It means that the reader could develop her 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.

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<sup>14</sup>*Ibid.*,22

- d. Identifying References. Recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passages.
- e. Making Inference from Reading Text. Inference is a skill where the reader has to be able to read between the lines. It is divided in two main attentions, draw logical inferences and make accurate prediction<sup>15</sup>.

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

According to Harris and Smith, there are five factors of reading comprehension<sup>16</sup>. They are:

- a. Background Experience. In reading activity, by having background experience the pupil will be easy to comprehend the reading text.
- b. Language Ability. In the process of reading comprehension, language abilities are important. One must have basic knowledge of English such as syntax, semantic, morphology, etc. In order to read a reading text.
- c. Thinking Abilities. Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events and engage in any number of similar

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<sup>15</sup> *Ibid*,p.8

<sup>16</sup> Harris A Larry and Smith B Carl. *Reading Instruction*. (New York:1986) .p.48

mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

- d. Affection. Affective factors are important to comprehension educators are increasingly recognizing that the students' interest, motivations, attitudes, beliefs, and feeling are important factors that cannot be taken for granted or ignored in educational process.
- e. Reading Purpose. The purpose of reading is important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story.

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

Based on standard of teaching English the students comprehension in reading are<sup>17</sup>:

1. Students are able to find out main idea of the text
2. Students are able to indentify information of the text
3. The students are able to make reference of the text
4. The students are able to make inference of the text
5. The students are able to find out the meaning of vocabulary in the text

In conclusion, reading comprehension means basic of component person to activity involving skill, knowledge, and understanding of words,

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<sup>17</sup>Standar Kelulusan Bahasa Inggris

seeing the relationship among words and concept, and organizing the ideas.

## **2. The Webbing Strategy**

### **a. The Definition**

Gallager and Pearson are two of the many researchers who have noted the importance of webbing in extending students' understanding of the texts they read<sup>18</sup>. Students who do webbing are forced to deal with the structure of the author's text. However, they are forced to try making connection among ideas even when the author has not explicitly specified these connections. J. W. Gillet noted Webbing is a simple way to help students begin to recall prior knowledge and form relationship is to use webbing<sup>19</sup>. The webbing exercise serves to help students remember old information related to the reading and to form expectations about what they will be reading. Webbing strategy the teacher writes a topic on the board, students offer terms or phrases that may be related, and the teacher draws lines connecting associated terms with each other.

Furthermore, webbing strategy is one of reading comprehension strategy that can help students comprehend the text by constructing meaning. This strategy often used to organize such idea and information on a topic. The webbing strategy should be used when students are just beginning to learn to construct meaning and can

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<sup>18</sup>Janet Allen. *Reading History : A Practical Guide to Improving Literacy*. Oxford University press, 2005. P 66

<sup>19</sup>Op.Cit *Understanding Reading Problems Assessment and Instruction*P. 219

formulate their own purpose or pre-questions or when the text is extremely difficult. In conclusion, webbing strategy encourage all students to draw on whatever prior knowledge they have.

In the following reading, term and relationships are noted and the “web” revised to reflect new information required. The “web” created before reading.

A webbing activity effective for several reasons includes:

1. Encourages all students to draw on whatever prior knowledge they have.
2. Hearing others’ ideas often triggers a forgotten bit of information in another’s mind, so that all benefit from sharing of information.
3. Unrelated information is directly organized. so that, relationships are sought and explored.
4. Pre-reading participation fosters curiosity and gives readers something to watch for as they read.
5. The exercise helps the teacher realize what prior knowledge, if any students have on the topic before they begin reading.

**b. The Procedure of Webbing Strategy**

According to Gunning, readers should follow six stages in teaching reading comprehension through Webbing strategy. Furthermore, he

states that webbing takes two forms: divergent webbing and convergent webbing. The steps are as follows<sup>20</sup> :

a) Steps of divergent webbing:

- (1) Write or key or phrase from reading selection on the chalkboard. (2) Have students think of as many words as they know that relate to this key idea. Write these words to the side on the chalkboard. (3) Ask students to group these words into logical categories and label each category with descriptive title. (4) Encourage students to discuss the choice of category for each word. Write the students' conclusions (their categories and their component words) on the chalkboard. (Have the students read the text selection and repeat the process above. After reading, have students add new words and categories related to the key idea.

b) Steps to convergent Webbing:

- (1) Identify several themes or topics in a reading selection. Write each theme at the top of a column on the chalkboard.
- (2) Ask the students to share their prior knowledge on each of these themes. Write brief summary statements on this information beneath the appropriate category. (3) Encourage the students to make predictions about how the text will handle the stated themes. Stress the context of the

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<sup>20</sup><http://www.readingrockets.org/article/21160/> Posted by teaching English 4 All, April 21,2011. Retrieved on March 09,2012.

document (time frame, author's background, subject matter, etc.) as the criteria for making these predictions. (4) Discuss the predictions and have the class decide that are best. Write these predictions under the appropriate category on the chalkboard. (5) Have the students read the selection. Record any new information (beyond prior knowledge). Students gained from reading. Encourage the group to evaluate the accuracy of their predictions.

According to Suud Purnomo in his thesis states that the appropriate procedure of webbing strategy in teaching reading comprehension encompassed the following steps :<sup>21</sup> (1) explaining the students to the specific goals of learning and leading the students to the topic by showing some webbings; (2) writing a key word or phrase from the text on the chalkboard; (3) asking students to group these words into logical categories and label each category with a descriptive title; (4) asking the students to make group and discuss unfamiliar vocabularies; (5) asking the students to find several themes or topics in a texts by brainstorming, class discussion, questioning to activate the students' background knowledge or prior knowledge; (6) asking the students to make webbing of the information from a text or write the information down in the form of phrases in the circles of webbing; (7) having the students read a text fast (speed reading); (8) asking the students to find important detailed information of a text by questioning and put the information in the form of phrases into the circles of webbings; (9) asking the

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<sup>21</sup><http://karya-ilmiah.um.ac.id/index.php/disertasi/issue/view/109>. Retrieved march 09, 2012.

students to find and discuss the center of idea or topic in a paragraph by classifying and categorizing with lines then write it into a sentence as main idea of paragraph; (10) asking the students to share and complete mapping with other group by comparing with own group mapping; (11) asking to students to answer the reading comprehension questions individually then discuss or compare in a group; (12) asking the students to present the results of webbings and answer of reading comprehension individually; (13) asking the students to make a summary of a text they have learnt; (14) giving feedbacks to the students by checking the right answers of the previous reading comprehension questions.

