

**THE EFFECT OF USING C/T/Q (CONCEPT/TERM/QUESTION)  
APPROACH TOWARDS READING COMPREHENSION  
OF THE FIRST GRADE STUDENTS  
AT SENIOR HIGH SCHOOL  
AL-HUDA PEKANBARU**



**By**

**RITA**

**NIM. 10814002329**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

**THE EFFECT OF USING C/T/Q (CONCEPT/TERM/QUESTION)  
APPROACH TOWARDS READING COMPREHENSION  
OF THE FIRST GRADE STUDENTS  
AT SENIOR HIGH SCHOOL  
AL-HUDA PEKANBARU**

A Thesis

Submitted to Fulfill One of the Requirements  
for Undergraduate Degree in English Education

(S.Pd)



By

**RITA**

**NIM. 10814002329**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

## ABSTRACT

**RITA (2013). The Effect of Using C/T/Q (Concept/Term/Question) Approach towards Reading Comprehension of the First Grade Students at Senior High School Al-Huda Pekanbaru.**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in getting ideas from the reading text, identifying reference in the text, identifying factual information in the text, make inference from the text, and identifying meaning of vocabulary in the text, the writer was interested in carrying out research about this problem.

The objective of this research was to test whether the C/T/Q (Concept/Term/Question) approach had the effect on the achievement of the students in experimental class in reading comprehension. This research was conducted by using quasi experiment by giving the treatment for experimental class. The population of this research was all of the first grade students in the academic year of 2012/2013 in which the total number of the students 132 students and divided into 4 classes. The sample was gained by cluster random sampling. To analyze the data, the writer used Independent T-test formula.

After analyzing the data, the writer found the result of analyzing the data  $T_o$  was higher than  $t_{table}$ . Therefore, null hypothesis ( $h_o$ ) was rejected, and alternative hypothesis ( $h_a$ ) was accepted. It can be concluded that C/T/Q approach has a positive effect on students' reading comprehension of the First grade Students at Senior High School Al-Huda Pekanbaru.

## ACKNOWLEDGMENT

الله الرحمن الرحيم

By the name of Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement. Shalawat and salam forever to a noble character, the prophet Muhammad SAW who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

This project paper is intended to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this project paper is “The Effect of Using C/T/Q (Concept/Term/Question) Approach towards Reading Comprehension of The First Grade Students at SMA Al-Huda Pekanbaru”.

The writer realizes that there are many weaknesses on this project paper. Therefore, constructions and suggestions are needed very much to improve this project paper. A lot of thanks to who have given moral and material supports to the writer. Thus, the writer expresses deep gratitude and sincere thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau for his kindness and encouragement.
2. Dr. Hj. Helmiati, M. Ag, the Dean of Education and Teacher Training Faculty for her kindness and encouragement.
3. Dr. Hj. Zulhidah, M. Pd, as the Chairperson for her kindness and encouragement.

4. Dedy Wahyudi , M. Pd, the secretary of English Education Department for his kindness and encouragement.
5. Drs. H. Muliardi, M. Pd, as the writer's supervisor for his invaluable assistance, guidance, encouragement, persistence, helpful and valuable suggestions and advice that has encouraged and motivated the writer to complete this project paper.
6. All lecturers who have given knowledge, information of this project paper, contributions and supports during the courses.
7. The head master of Senior High School Al-Huda Pekanbaru, Hj. Ratmiwati and also all of the teachers, especially for English teacher, Hasanul Bishry, S. Pd who has helped the writer in the process of collecting data.
8. My beloved parents, Nasruddin and Nurhayati who have given meaningful and useful pray, advices, supports, both material and spiritual, give me everything what I need. You always make me be stronger in this life. Thanks a lot of your love. I always love you forever.
9. My beloved sister and brother, Reka Anggraini and Risky Salmon, my beloved uncle Dedy thank for your support and motivation.
10. My friends at HB cost Rizka Febrianti, SE, Isma wahyuni, Siren, Yerma, Miftah, Rahma, Izha, Isma R, Ika I, Nurul, Tina, Yuni, Reny, Ika P, who support me in all condition, give me motivation and encourage me to finish the thesis. I always you guys.

11. My best friend, Inoy, Era, Efi, Mita, Tiah, Rusdi, Tuti, Rina, Fanny, who always support , advice and motivation to finish my thesis, especially for Agus Kurniawan who always encourage me in all condition and situation. Thanks for your kindness and help.

12. My classmates of class A of English Education Department who have given me motivation and support. You are the best friends.

Finally, this thesis is still far from perfect. Therefore, constructive comments, critiques, suggestions will be appreciated very much.