Based on the various procedures that were written by many resources above, the writer choose one of the procedure above, it is Suud Purnomo's procedure that suitable and can be apply in the location. the procedures can be follows:

1. Asking the students to find important detailed information of Explaining the students to the specific goals of learning and leading the students to the topic by showing some webbings;
2. Writing a key word or phrase from the text on the chalkboard;
3. Asking students to group these words into logical categories and label each category with a descriptive title;
4. Asking the students to make group and discuss unfamiliar vocabularies;
5. Asking the students to find several themes or topics in a texts by brainstorming, class discussion, questioning to activate the students' background knowledge or prior knowledge;

6. Asking the students to make webbing of the information from a text or write the information down in the form of phrases in the circles of webbing;
7. Having the students read a text fast (speed reading);
8. a text by questioning and put the information in the form of phrases into the circles of webbings;
9. Asking the students to find and discuss the center of idea or topic in a paragraph by classifying and categorizing with lines then write it into a sentence as main idea of paragraph;
10. Asking the students to share and complete mapping with other group by comparing with own group mapping;
11. Asking to students to answer the reading comprehension questions individually then discuss or compare in a group;
12. Asking the students to present the results of webbings and answer of reading comprehension individually;
13. Asking the students to make a summary of a text they have learnt;
14. Giving feedbacks to the students by checking the right answers of the previous reading comprehension questions.

## **B. The Relevant Research**

According to Syafi'i<sup>22</sup>, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point that was focused on,

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<sup>22</sup> M.Syafi'iS. *From Paragraph to a Research: A Writing of English Academic Purposes*. (Pekanbaru:LSBI,2011).p.122

inform the design, finding and concluding of the previous research<sup>23</sup>. One of the researches was conducted by Musliah (2009). In her research, she focused on the effectiveness of collaborative learning activity in increasing the students' English Achievement at the second year students of SMAN 1 Lubuk Dalam Siak". Based on the data analysis, she concluded that there was significant increasing of the students' English achievement by implementating collaborative learning. It was gotten the result of t-test examination is 4.518 with df 25 and significant 0.000.<sup>24</sup> based on the score t-test by compare  $t_0$  4.518 with df 25 are 2.060 at level 5% and 2.787 at level 1,  $t_0$  is higher than  $t_t$  whether at level 5% or 1% ( $2.060 < 4.518 > 2.787$ ). The improvement of the students' English achievement was 42.69%, pointed by improvement of the mean score before treatment was 43.55 become 62.15 after treatment.

One of the researches was conducted by Suud Purnomo 2010. His research focused on "Improving the Reading comprehension Ability of the Fourth semester students of STIT Raden Wijaya Mojokerto through Webbing strategy". Based on the findings of the research study indicated that the webbing strategy was successful in improving both the students' ability in comprehending expository texts and the students' involvement in reading activities. The improvement can be seen from the increase of students' mean scores and the students' individual score percentage from preliminary study to cycle 2. The students' mean score had improved greatly from 64.83 to 78.17 or the students'

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<sup>23</sup> Ibid.,122

<sup>24</sup> Musliah. The Effectiveness of Collaborative Learning Activity in Increasing the Students' English Achievement of the Second Year Students of SMAN 1 Lubuk dalam Siak. Unpublished". 2009.

individual score percentage had achieved to a great extent from 42.50 % to 85 % equal or greater than 70 % Of 40 students. The mean score and the students' individual score indicated higher than predetermined criteria of success that was 70 % of 40 students who got score of 70. Based on the result of the cycle 2, the next cycle did not need to be conducted because the students' individual scores that the predetermined criteria of success have been met in the second cycle. Dealing with the students' involvement, it also seemed that most of the students (92.50%) were involved actively in the reading activities in the third meeting of cycle 2, shown by the observations checklist and field notes<sup>25</sup>.

The similar research was also conducted by Agvemi Zuhadi Alga in 2009. His research focused on "The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMU 1 Cerenti. It was concluded that based on the analysis data, In T-table at the 5% grade of significant that referred to 2.01. While in the level of significance 1% is 2.68. I can be read that  $(2.01 < 8.26 > 2.68)$ . It means that there is significant effect of Directed reading Thinking Activity (DRTA) toward students' reading comprehension on first year students of SMU 1 Cerenti.

Another previous researcher's study by Suud Purnomo entitled "Improving The Reading Comprehension Ability of The Fourth Semester students of STIT Raden Wijaya Mojokerto Through Webbing Strategy" found that there was any significant and successful in improving both the students' ability in comprehending expository texts and the students' involvement in reading

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<sup>25</sup><http://karya-ilmiah.um.ac.id/index.php/disertasi/issue/view/109>. Retrieved on march 09,2012.

activities. Therefore, in this research, the researcher tries to use Webbing strategy to improve student's reading comprehension in descriptive text.

### **C. The Operational Concept**

The operational concept is the concept used to give explanation about theoretical framework in order to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The research consists of two variables (variable X and variable Y) in which variable X is the effect of using webbing strategy as independent variable that gives the effect on students. And variable Y is reading comprehension as dependent variable that receives the effect of variable X<sup>26</sup>.

To operate the investigation on the variable, the research will work based on the following indicators:

#### **Webbing Strategy as Independent Variable (Variable X)**

1. Explaining the students to the specific goals of learning and leading the students to the topic by showing some webbings;
2. Writing a key word or phrase from the text on the chalkboard;
3. Asking students to group these words into logical categories and label each category with a descriptive title;
4. Asking the students to make group and discuss unfamiliar vocabularies;
5. Asking the students to find several themes or topics in a texts by brainstorming, class discussion, questioning to activate the students' background knowledge or prior knowledge;

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<sup>26</sup> Sugiono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, and R&D*. (Bandung: ALFABETA, 2008) .,p.61

6. Asking the students to make webbing of the information from a text or write the information down in the form of phrases in the circles of webbing;
7. Having the students read a text fast (speed reading);
8. Asking the students to find important detailed information of a text by questioning and put the information in the form of phrases into the circles of webbings;
9. Asking the students to find and discuss the center of idea or topic in a paragraph by classifying and categorizing with lines then write it into a sentence as main idea of paragraph;
10. Asking the students to share and complete mapping with other group by comparing with own group mapping;
11. Asking students to answer the reading comprehension questions individually then discuss or compare in a group;
12. Asking the students to present the results of webbings and answer of reading comprehension individually;
13. Asking the students to make a summary of a text they have learnt;
14. Giving feedbacks to the students by checking the right answers of the previous reading comprehension questions.

**Reading Comprehension as Dependent Variable (Variable Y)**

1. Students are able to find out main idea of the text
2. Students are able to identify information of the text
3. The students are able to make reference of the text
4. The students are able to make inference of the text

5. The students are able to find out the meaning of vocabulary in the text

## **D. The Assumption and Hypothesis**

### **1. The Assumption**

In this research, the writer assumes that (1) Students' comprehension in reading text is various (2) Teaching strategies may influence different comprehension of student in understanding the reading text (3) The comprehension of the students may be influenced by many factors.

### **2. Hypothesis**

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

#### **a) The Null Hypothesis ( $H_0$ )**

There is no significant effect of using webbing strategy towards reading comprehension at the second year students of state junior high school 23 Pekanbaru.

#### **b) The Alternative Hypothesis ( $H_a$ )**

There is significant effect of using webbing strategy toward reading comprehension at the second year students of state junior high school 23 Pekanbaru

**CHAPTER III**  
**METHOD OF THE RESEARCH**

**A. The Research Design**

The type of this research was Experimental research. In this research, the researcher used quasi-experimental design with nonequivalent control group. John Creswell stated that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly.<sup>1</sup> The researcher used intact groups, the first class was as the experimental groups and the second class was as the control group. Furthermore, Gay and Peter Airasian stated that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.<sup>2</sup>

.It was intended to find out whether theeffect of webbing strategy towards the reading comprehension of the second year students at junior high school 23 Pekanbaru. In this research, there were two variables; namely webbing strategy applied by students as independent variable (symbolized by X) and the students' reading comprehension as dependent variable (symbolized by Y).

**Table III. 1**  
**The Variable of the Research**

Variable	
X	Y
Webbing strategy	Students' Reading Comprehension

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<sup>1</sup>John W. Cresswell.*Educational Research (Third Edition)*.(New Jersey: Pearson Education, 2008). p. 313

<sup>2</sup> L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*.( New Jersey: Pearson Prentice-Hall, 2000). p. 394

In conducting this research, the researcher took two classes as sample; one class was an experimental group by Webbing strategy and one other was as a control class taught by conventional strategy. In the experimental class, the researcher gave students pre-test at the beginning of the teaching learning in order to find out students' reading comprehension. Then, there was a treatment at the middle. At the end of the teaching learning processes there was a post-test in order to find out the difference of using webbing strategy toward students' reading comprehension. So, the design of this research can be illustrated as follows:

**Table III.2  
The Research Design**

1.	<b>Control Class</b>	Sample	Pre-test	No treatment	Post-test
2.	<b>Experimental Class</b>	Sample	Pre-test	Experimental treatment	Post-test

### **B. The Time and the Location of the Research**

This research was conducted in 2012 at State Junior High School 23 Pekanbaru. It is located on Garuda Sakti street Km: 03 Pekanbaru.

### **C. The Subject and Object of the Research**

The subject of this research was the second year students of state junior High School 23 Pekanbaru in academic year of 2012-2013. The object of this research was the effect of using webbing strategy toward students' reading comprehension.

#### D. The Population and Sample of the Research

The population of this research was the second year students of state junior High School 23 Pekanbaru. They were about 210 students divided into seven classes. They were assumed to have the same level of proficiency and the same background.

**Table III.3**  
**Distribution of the Research Population**

<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>A</b>	15	15	30
<b>B</b>	19	11	30
<b>C</b>	10	20	30
<b>D</b>	16	14	30
<b>E</b>	17	13	30
<b>F</b>	21	9	30
<b>G</b>	8	22	30
<b>Total</b>	106	104	210

Sample is the part of population or subjects chosen and determined as the sources of data or information that need in research project<sup>3</sup>. Based on the total of population above, the writer took two of seven classes of the second year students at state Junior High School 23 Pekanbaru. The class was A (as Experimental Class) and D (was Control Class). This was done by using clustering random sampling. Because the students were already formed into classes. According to Gay, this technique randomly of selected groups, not individual and all the members selected groups have similar characteristics<sup>4</sup>.

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<sup>3</sup>Op.Cit S.*From Paragraph to a Research Report:A Writing of English for Academic Purposes*.p.128

<sup>38</sup>Op. Cit.. *Educational Research:Competencies for Analysis and Application*-6th ed.p.129

**Table III.4**  
**Blue Print of Reading Test**

No	Indicators	Number
1.	To find out main idea of the text	2, 7, 13, 18
2.	To indentify information of the text	3, 8, 12, 17
3.	To make reference of the text	4, 9, 14, 19
4.	To make inference of the text	1, 6, 11, 16
5.	To find out the meaning of vocabulary in the text	5, 10, 15, 20

#### **E. The Technique of Collecting Data**

In getting the data needed to support this research, the writer used the test. Test was used to collect the data about the effect of using Webbing 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 Realibility of the Test**

### **1. The Validity of the Test**

Before the instrumentation was given, it should be tried out to obtain the degree of validity of the items. The test given to students was considered not too difficult or not too easy, often shows the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:

The formula for item difficulty is as follows<sup>5</sup>:

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy of difficult item of test that researcher gave to the respondents. The items that do not reach the standard level of difficulty were excluding from the test and they were changed with the new items that were appropriate.

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<sup>5</sup> J.B.Heaton. *Writing English Language Tests*. (New York:Longman Group,1998) .,p.178

It was stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

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, the test is not too easy and the test is not too difficult. The standard level of difficulty is 30 and 70. Then, the proportion of correct is represented by “p”, whereas the proportion incorrect is represented by “q”. it can be seen in the following tables:

**Table III.5**  
**The Students’ comprehension in Finding out Main Idea**

Variable	Finding Out Main Idea				N
Item no.	2	7	13	18	30
Correct	17	13	17	15	
P	<b>0.57</b>	<b>0.43</b>	<b>0.57</b>	<b>0.50</b>	
Q	43	57	0.43	0.50	

Based on the table III.5 above ,the proportion of correct answer for item number 2shows the proportion of correct **0.57**, item number 7 shows the proportion of correct **0.43**, item number 13shows the proportion of correct **0.57**, item number 18 shows the proportion of correct **0.50**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding outmain idea are accepted.

**Table III.6**  
**The Students' Comprehension in Identify Information of the Text**

Variable	Identify information of the text				N
Item no.	3	8	12	17	30
Correct	17	16	13	16	
P	<b>0.57</b>	<b>0.53</b>	<b>0.43</b>	<b>0.53</b>	
Q	0.43	0.47	0.57	0.47	

Based on the table III.6 above, the proportion of correct answer for item number 3 shows the proportion of correct **0.57**, item number 8 shows the proportion of correct **0.53**, item number 12 shows the proportion of correct **0.43**, item number 17 shows the proportion of correct **0.53**. Based on the standard level of difficulty "p" <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for identifying information are accepted.