Pekanbaru, November 2012

The Writer,

RITA  
NIM. 10814002329

## LIST OF CONTENT

<b>SUPERVISOR APPROVAL</b> .....	i
<b>EXAMINER APPROVAL</b> .....	ii
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>ABSTRACT</b> .....	vi
<b>LIST OF CONTENT</b> .....	ix
<b>LIST OF TABLE</b> .....	xii
<b>LIST OF APPENDIXES</b> .....	xiv
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of the Problem .....	1
B. The Definition of the Terms.....	4
C. The Problem	
1. The Identification of the Problem .....	6
2. The Limitation of the Problem .....	7
3. The Formulation of the Problem.....	7
D. The Objectives and Significance of the Research	
1. The Objective of the Research .....	7
2. The Significance of the Research .....	8
<b>CHAPTER II: REVIEW OF LITERATURE</b>	
A. The Theoretical Framework	
1. The Nature of Reading.....	9
2. Microskills, Macroskills, and Strategies for Reading.....	11
3. The Nature of Reading Comprehension.....	13
4. The Factors Influencing Reading Comprehension.....	15
5. The Nature of C/T/Q (Concept/Term/Question) Approach .....	16
6. The Nature of Three Phase Technique.....	18
7. Using C/T/Q (Concept/Term/Question) Approach	

Towards Reading Comprehension.....	19
B. The Relevant Research.....	21
C. The Operational Concept	
1. X Variable.....	22
2. Y Variable.....	24
D. The Assumption and Hypothesis	
1. Assumption.....	24
2. Hypothesis.....	25

### **CHAPTER III: RESEARCH METHODOLOGY**

A. The Research Design.....	26
B. The Location and Time of the Research	
1. The Location of the Research.....	27
2. The Time of the Research.....	27
C. The Subject and Object of the Research	
1. The Subject of the Research.....	28
2. The Object of the Research.....	28
D. The Population and Sample of the Research	
1. The Population of the Research.....	28
2. The Sample of the Research.....	29
E. Technique of Collecting Data.....	29
F. Technique of Data Analysis.....	32

### **CHAPTER IV: DATA PRESENTATION AND ANALYSIS**

A. The Data Presentation	
1. Validity and reliability of Instrument Test.....	34
2. The Data Presentation of Reading Comprehension (Variable Y).....	38
3. The Data Presentation of the Effect of Using C/T/Q (Concept/Term/Question) Approach Towards Reading Comprehension.....	44
B. The Data Analysis.....	46



**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion.....	55
B. Suggestion.....	56

**BIBLIOGRAPHY**

**APPENDIXES**

## LIST OF TABLE

Table III.1	The Research Design.....	27
Table III.2	The Population and Sample.....	28
Table III.3	Blue Print of Test .....	30
Table IV.1	The Students' Comprehension in Identifying Reference.....	34
Table IV.2	The Students' Comprehension in Locating of Vocabulary in the Text.....	35
Table IV.3	The Students' Comprehension in Identifying Factual Information.....	36
Table IV.4	The Students' Comprehension in Finding Main Idea.....	36
Table IV.5	The Students' Comprehension in Making Inference from the Reading Text.....	37
Table IV.6	The Students' Pre-Test Score of Experimental Class.....	40
Table IV.7	The Students' Pre-Test Score of Control Class.....	41
Table IV.8	The Students' Post-Test Score of Experimental Group.....	42
Table IV.9	The Students' Post-Test Score of Control Class.....	43
Table IV.10	The Students' Pre-Test and Post-Test Score of Experimental and Control Class .....	44
Table IV.11	The Homogeneity of Pre-Test.....	45
Table IV.12	Mean and Standard Deviation.....	47

Table IV.13	The Students' Score of Pre-Test in Experimental and Control	
	Class.....	48
Table IV.14	The Students' Score of Post-Test in Experimental and Control	
	Class.....	50

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the most important things in language skills. The importance of reading becomes an aspect that should be considered among language skills. In finding out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, whether stated or not stated meaning. Besides, a good comprehension is necessary to comprehend meaning what the writer writes.

Reading is an activity that needs a process and a purpose. The purposes of reading are to gain information or to verify existing knowledge, to criticize a writer's idea or writing style, to read for enjoyment or to enhance knowledge of the language text being read, to guide the reader's selection of texts, to determine the appropriate approach to reading comprehension<sup>1</sup>. The purpose of reading based on the standardization of English course competences is to understand meaning (interpersonal, ideational, and textual) in some written texts that have communicative purpose, structural text, and certain linguistic. It means that, reading includes a receptive skill. Therefore, a reader should have the best strategy to obtain a good comprehension of the messages in reading text.

---

<sup>1</sup> Bleach, [www.nclrc.org/essential/reading/stratread.htm](http://www.nclrc.org/essential/reading/stratread.htm). Retrieved on December 05, 2011

The process of learning is necessary to get a well comprehension. In learning process, a teacher uses a reading strategy in teaching reading. As defined by David Pearson and his colleagues, reading comprehension strategies are “conscious and flexible plans that readers apply and adopt a variety of texts and tasks<sup>2</sup>. Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading text. A critical thinking will create the active learning, because the students not only learn by them selves but also discuss or share what they learn with their friends or their teacher.

In order to accomplish students’ need toward reading comprehension, School Based Curriculum (KTSP) provides reading as one of skills that must be taught and learned in senior high school. Senior High School Al-Huda Pekanbaru is one of schools that also use School Based Curriculum (KTSP) as their guidance in teaching and learning process. In Senior High School Al-Huda Pekanbaru, reading has been taught since first year of English teaching period. Reading has taught twice in a week with time duration 45 minutes for one hour. According to syllabus 2011-2012 at the first grade, the base competence of reading comprehension refers to capability of students in understanding/ comprehending and responding the meaning in monologue text or essay accurately, fluently, and contextually in the form of text such as descriptive, recount and narrative<sup>3</sup>. In this research, the writer focuses on

---

<sup>2</sup> Michael F. Graves. *Teaching Reading in the 21st century* , London : A Pearson Education Company, 2001. P. 310

<sup>3</sup> *Syllabus* of SMA Al-Huda Pekanbaru 2011-2012. unpublished

descriptive text. The passing score of English course (KKM) at Senior High School Al-Huda Pekanbaru is 7.00.

Based on preliminary study at the first grade students of Senior High School Al-Huda Pekanbaru, the teacher used three-phase technique. For example, the teacher gives text to the students, the teacher asked the students some questions before they read the text. Then the teacher asked the students to read the text loudly. Then, the teacher compared the students in group discussion to discuss some questions based on the text that their read. And the last, the teacher gave feedback, and then let the students know how well they had performed.

Ideally, the students should comprehend about the reading text and comprehend what they are reading. But in fact, the students have many problems in learning English, especially in reading skill. The student's ability is still very far from the expectation of the curriculum. Those problems can be seen in the following symptoms such as some of the students are not able to find out the main idea of the reading text, some of the students are not able to find out the factual information of the text, some of the students are not able to identify reference in the text, some of the students are not able to make inference from the text, and some of the students are not able to identify meaning of vocabulary in the text.

Based on the phenomena above, the writer assumes that some of the students of the first grade at Senior High School Al-Huda Pekanbaru still have difficulties in reading comprehension because of inappropriate teaching

approach. In order to improve students' reading comprehension, the writer would like to apply a strategy that might help the students in reading comprehension, called C/T/Q approach. C/T/Q (Concept/Term/Questions) approach focuses on both teaching and learning by teaching students to identify the key concepts, terms, and questions answered in a section of text or other subject areas of reading material<sup>4</sup>. When students hear the teacher to identify C/T/Q, they are led to observe and practice what the expert readers, combine textual information with prior knowledge and experience. It means that the students can comprehend the material easily.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled "The Effect of Using C/T/Q (Concept/Term/Question) Approach towards Reading Comprehension of the First Grade Students at Senior High School Al-Huda Pekanbaru".

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

The topic of this research is the effect of using C/T/Q (Concept/ Term/ Question) approach towards reading comprehension of the first grade students at Senior High School Al-Huda Pekanbaru. In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary for the writer to define the following terms.

---

<sup>4</sup> Manzo. Anthony V. *Teaching Children to be Literature*. London, 1995. P. 381

## **1. Effect**

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables<sup>5</sup>. In this research, effect is defined as the result of teaching reading by using C/T/Q (Concept/Term/Question) approach towards reading comprehension at the first grade students at Senior High School Al-Huda Pekanbaru.

## **2. C/T/Q (Concept/Term/Question) Approach**

The C/T/Q approach focuses on both teaching and learning by teaching students to identify the key concepts, terms, and questions answered as a section of text or other subject area of reading material<sup>6</sup>. When teaching students to identify them, the teacher comes to understand, anticipate, and provide for the idea that students face when they read content material. When students hear the teacher to identify C/T/Q, they are led to observe and practice what expert readers and accomplished students do to construct meaning; by combining textual information with prior knowledge and experience.

C/T/Q approach meant in this research is a strategy used by the writer to know its effectiveness towards students' reading comprehension of the first grade students at Senior High School Al-Huda Pekanbaru.

## **3. Reading Comprehension**

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading,

---

<sup>5</sup> Jack Richards and Schmidt Richard, *Longman Dictionary of Language Teaching and Applied linguistics*. New York: Person Education, 2002. P. 175

<sup>6</sup> Manzo Anthony V, *Op.Cit.* P. 381



word and word and world knowledge, and fluency<sup>7</sup>. It means that a process or product of understanding the text is to get information and the meaning of the text. In this research, reading comprehension is process of understanding text by using C/T/Q (Concept/Term/Question) Approach of the first grade students at Senior High School Al-Huda Pekanbaru.

## **C. The Problem**

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

Based on the background and the phenomena above, there are many problems that make students difficult in reading text in English class. Thus, the problems of this research are identified as follows:

- a. Some of the students are not able to find out the main idea of the reading text.
- b. Some of the students are not able to find out the factual information of the text.
- c. Some of the students are not able to identify reference in the text.
- d. Some of the students are not able to make inference from the text.
- e. Some of the students are not able to identify the meaning of vocabulary of the text.
- f. The strategies applied by the teacher do not optimize students' reading comprehension significantly yet.

---

<sup>7</sup> Klingner, Janette K, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension Students with Learning Difficulties*, New York, the Guilford Press, 2007. P. 2

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

Regarding the writer's ability, time, and finding this research, the writer needs to limit the problems. As mentioned before, this research is intended to use C/T/Q approach, the writer limits the problem on the strategy used by the teacher. The writer would try a new approach called C/T/Q approach and to find out the effect of using C/T/Q approach towards students' reading comprehension.