**Table III.7**  
**The Students' Comprehension in Make Reference**

Variable	Make Reference				N
Item no.	4	9	14	19	30
Correct	16	12	17	17	
P	<b>0.53</b>	<b>0.40</b>	<b>0.57</b>	<b>0.57</b>	
Q	0.47	0.60	0.43	0.43	

Based on the table III.7, the proportion of correct answer for item number 4 shows the proportion of correct **0.53**, item number 9 shows the proportion of correct **0.40**, item number 14 shows the proportion of correct **0.57**, item number 19 shows the proportion of correct **0.57**. Based on the standard level of difficulty "p" <0.30 and >0.70, it is pointed out that item

difficulties in average of each items number for making reference are accepted.

**Table III.8**  
**The Students' Comprehension in Make Inferences**

Variable	Make Inferences				N
Item no.	1	6	11	16	30
Correct	17	17	15	15	
P	<b>0.57</b>	<b>0.57</b>	<b>0.50</b>	<b>0.50</b>	
Q	0.43	0.43	0.50	0.50	

Based on the table III.8 above, the proportion of correct answer for item number **1** shows the proportion of correct **0.57**, item number **6** shows the proportion of correct **0.57**, item number **11** shows the proportion of correct **0.50**, item number **16** show the proportion of correct **0.50**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for making Inference are accepted.

**Table III.9**  
**The Students Comprehension in Find out the Meaning of Vocabulary**

Variable	Find out the Meaning of Vocabulary				N
Item no.	5	10	15	20	30
Correct	15	17	16	17	
P	<b>0.50</b>	<b>0.57</b>	<b>0.53</b>	<b>0.57</b>	
Q	0.50	0.43	0.47	0.43	

Based on the table III.9 above ,the proportion of correct answer for item number **5** shows the proportion of correct **0.50**, item number **10** shows the proportion of correct **0.57**, item number **15** shows the proportion of correct **0.53**, item number **20** shows the proportion of correct **0.57**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is

pointed out that item difficulties in average of each items number for finding out te meaning of Vocabulary are accepted.

**Table III.10**  
**The Standard Validity of the Test**

No.	The Standard 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

(Adapted from Direktorat Pembinaan SMP/MTs)<sup>6</sup>

## 2. The Reliability of the Test

Reliable instrumentation showed that there was a trustworthy or reliable test to take the data. In this research, the writer used Kuder-Richardson (KR-20) formula to measure the reliability of test<sup>7</sup>.

$$r_i = \frac{k}{(k-1)} \left\{ \frac{S_t^2 - \sum p_i q_i}{S_t^2} \right\}$$

Where:

k : total items

$p_i$  : proportion the correct scores

$q_i$  : 1 -  $p_i$

$S_t^2$  : total variances

<sup>6</sup> Direktorat Pembinaan SMP/MTs. *Juknis Analisis Butir Soal SMP/MTs*. From [http://www.suaidinmath.files.wordpress.com/2011/01/34-juknis-analisis-butir-soal\\_isi\\_revisi\\_0104.pdf](http://www.suaidinmath.files.wordpress.com/2011/01/34-juknis-analisis-butir-soal_isi_revisi_0104.pdf) Retrived on Sunday, May 21<sup>st</sup> 2011

<sup>7</sup>Prof. Dr. Sugiono. *Statistika untuk Penelitian*. (Bandung : Alfabeta, 2011), p. 359

The good quality of instrument is determined by the instrument reliability. On the other hand, if the instrument is reliable, it has good quality. Knowing the instrument is reliable or not, the writer used KR-20.

The data of students' score can be seen at Appendix 3 based on the data that showed at appendix 4. the writer got:

$$\begin{aligned}
 X_t^2 &= X^2 \frac{(\sum X_t)^2}{n} \\
 &= 1620 - \frac{(324)^2}{30} \\
 &= 1620 - (10,8)^2 \\
 &= 1620 - 116.64 = 1503.36 \\
 S_t^2 &= \frac{X_t^2}{n} \\
 &= \frac{1503.36}{30} = 50.112 \\
 r_i &= \frac{k}{(k-1)} \left\{ \frac{S_t^2 - \sum p_i q_i}{S_t^2} \right\} \\
 &= \frac{20}{19} \left\{ \frac{50.112 - \sum 4.94}{50.112} \right\} \\
 &= 1.05 \left\{ \frac{45.172}{50.112} \right\} = 1.05(0.90) = 0.94
 \end{aligned}$$

Knowing the reliability of the test,  $r_i$  must be compared with  $r_t$  product moment,  $r_i$  must be higher than  $r_t$ , on other hand  $r_i > r_t$ . For the degree of significant 5% is 0.325 and the degree of significant 1% is 0.418. While, on statistical above, the score of validity of the test is 1.008. From data above, we can find  $0.325 < 0.94 > 0.418$ . So, it can be analyzed that  $t_i$  is higher than  $r_t$ , on other hand, the instrument test is reliable. It means that the test was high reliability. Based on Suharsimi Arikunto there is the interpretation of reliability as follows:<sup>8</sup>

- a. Between 0.800 – 1.00 : very high
- b. Between 0.600 – 0.800 : high

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<sup>8</sup>Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakart:Bumi Aksara, 2008) . p. 75

- c. Between 0.400 – 0.600 : enough
- d. Between 0.200 – 0.400 : low
- e. Between 0.00 – 0.200 : very low

### G. The Technique of Data Analysis

In presenting the data that had been collected by the reading test is presented in chapter IV. In analyzing the data, the researcher used scores of post test of experimental and control class. This score was analyzed statistically. The different mean was analyzed by using T-test formula as follows:<sup>9</sup>

#### T-test formula

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

t- obs : t-test

Mx : The means of post test/ post-observation Experimental group

My : The means of post test/ post-observation control group

SDx : Standard deviation of experimental group

SDy : Standard deviation of control group

N : Number of student

The t-table was employed to see whether there was a significant effect between the mean score of both experiment and control group. The t-obtain value was consulted with the value of t –table at degree of freedom (df) = ( N1+N2 )-2 statically hypothesis

Ho = Variance population identic

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<sup>9</sup> Hartono. *Statistik untuk Penelitian*. (Yogyakarta:Pustaka Pelajar, 2008). p. 208

Ha = Variance population not identic

Ha =  $t_0 > t\text{-table}$

Ho =  $t_0 < t\text{-table}$

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Description of Research Procedure**

The purpose of the research was to obtain the students' reading comprehension which is taught by using webbing strategy and without using webbing strategy, and to find out whether there is significant difference between the students' reading comprehension which is taught by using webbing strategy and those who are not. The data were obtained from students' reading comprehension of experimental and control class.