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

Based on the background, the identification and the limitation of the problems above, the writer formulates the problems in the following questions:

- a. How is the students' ability of the first grade at SMA Al-Huda Pekanbaru in comprehending reading text by using three phase technique?
- b. How is the students' ability of the first grade at SMA Al-Huda Pekanbaru in comprehending reading by using C/T/Q approach?
- c. Is there any significant effect of using C/T/Q approach towards the students' reading comprehension of the first grade at SMA Al-Huda Pekanbaru?

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

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

Based on the formulation of the problem above, the general objective of the research are:

- a. To find out the students' ability in comprehending reading text by using C/T/Q approach.
- b. To find out the students' ability in comprehending reading text by using three phase technique.
- c. To find out the significant effect of using C/T/Q approach towards the students' reading comprehension.

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

Related to the objectives of the research above, the significance of the research is as follows:

- a. To the writer as a researcher intends to know how to conduct a research.
- b. This research finding is also expected to give the positive contribution or information to the first grade students of Senior High School Al-Huda Pekanbaru and teachers of English to determine their learning success.
- c. These research findings are also expected to justify the existing theories in teaching and learning English language and foreign language and for those who are concerned by the current issues on learning and teaching language.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Reading

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>. So, reading emphasizes on process to encode the writer's messages into their own comprehending. Reading also gives information to the reader needed.

Reading is different from writing and speaking. If writing and speaking are productive language skills that require students to practice in order to improve these skill. Reading is a fluent process of reader combining information from a text. It means that writing and speaking are harder than reading. Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning<sup>3</sup>. In reading, readers need to interact between the printed symbols

---

<sup>1</sup> H. Douglas Brown. *Teaching by Principle : An Interactive Approach to Language Pedagogy*, California : Prentice Hall Regents, 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> David Nunan, *Practical English Language Teaching*, Sydney; Mc Graw Hill, 2003. P. 68

and the readers' prior knowledge. Readers also have to use their language skills such as; grammatical knowledge, vocabulary, experience and reading skills in order to understand the text well.

From the definitions and explanations given by the experts above, it can be concluded that reading is an interactive process of understanding and transferring messages from printed texts or electronic texts to establish the final meaning of the texts. In reading process, readers will use their existing knowledge to interpret the meaning of the texts. Besides that, reading comprehension skill is also important to ease readers to understand the texts.

The major of reading for Senior High School is reading comprehension. Reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text. In these words, the reader must be able to understand, to interpret, and to select detail information from the text.

Sometimes, the reader understands all sentences in the text, but he still can not understand what is said as a whole in a paragraph. This is because he does not know how the materials are organized.

## 2. Microskills, Macroskills, and Strategies For Reading

According to Nunan, the microskills and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension<sup>4</sup>.

### a. Microskills

- 1) Discriminate among the distinctive lengths in short-term memory.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, systems (e.g., tense, agreement, pluralization), pattern, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

### b. Macroskills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

---

<sup>4</sup> H. Douglas Brown. *Language Assessment Principle and Classroom Practices*. California :Longman, 2003 . P. 188-189

- 2) Recognize the communicative functions of written texts, according to form and purpose.
  - 3) Infer context that is not explicit by using background knowledge.
  - 4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  - 5) Distinguish between literal and implied meanings.
  - 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
  - 7) 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 the interpretation of the texts.
- c. Some Principal Strategies for Reading Comprehension
- 1) Identify your purpose in reading a text.
  - 2) Apply spelling rules and conventions for bottom-up decoding.
  - 3) Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
  - 4) Guess at meaning (of words, idioms, etc) when you aren't certain.
  - 5) Skim the text for the gist and for main ideas.

- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.

### 3. The Nature of Reading Comprehension

According to Philips in Brown, there are eight components of reading comprehension features. They are main idea, expression/idiom/phrases in context, inference, grammatical feature, detail including facts not written, supporting idea, and vocabulary in context<sup>5</sup>. But, in this research, the writer only discusses five components which are appropriate with the senior high school curriculum<sup>6</sup> as follows:

#### a. Finding factual information.

It requires readers to scan specific details. Nunan says that while reading, the readers must be able to recognize the factual information in detail such as person, places, events, and time. The

---

<sup>5</sup> *Ibid*, P. 206

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



factual information questions are generally prepared to focus on WH-questions for obtaining information<sup>7</sup>.

b. Identifying main idea.

The main idea is what the author wants you to know about the topic. Efficient readers understand not only the ideas but also the relative significances as expressed by the writer. It is selected in beginning, middle, and at end of paragraph. Sometimes, the main idea is not stated clearly<sup>8</sup>.

c. Locating the meaning of vocabulary in context.

It means that the readers could develop their guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph. Cunningham and Stanovich explained that to comprehend the text, the readers must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long memories<sup>9</sup>.

d. Identifying references.

In order to avoid repeated words or phrases, the authors use reference words. Nuttall says that recognizing reference words and

---

<sup>7</sup> David Nunan, *Language Teaching Methodology: A Text Book for Teachers*, New Jersey: Prentice Hall, 1991. P. 78

<sup>8</sup> Kathleen T. McWhorter, *Guide to College Reading*, Boston: Little, Brown and Company, 1986. P. 76

<sup>9</sup>Judi Willis, MD, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*, London: ASCD Publications, 2008. P. 128

being able to identify the words or phrases to which they refer will help the reader understand the reading passage<sup>10</sup>.

e. Making Inference from reading text.

Inference is a skill where the reader has to be able to read between lines. Inference requires actively interacting with the words in a sentence and among sentence<sup>11</sup>.

#### **4. The Factors Influencing Reading Comprehension**

There are three sets of influences of reading comprehension<sup>12</sup>;

a. The Individual Reader Context

The reader actively interprets the cues on the printed page in the light of what he or she brings to it. This includes his or her prior knowledge about the topic, emotional attitudes relative to the topic and assignment, and reading skill. It is important to prepare students for reading comprehension by assessing and developing their schemata related to the topic. It was also suggested that motivation and interest should be developed prior to reading.

b. The Text Context

The text context purpose is to help reader or teacher become skillful at detecting possible sources of difficulty in reading material to us, and even if reader or teacher find her/his self limited to difficult

---

<sup>10</sup> Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, London: Heineman Educational Book, 1982. P. 90

<sup>11</sup> Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading To English Language Learner*, New York: The Guilford Press, 2010. P. 177

<sup>12</sup> Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, New Jersey: Prentice- Hall, 1986. P. 101

text, they can provide pre reading skill in structure to help the students deal with potential text difficulties<sup>13</sup>.

c. The Situational Context

The situation context have many aspects to be considered are the students understand the purpose of the assignment, they know how to read for that purpose, questions reflect the purpose, the question understandable, during reading and testing ones in which they could perform (social, emotional, or physical environments)<sup>14</sup>.

**5. The Nature of C/T/Q (Concept/Term/Question) Approach**

The C/T/Q approach is one of the strategies that can help the students' reading comprehension. The C/T/Q approach focuses on both teaching and learning by teaching students to identify the key concepts, terms, and questions answered in a section of text or other subject area reading material<sup>15</sup>. When teaching students to identify these, the teacher comes to understand, anticipate, and provide the idea for students when they read content material. When students hear the teacher identify C/T/Q, they are led to observe and practice what expert readers and accomplished students do to construct meaning; by combining textual information with prior knowledge and experience.

With the C/T/Q, teacher and students identify the most uncluttered versions possible of key concept, term, and question in

---

<sup>13</sup> *Ibid*, P. 117

<sup>14</sup> *Ibid*, P. 129

<sup>15</sup> Manzo. Anthony V. *Teaching Children to be Literature*. London, 1995. P. 381

which units of information are built. The discussions that occur between teacher and class contain the basic ingredients necessary for students to “catch on” to this process and begin to do it for themselves rather than being explicitly instructed in how to do it. In going through the C/T/Q process, the teacher effectively repeats important overlapping facts and ideas in three different ways: as concepts, as term, and as questions. This redundancy effect alone can justify the effort.

There are six steps in C/T/Q approach towards the students’ reading comprehension:

- a. The teacher selects three brief selections of text for analysis.
- b. The teacher notes and “talks through” the key concepts, terms, and questions underlying the first selection, writing them on the white board.

Example

Concept: Rivers often are found at the bases of mountains.

Term: Jura Mountains; parallel ridges.

Question: how did Switzerland’s geography help Switzerland to form itself into a country separate from France, Germany, and Italy?

- c. The class reads that portion of the text. A brief discussion follows to check students’ comprehension of the material. A

good way to do this is to ask students to answer the C/T/Q “question.”

- d. Students read the second short selection, and the teacher and class together develop a C/T/Q for it.
- e. Students read the third selection and develop C/T/Q independently, without peer discussion or teacher assistance.
- f. The teacher shows his or her own C/T/Q for the third passage on the white board. Students compare their versions with the teacher’s and discuss similarities and differences.

There are some C/T/Q Options:

- a. Once students have been taught to write C/T/Q, these can be used as a component of a Reading Guide.
- b. The teacher can create a reading guide by writing and distributing C/T/Q to assist students in reading difficult home work assignments.
- c. Students groups can be assigned to write C/T/Q for various portions of a text, which then are reproduced and shared with the rest of the class.

## **6. The Nature of Three-Phase Technique**

In applying three phase technique, the teacher gave explanation about the teacher wants from the students in learning reading in class. Most foreign language reading specialist view reading as interactive. To encourage students to use effective strategies when reading in

foreign language. The Teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided into the stage of reading at which they occur such as pre-reading, while reading, and post reading<sup>16</sup>. The procedures of teaching reading by using Three-phase technique can be done as follows:

- a. The teacher gives descriptive text to the students
- b. The teacher asks the students some questions before they read the text
- c. The teacher asks the students to read loudly
- d. The teacher compares the students in discussion group to answer the questions based on the text
- e. The teacher checks students' answer and gives feedback about the lesson.
- f. The teacher summarizes the material to the students.