Before taking the data from the sample, the researcher gave try out to the other schools in order to prove whether the test was reliable or not. The researcher gave the test to the other schools because the sample of the research only consisted of two classes. The researcher asked the students to answer some questions based on the text given; the text was a descriptive text. Based on the technique of taking the sample was clustering random sampling, it was found that class VIII A was as an experimental class and VIII D was as a control class. Then, the researcher gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of descriptive to test students' reading comprehension for the post-test of experimental class. While for control class, which is taught without using treatments, the researcher used the same format of

questions of descriptive for their post-test too. The result of reading test was evaluated by concerning five components, namely:

1. Students are able to find out main idea of the text
2. Students are able to identify information of the text
3. The students are able to make reference of the text
4. The students are able to make inference of the text
5. The students are able to find out the meaning of vocabulary in the text

The data of this research were gotten from the scores of students' experimental class and control class. All of the data were collected through the following procedures:

1. In both classes (experimental and control class), students were asked to answer the questions based on the descriptive text given.
2. The format of the test was multiple choices.
3. The researcher together with the observer gave a score of the students' reading comprehension that was collected from their score of post-test.

The test was composed of 20 items, and each item was given score 5. The final score was analyzed by using the following formula<sup>1</sup>:

$$\text{Final score} = \frac{\text{TotalCorrectAnswer}}{\text{TotalQuestioner}} \times 100$$

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<sup>1</sup> Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta:PT. Rajafindo Persada), 2008  
p. 32

**B.**

**The**

### **Data Presentation**

To obtain the data about the effect of using webbing strategy to improve students' reading comprehension, the researcher acquired to show list of the implementation of webbing strategy.

#### **1. The Implementation of webbing Strategy**

- a. Explaining the students to the specific goals of learning and leading the students to the topic by showing some webbings;
- b. The teacher writes a key word or phrase from the text on the chalkboard;
- c. The students group these words into logical categories and label each category with a descriptive title;
- d. The teacher groups the students to make group and discuss unfamiliar vocabularies;
- e. All members of the group find several themes or topics in a texts by brainstorming, class discussion, questioning to activate the students' background knowledge or prior knowledge;
- f. The students make webbing of the information from a text or write the information down in the form of phrases in the circles of webbing;
- g. The teacher asks the students to read a text fast (speed reading);

- h. Each group find important detailed information of a text by questioning and putting the information in the form of phrases into the circles of webbings;
- i. The students find and discuss the center of idea or topic in a paragraph by classifying and categorizing with lines then writing it into a sentence as main idea of paragraph;
- j. The students share and complete mapping with other group by comparing with own group mapping;
- k. The students answer the reading comprehension questions individually then discuss or compare in a group;
- l. The students present the results of webbings and answer of reading comprehension individually;
- m. The students make a summary of a text they have learnt;
- n. The teacher gives feedbacks to the students by checking the right answers of the previous reading comprehension questions

## **2. The Data Presentation of Using Webbing 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 herself. The test was multiple choices with 20 items. To get a good data; test should be valid and reliable.

### **a. Reading comprehension Taught by Using webbing Strategy**

The data of students' reading comprehension taught by using webbing strategy were gotten from pre-test and post-test of VIII A as

an experimental class, taken from the sample of this class (30 students). The writer taught the class by himself in the experimental class. The data can be seen from the table below:

**Table IV. 1**  
**The Score of the Students' Reading Comprehension Taught by Using**  
**Webbing Strategy**

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	75	80	15
2	Student 2	65	75	10
3	Student 3	70	80	10
4	Student 4	50	70	20
5	Student 5	70	75	5
6	Student 6	55	70	20
7	Student 7	65	85	20
8	Student 8	70	80	10
9	Student 9	80	95	15
10	Student 10	65	75	10
11	Student 11	75	85	10
12	Student 12	55	70	15
13	Student 13	55	70	15
14	Student 14	80	90	10
15	Student 15	40	65	15
16	Student 16	50	75	20
17	Student 17	70	75	5
18	Student 18	65	75	10
19	Student 19	70	80	10
20	Student 20	75	80	5
21	Student 21	60	70	10
22	Student 22	65	75	10
23	Student 23	60	70	10
24	Student 24	40	65	15
25	Student 25	85	90	5
26	Student 26	70	80	10
27	Student 27	55	60	5
28	Student 28	75	85	10
29	Student 29	70	80	10
30	Student 30	45	65	20
<b>Total</b>		<b>1925</b>	<b>2291</b>	<b>355</b>

From the table IV. 1, the writer found that the total score of pre-test in experimental group was 1925 while the highest was 85 and the lowest was 40, and the total score of average from post-test in experimental group was 1925, while the highest was 95 and the lowest was 65. It means that the students showed significant increase of their reading comprehension, it was proved by the total score and the score of 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 of Experimental Class**

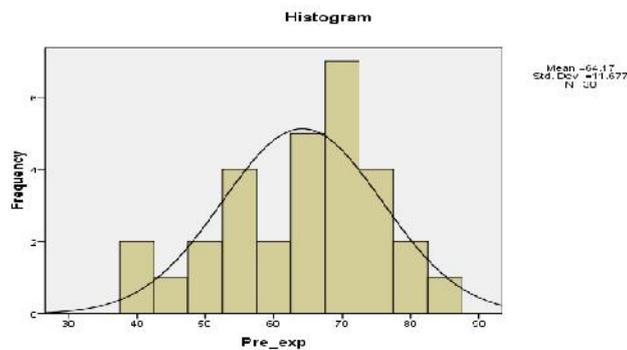
		Pre_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.7	6.7	6.7
	45	1	3.3	3.3	10.0
	50	2	6.7	6.7	16.7
	55	4	13.3	13.3	30.0
	60	2	6.7	6.7	36.7
	65	5	16.7	16.7	53.3
	70	7	23.3	23.3	76.7
	75	4	13.3	13.3	90.0
	80	2	6.7	6.7	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Referring to the table above, it could be seen that there were 2 students obtained 40 (6.7%), 1 student obtained 45 (3.3%), 2 students obtained 50 (6.7%), 4 students obtained 55 (13.3%), 2 students

obtained 60(6.7%), 5 students obtained 65 (16.7%), 7 students obtained 70 (23.3%), 4 students obtained 75 (13.3%), 2 students obtained 80 (6.7%), 1 student obtained 85 (3.3%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 85 and the lowest score was 40. The highest frequency was 7 at the score of 70.