### **7. Using C/T/Q (Concept/Term/Question) Approach towards Reading Comprehension**

The C/T/Q approach is one of strategies that can help the students' reading comprehension. The C/T/Q approach focuses on both teaching and learning by teaching students to identify the key concepts, terms, and questions answered in a section of text or other subject area of reading material<sup>17</sup>. There are some possible steps that might be applied in using C/T/Q (Concept/Term/Question) Approach

---

<sup>16</sup> [http://www.jlls.org/Issues/Volume%205/No.1/eltoprak\\_galmacioglu.pdf](http://www.jlls.org/Issues/Volume%205/No.1/eltoprak_galmacioglu.pdf)

<sup>17</sup> Manzo Anthony V. *Op.Cit.* P. 381

in teaching reading comprehension. Based on the writer's understanding to the theories discussed in this research and the writers' experience in teaching reading comprehension, the writer notices some steps as follows:

- a. Explain the generic structure of text.
- b. Explain the meaning of C/T/Q approach, its function and the way to use it.
- c. Choose one topic and selects three brief selections of the text for analysis and then notes the key concepts, terms, and questions underlying the first selection, writing them on the white board.

#### Example

Concept: Rivers are often found at the bases of mountains.

Term: Jura Mountains; parallel ridges.

Question: how did Switzerland's geography help Switzerland to form itself into a country separate from France, Germany, and Italy?

- d. Ask students to answer C/T/Q "question".
- e. Develop a C/T/Q for it.
- f. Shows his or her own C/T/Qs for the third passage the white board, compare their versions with the teacher's and discuss similarities and differences.

## **B. The Relevant Research**

Reviewing the relevant research is intended to avoid the “plagiarism” toward the design and the findings of the previous researches. Besides, it maintains the originality of the topic investigates-the topic is never investigated by any previous researcher(s)<sup>18</sup>.

One of them was conducted by Ismit Tanjung (2011). In his research, he focused on Improving Students’ Reading Comprehension through Answering Question Concept Map Strategy of the first Year Students at SMA 1 Tembilahan Hulu. He stated that the students’ reading comprehension was increased by using Answering Question Concept Map strategy. It means Answering Question Concept Map strategy had significant effect toward reading comprehension. Then their research is a relevant research of using concept/term/question approach.

The similar research was also conducted by Fitri Susilawati (2012). In her research focused on The Effect of using Concept-Oriented Reading Instruction (CORI) Strategy towards Reading Comprehension of the Second Year Students at Junior High School 2 Bangkinang Barat of Kampar Regency. She stated that the students’ reading comprehension was increased by using using Concept-Oriented Reading Instruction (CORI) Strategy. It means Concept-Oriented Reading Instruction (CORI) Strategy had significant effect towards reading comprehension. Then their research is a relevant research of using concept/term/question approach.

---

<sup>18</sup> M. Syafi’i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Lembaga Bimbingan Belajar Syaf Intensive/LSBI, Pekanbaru: 2007. P. 12



The similar research was also conducted by Fitri Wilmi (2011). In her research focused on The Effect of using Question Answer Relationship (QAR) Strategy towards Reading Comprehension at the Second Year Students of SMPN 1 Kampar Kiri Hulu of Kampar Regency. She stated that the students' reading comprehension was increased by using Question Answer Relationship (QAR) Strategy It means Question Answer Relationship (QAR) Strategy had significant effect towards reading comprehension. Then their research is a relevant research of using concept/term/question approach.

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

Operational concept is a concept as a guidance used to avoid misunderstanding. There are two variables in this research. X variable is C/T/Q (Concept/Term/Question) approach and Y variable is student's reading comprehension. To measure each variable, the writer will identify them in some indicators as follows:

#### **1. X Variable**

##### **a. Experimental Class**

Experimental class is taught by using C/T/Q (Concept/Term/Question) approach. The following some steps for implementing C/T/Q approach:

- 1) The teacher selects three brief selections of text for analysis.

- 2) The teacher notes and “talks through” the key concepts, terms, and questions underlying the first selection, writing these on the white board.
- 3) The teacher asks the class to read the portion of the text. A brief discussion follows to check students’ comprehension of the material. A good way to do this is to ask students to answer the C/T/Q “question.”
- 4) The teacher asks the students to read the second short selection, and the teacher and class together develop a C/T/Q for it.
- 5) The teacher asks the students to read the third selection and develop C/T/Q independently, without peer discussion or teacher’ assistance.
- 6) The teacher shows his or her own C/T/Q for the third passage on the white board. Students compare their versions with the teacher and discuss similarities and differences.

**b. Control Class**

Control class is taught by using Three Phase Technique. The steps are as follows:

- 1) The teacher gives descriptive text to the students
- 2) The teacher asks the students some questions before they read the text

- 3) The teacher asks the students to read loudly
- 4) The teacher compares the students in discussion group to answer the questions based on the text
- 5) The teacher checks students' answer and gives feedback about the lesson.
- 6) The teacher summarizes the material to the students.

## **2. Y Variable**

Students' reading comprehension is measured by using the following indicators:

- a. The students are able to find out the main idea of the text.
- b. The students are able to find the factual information in the text.
- c. The students are able to identify the meaning of vocabulary in the text.
- d. The students are able to make inference from the text.
- e. The students are able to identify reference of the text.

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

### **1. Assumption**

The writer assumes that using a strategy in teaching reading comprehension is able to improve the reading comprehension. The assumption is supported to the theory and the relevant research that the result of using C/T/Q approach was higher than without using C/T/Q approach.

## 2. Hypothesis

### a. Alternative Hypothesis ( $H_a$ )

There is significant effect of using C/T/Q (Concept/Term/Question) approach towards students' reading comprehension.

### b. Null Hypothesis ( $H_0$ )

There is no significant effect of using C/T/Q (Concept/term/Question) approach towards students' reading comprehension.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The type of this research was experimental research. Experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship<sup>1</sup>. The design of this research was quasi-experiment design, which used non-equivalent control group design. According to John W. Creswell that quasi-experiment designs are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment<sup>2</sup>. Therefore, the writer used two classes as sample based on the cluster sampling.

The first class was used as control class which was taught by using three-phase technique and another was used as an experimental class which was taught by using C/T/Q approach. The two classes got different treatment to measure the effect of using C/T/Q approach towards reading comprehension of the first grade students at SMA Al-Huda Pekanbaru. Both of the classes were given the same pre-test and post-test, but without giving the same treatment with the control class and the experimental class. It can be showed in the following table:

---

<sup>1</sup>L.R. Gay and Peter Airaisian, *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall, Inc, 2000. P.36.

<sup>2</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education Ltd, 2008. P.645.

**Table III.1**  
**The Research Design**

<b>CLASS</b>	<b>PRE-TEST</b>	<b>TREATMENT</b>	<b>POST-TEST</b>
Experimental	T1	✓	T2
Control	T1	X	T2

X : Experimental Class

C : Control Class

T1 : Pre-Test to Experimental and Control Class

X : Receive the Treatment Using C/T/Q Approach

T2 : Post-Test to Experimental and Control Class

## **B. The location and time of the research**

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

This research was conducted to the first grade students at Senior High School Al-Huda Pekanbaru.

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

The time of this research was conducted from July to September 2012.

## C. The Subject and Object of the Research

### 1. The Subject of the Research

The subject of the research was the first grade students at Senior High School Al-Huda Pekanbaru.

### 2. The Object of the Research

The object of this research was the effect of using C/T/Q (Concept/Term/Question) approach towards students' reading comprehension.

## D. The Population and Sample of the Research

### 1. The Population

The population of the research was the first grade students at Senior High School Al-Huda Pekanbaru. The total of the first grade students was 132 students. The detail number of students includes in the following table:

**Table III. 2**

**The population and sample**

No	Class	Number of students
1	Xa	28
2	Xb	30
3	Xc	28
4	Xd	30
Total Population		132

*(Source: Document of SMA Al-Huda Pekanbaru academic year 2012/2013)*

Based on the table above, the total population was 132 students that included class Xa, Xb , Xc, and Xd.

## **2. The Sample**

There were 4 classes as the total population in this research. Because the total population was large, the writer took the sample by using cluster random sampling. According to Gay, Cluster random sampling selects groups, not individuals. All the members of selected groups have similar characteristics<sup>3</sup>. Therefore, the writer took two classes to represent the population having similar characteristics.

The similar characteristics intended for the both of classes are: the students were taught by the same teacher of English, the students had the same level, and the students had the same material about learning of reading. The first class was used as a control class and the second class was used as an experimental class.

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

In order to collect some data in this research, the writer used the test. Test was conducted in order to determine the students' reading comprehension. Test was given in the pre-test and post-test. To know the homogeneity of two variances, the writer took pre-test.

Pre-test was given before the treatment, and post-test was given after doing the treatment. Assessing reading is not easy to do it accurately<sup>4</sup>. But

---

<sup>3</sup> L.R. Gay and Peter Airasian, *Op.cit.* P. 129

<sup>4</sup> Kalayo hasibuan and Muhammad fauzan, *Teaching English as Foreign Language (TEFL)*, Alaf Riau, Pekanbaru.2007. P. 123



based on teaching reading our curriculum (KTSP), if the students are able to achieve to goal, it means that assessment of reading comprehension needs to be correlated with purpose of reading.

According to Hughes, there are many techniques that can assess the students' reading comprehension, but the writer used multiple choices technique that consisted of 25 items. Multiple choices technique is a technique that will be designed by using four choices and the participant choose one correct answer<sup>5</sup>. This technique can assess the student's reading comprehension. All of the items were tried out to all of the students in order to know the validity and reliability of the test. Then the test can be described from the blue print below:

#### **Blue Print of Test**

<b>No</b>	<b>Indicators</b>	<b>Number of items</b>	<b>Total</b>
<b>1</b>	Identify reference	1,6,11,16,21	5
<b>2</b>	Identify meaning of vocabulary	2,7,12,17,22	5
<b>3</b>	Identify factual information	3,8,13,18,23	5
<b>4</b>	Identify main idea	4,9,14,19,24	5
<b>5</b>	Make inference	5,10,15,20,25	5
	Total		25

---

<sup>5</sup> Arthur Hughes. *Testing for Language Teachers, Second Edition*. London: Cambridge University press, 2003. P. 143.