**Histogram IV.1**  
**Pre-Test Score of Experimental Class**



From the histogram above, it can be analyzed that the data of students' pre-test on experimental class was normal.

**Table IV.3**  
**The Frequency Score of Post-test of Experimental Class**

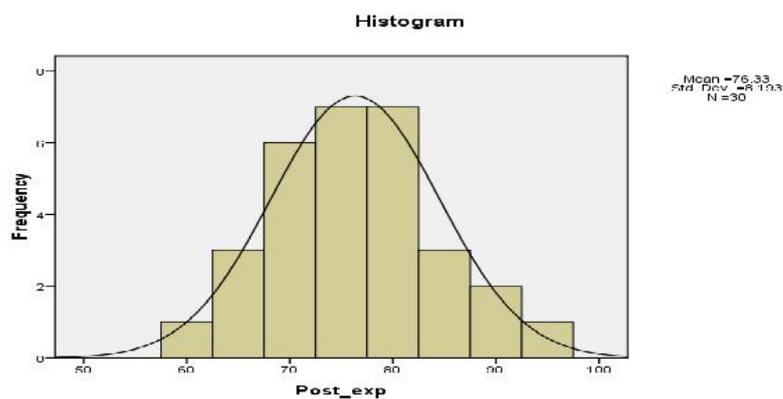
		Post_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.3	3.3	3.3
	65	3	10.0	10.0	13.3
	70	6	20.0	20.0	33.3
	75	7	23.3	23.3	56.7
	80	7	23.3	23.3	80.0
	85	3	10.0	10.0	90.0

90	2	6.7	6.7	96.7
95	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it could be seen that there was 1 student who obtained 60 (3.3%), 3 students obtained 65 (10.0%), 6 students obtained 70 (20.0%), 7 students obtained 75 and 80 (23.3%) 3 students obtained 85 (10.0%), 2 students obtained 90 (6.7%), 1 student obtained 95 (3.3%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 95 and the lowest score was 60. The highest frequency was 7 at the score of 75 and 80.

**Histogram IV.2**  
**Post-Test Score of Experimental Class**



From the histogram above, it can be analyzed that the data of students' pre-test on experimental class was normal.

**Table IV.4**  
**The Mean and Standard Deviation of Pre-test and Post-test**  
**of Experimental Class**  
**Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	30	64.17	11.677	2.132
posttest	2	30	76.33	8.193	1.496

Based on the table above, it could be seen that the total students from each class, pre-test of experimental class consisted of 30 students and so did post-test class. The mean score of pre-test was 64.17, and the mean score of post-test was 76.33. The standard deviation from pre-test was 11.677, while standard deviation of post-test was 8.193. Standard error mean from pre-test was 2.132, and post-test was 1.496.

**b. Reading Ability Taught without Using webbing Strategy**

The data of students' reading comprehension taught without using webbing strategy were also taken from pre-test and post-test of class VIII D as control class. The data can be seen from the table below:

**Table IV.5**  
**The Score of the Students' Reading Comprehension Taught without Using**  
**Webbing Strategy**

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	70	70	0
2	Student 2	50	60	10
3	Student 3	55	60	5
4	Student 4	40	50	10
5	Student 5	65	60	-5
6	Student 6	60	50	-10
7	Student 7	70	70	0
8	Student 8	60	65	5
9	Student 9	60	65	5
10	Student 10	70	75	5
11	Student 11	55	60	5
12	Student 12	40	50	10
13	Student 13	60	70	10
14	Student 14	60	70	10
15	Student 15	65	70	5
16	Student 16	50	60	10
17	Student 17	50	75	15
18	Student 18	50	60	10
19	Student 19	50	60	10
20	Student 20	65	70	5
21	Student 21	65	70	5
22	Student 22	50	60	10
23	Student 23	75	80	5
24	Student 24	65	70	5
25	Student 25	65	65	0
26	Student 26	50	60	10
27	Student 27	60	60	0
28	Student 28	65	60	-5
29	Student 29	45	60	15
30	Student 30	70	60	-10
<b>Total</b>		<b>1755</b>	<b>1915</b>	<b>210</b>

From the table IV. 5, the writer found that the total score of pre-test in control class was 1755 while the highest was 75 and the lowest was 40, and the total score of post-test in control class was

1915, while the highest was 80 and the lowest was 50. It means that the students showed significant increase of their reading comprehension, it was proved by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

**Table IV.6**  
**The Frequency Score of Pre-test of Control Class**

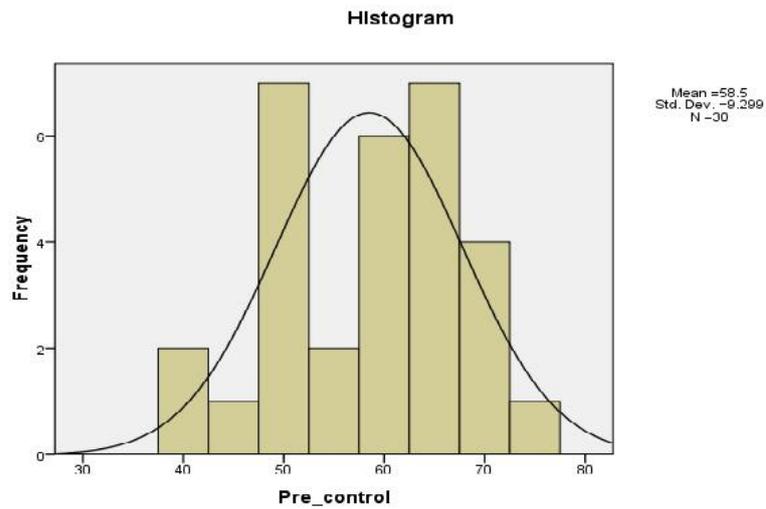
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	6.7	6.7	6.7
45	1	3.3	3.3	10.0
50	7	23.3	23.3	33.3
55	2	6.7	6.7	40.0
60	6	20.0	20.0	60.0
65	7	23.3	23.3	83.3
70	4	13.3	13.3	96.7
75	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it could be seen that there were 2 students who obtained 40 (6.7%), 1 student obtained 45 (3.3%), 7 students obtained 50 (23.3%), 2 students obtained 55 (6.7%), 6 students obtained 60 (20.0%), 7 students obtained 65 (23.3%), 4 students obtained 70 (13.3%), 1 student obtained 75 (3.3%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 75 and the

lowest score was 40. The highest frequency was 7 at the score of 50 and 65.

**Histogram IV.3**  
**Pre-Test Score of Control Class**



From the histogram above, it can be analyzed that the data of students' pre-test on experimental class was normal.

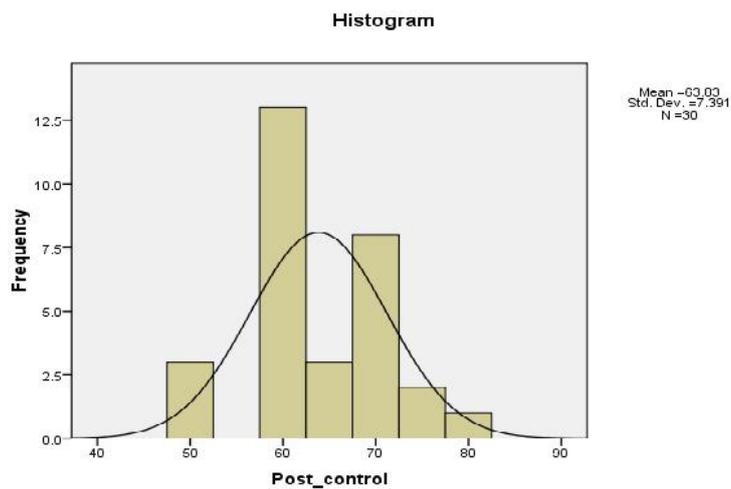
**Table IV.7**  
**The Frequency Score of Post-test of Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	3	10.0	10.0	10.0
60	13	43.3	43.3	53.3
65	3	10.0	10.0	63.3
70	8	26.7	26.7	90.0
75	2	6.7	6.7	96.7
80	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it could be seen that there were 3 students who obtained 50 (10.0%), 13 students obtained 60 (43.3%), 3 students obtained 65 (10.0%), 8 students obtained 70 (26.7%), 2 students obtained 75 (6.7%), 1 student obtained 80 (3.3%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 80 and the lowest score was 50. The highest frequency was 13 at the score of 60.

**Histogram IV.4**  
**Post-Test Score of Control Class**



From the histogram above, it can be analyzed that the data of students' pre-test on experimental class was normal.

**Table IV.8**  
**The Mean and Standard Deviation of Pre-test and Post-test of Control Class**  
**Group Statistics**

	Pretest	N	Mean	Std. Deviation	Std. Error Mean
Pre test	1	30	58.50	9.299	1.698
Post test	2	30	63.83	7.391	1.349

Based on the table above, it could be seen that the total students from each class, pre-test of control class consisted of 30 students and so did post-test class. The mean score of pre-test was 58.50, and the mean score of post-test was 63.83. The standard deviation from pre-test was 9.299, while standard deviation of post-test was 7.391. Standard error mean from pre-test was 1.698, and post-test was .1.349.

### C. The Data Analysis

#### 1. The Analysis Improvement of Reading comprehension of Experimental Class

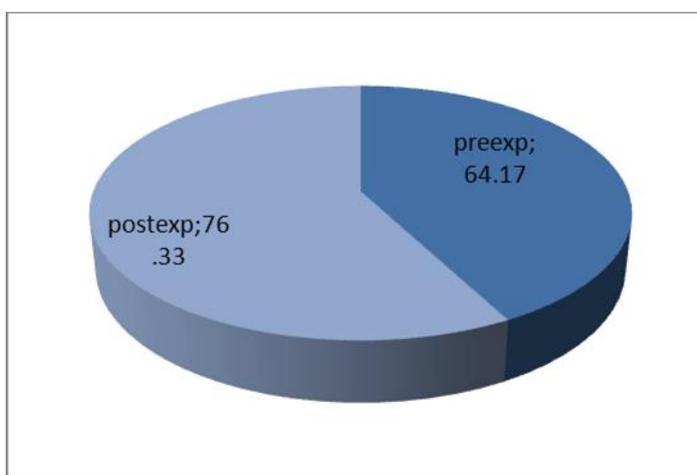
The following table is the description of pre-test and post test of experimental class.

**Table IV.9**  
**The Students' Reading Scoreat Pre-test to Post-test at Experimental Class**

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	75	80	15
2	Student 2	65	75	10
3	Student 3	70	80	10
4	Student 4	50	70	20
5	Student 5	70	75	5
6	Student 6	55	70	20
7	Student 7	65	85	20
8	Student 8	70	80	10
9	Student 9	80	95	15
10	Student 10	65	75	10
11	Student 11	75	85	10
12	Student 12	55	70	15
13	Student 13	55	70	15
14	Student 14	80	90	10
15	Student 15	40	65	15
16	Student 16	50	75	20
17	Student 17	70	75	5
18	Student 18	65	75	10
19	Student 19	70	80	10
20	Student 20	75	80	5
21	Student 21	60	70	10
22	Student 22	65	75	10
23	Student 23	60	70	10
24	Student24	40	65	15
25	Student 25	85	90	5
26	Student 26	70	80	10
27	Student 27	55	60	5
28	Student 28	75	85	10
29	Student 29	70	80	10

30	Student 30	45	65	20
	<b>Mean</b>	<b>64.17</b>	<b>76.33</b>	<b>11.83</b>

From the table IV.9, the writer found that the students' mean score at pre-test in experimental class was 64.17 While the students' mean score at post-test was 76.33 So, the mean gain of the experimental group from pre-test to post-test was 11.83 It means that the students' mean score at pre-test to post-test was significantly improved.



**Table IV.10**  
**The Classification of Students' Score of Experimental Class**

No.	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	13	43%
2.	Good	70-79	13	43%
3.	Enough	60-69	4	14%
4.	Less	50-59	-	0%
5.	Bad	0-49	-	0%
Total			30	100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed 13 frequencies (43%), the category number 2 showed 13 frequencies (43%), the category number 3 showed 4 frequency (14%), the category number 4 showed (0%) and the category number showed no frequency. The table above also showed that the highest percentage of experimental class was 43 % at the mean score 80-100 and 70-79. Thus, the majority of the students in experimental class could be classified **good category**.

## 2. The Analysis Improvement of Reading comprehension of Control Class

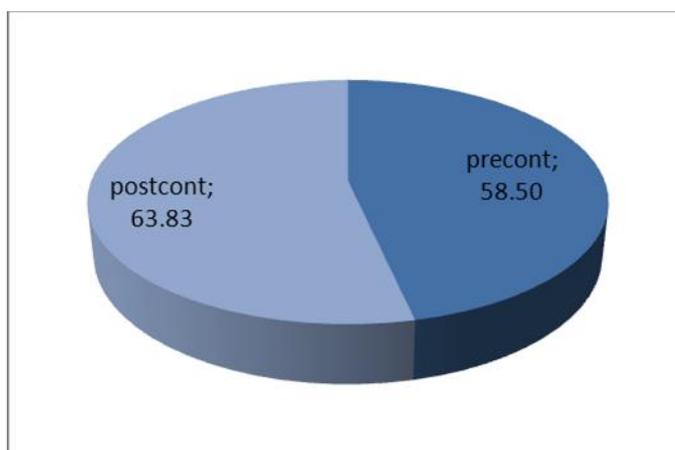
Table IV.11

### The Students' Reading Score at Pre-test to Post-test at Control Class

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	70	70	0
2	Student 2	50	60	10
3	Student 3	55	60	5
4	Student 4	40	50	10
5	Student 5	65	60	-5
6	Student 6	60	50	-10
7	Student 7	70	70	0
8	Student 8	60	65	5
9	Student 9	60	65	5
10	Student 10	70	75	5
11	Student 11	55	60	5
12	Student 12	40	50	10
13	Student 13	60	70	10
14	Student 14	60	70	10
15	Student 15	65	70	5
16	Student 16	50	60	10
17	Student 17	50	75	15
18	Student 18	50	60	10
19	Student 19	50	60	10
20	Student 20	65	70	5
21	Student 21	65	70	5
22	Student 22	50	60	10
23	Student 23	75	80	5
24	Student 24	65	70	5

25	Student 25	65	65	0
26	Student 26	50	60	10
27	Student 27	60	60	0
28	Student 28	65	60	-5
29	Student 29	45	60	15
30	Student 30	70	60	-10
<b>Mean</b>		<b>58.50</b>	<b>63.83</b>	<b>5.00</b>

From the table IV.11, the writer found that the students' mean score at pre-test in control class was 58.50. While the students' mean score at post-test was 63.83. So, the mean gain of the control class from pre-test to post-test was 5.00. It means that the students' mean score at pre-test to post-test was not significantly improved.



**Table IV.12**  
**The Classification of Students' Score of Control Class**

No.	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	-	0%
2.	Good	70-79	5	17%
3.	Enough	60-69	13	43%
4.	Less	50-59	9	30%

5.	Bad	0-49	3	10%
Total			30	100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed(0%), the category number 2 showed5 frequency (17%), the category number 3 showed13 frequencies (43%), the category number 4 showed 9 frequencies (30%) and the category number 5 showed3 frequency (10%). The table above also showed that the highest percentage of control class was 43% at the mean score 60-69. Thus, the majority of the students in control class could be classified into **enough category**.

3.

The

**Data Analysis of the Improvement of Using Webbing Strategy Towards Student's Reading Comprehension by Using Independent Sample T-test**

**Table IV.13  
The Analysis Statistics of the Improvement of Students' Reading Comprehension by Using Independent Sample T-test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Gain	1	30	11.83	4.822	.880
	2	30	5.00	6.433	1.174

Based on the table above, it could be seen that the total students' from each class, the experimental class consisted of 30 students and so did control class. The mean of experimental class improvement was

11.83 and the mean of control class improvement was 5.00. Standard deviation from experimental class was 4.822, while standard deviation from control class was 6.433. Standard error mean from experimental class was 880, and control class was 1.174.

**Table IV.14**  
**The Data Analysis by Using Independent Sample T-test**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
control	Equal variances assumed	.538	.466	4.656	58	.000	6.833	1.468	3.895	9.771
	Equal variances not assumed			4.656	53.767	.000	6.833	1.468	3.890	9.776

Output of Independent Samples Test shows that Levene's Test to know the same variance.<sup>2</sup>

$H_0$  = Variance population identical

$H_a$  = Variance population not identical

If probabilities  $>0.05$ ,  $H_0$  is rejected.

If probabilities  $< 0.05$ ,  $H_a$  is accepted.

Based on the output above, it was answered the hypothesis of the research that  $H_0$  was rejected and  $H_a$  was accepted because  $0.000 < 0.05$ . The next standard for analysis based on Equal variant assumed.

From the output above also, it could be seen that score of t-test was 4.656 with  $df=58$ , because  $df=58$  was not found from the "t" table, so the researcher took  $df=60$ . Mean difference was 6.833 and standard error difference was 1.468. Lower interval of the difference was 3.895 and 3.890.

If  $t_o$  (t Observation), 4.656 compared with  $t_t$  with  $df$  60, the t critic point was:

Significance 5% = 2.00

Significance 1% = 2.65

It could be seen that the  $t_o$  was higher than  $t_t = 4.656$  in significance 5% and 1% ( $2.00 < 4.656 > 2.65$ ). It means  $H_0$  was rejected and  $H_a$  was accepted; or there was a significant effect of using webbing

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<sup>2</sup> Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Pekanbaru: Pustaka Pelajar, 2008, p. 159

strategy towards reading comprehension at the second year students of  
state junior high school 23 Pekanbaru.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on data analysis and research finding in chapter IV, finally the research about the effect of using webbing strategy towards reading comprehension at the second year students of State Junior High School 23 Pekanbaru comes to the conclusion as follows:

1. Students' reading comprehension of descriptive text taught by using Webbing strategy was categorized into good level.
2. Students' reading comprehension of descriptive text taught without using Webbing strategy was categorized into enough level.
3. There was a significant effect of reading comprehension taught by using webbing strategy at the second year students of State Junior High School 23 Pekanbaru and those who are not.

So, it can be concluded that webbing strategy has a positive effect of reading comprehension at the second year students of State Junior High School 23 Pekanbaru.

#### **B. Suggestion**

Considering webbing strategy towards reading comprehension, the researcher would like to give some suggestion as follows:

1. Suggestions for the teacher:
  - a. It is recommended to teacher to use webbing strategy in teaching and 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 to be taught.
  - c. The teacher should be creative to select kinds of reading text in order to make students' comprehension in English better and to diminish boredom in learning English especially in reading subject.
2. Suggestion for the students:
- a. The students should try to understand to webbing strategy in reading text and practice it in the classroom.
  - b. The students pay more attention to the lesson that has been given by teacher in front of the class.
  - c. The students should avoid cheating in doing their exercises because in webbing strategy, each student is given time to think about his/her own answer, so students should independently do their exercise.

Finally, the researcher considers that this study still needs correction and suggestion from the next researcher that has the same topic as this study.

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