## 1. Validity of the test

Before the instrumentation was given as the sample of this research, it should be tried out to know the degree of validity of the items. There were 25 items given to 28 students. The items were analyzed by using this formula:

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

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 or difficulties of each item test that writer gave to the respondents. The items that did not reach the standard level of difficulty were excluding from the test and they were changed with the new appropriate items. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

## 2. Reliability of the Test

The test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. In this research, the writer used Kuder-Richardson formula to measure the reliability of test.

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

Note:

- k : total items
- $p_i$  : proportion the correct scores
- $q_i$  :  $1-p_i$
- $S_t^2$  : total variances

## F. The Technique of Data Analysis

In order to find out whether there was a significant effect of using C/T/Q (Concept/Term/Question) approach towards reading comprehension. The data were statistically analyzed. In analyzing the data of students' reading comprehension by using C/T/Q approach, the writer used statistical parametric data technique.

The technique of the data analysis that was used in this research was Independent T-test formula<sup>6</sup>.

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Note:

- $M_x$  : Mean of the experimental class variable
- $M_y$  : Mean of the control class variable
- $SD_x$  : Standard error of mean of the experimental class
- $SD_y$  : Standard error of mean of the control class
- N : The number of case.

---

<sup>6</sup> Sugiono. *Statistika untuk Penelitian*. Bandung : Alfabeta, 2011. P. 138

The result of T-test formula was compared to  $T_{table}$  to determine the significant level of score by using degree of freedom (df). The formula of degree of freedom:

$$df = N_x + N_y - 2$$

Note:

$d_f$  : the degree of freedom

$N_x$  : the number of students in experimental class

$N_y$  : the number of students in control class

If  $t_{test}$  is higher than  $t_{table}$ , the writer can conclude that  $h_a$  is accepted and  $h_o$  is rejected. It means that there is significant effect of using C/T/Q approach towards the students' reading comprehension. If  $t_{test}$  is lower than  $t_{table}$ , the writer can conclude that  $h_a$  is rejected and  $h_o$  is accepted. It means that there is no significant effect of using C/T/Q approach towards the students' reading comprehension.

Before the writer analyzed the data by using statistical parametric, the data should be tested to know the homogeneity variance. The homogeneity variance was analyzed by using F formula<sup>7</sup>:

$$F = \frac{\textit{The highest varlance}}{\textit{The lowest variance}}$$

---

<sup>7</sup> *Ibid.* P. 140

## CHAPTER IV

### THE DATA PRESENTATION AND ANALYSIS

#### A. The Data Presentation

##### 1. Validity and Reliability of Instrument Test

Before the test was given to the subject of this research, the writer tried it out. The test consisted of 25 items. The purpose of trying out was to see whether the items of the test were valid and reliable or not. To know the test items were valid and reliable, the writer used the formula of validity and reliability.

##### a. 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, 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 IV. 1**  
**The Students' Comprehension in identifying reference**

Variable	Identifying reference					N
Item no.	1	6	11	16	21	28
Correct	18	19	19	19	18	
P	<b>0.64</b>	<b>0.68</b>	<b>0.68</b>	<b>0.68</b>	<b>0.64</b>	
Q	0.36	0.32	0.32	0.32	0.36	

Based on the table IV.1, the proportion of correct answer for item number **1** shows the proportion of correct **0.64**, item number **6** shows the proportion of correct **0.68**, item number **11** shows the proportion of correct **0.68**, item number **16** show the proportion of correct **0.68**, item number **21** shows the proportion of correct **0.64**. 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 reference are accepted.

**Table IV. 2**

**The Students’ comprehension in locating the meaning of vocabulary in the text**

Variable	Locating the meaning of vocabulary in the text					N
Item no.	2	7	12	17	22	28
Correct	18	18	17	19	19	
P	<b>0.64</b>	<b>0.64</b>	<b>0.61</b>	<b>0.68</b>	<b>0.68</b>	
Q	0.36	0.36	0.39	0.32	0.32	

Based on the table IV.2, the proportion of correct answer for item number **2** shows the proportion of correct **0.64**, item number **7** shows the proportion of correct **0.64**, item number **12** shows the proportion of correct **0.61**, item number **17** show the proportion of correct **0.68**, item number **22** shows the proportion of correct **0.68**. 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 locating meaning of vocabulary in the text are accepted.

**Table IV. 3****The Students' comprehension in identifying factual information**

Variable	Identifying factual information					N
Item no.	3	8	13	18	23	28
Correct	17	17	13	17	15	
P	<b>0.61</b>	<b>0.61</b>	<b>0.46</b>	<b>0.61</b>	<b>0.54</b>	
Q	0.39	0.39	0.54	0.39	0.46	

Based on the table IV.3, the proportion of correct answer for item number **3** shows the proportion of correct **0.61**, item number **8** shows the proportion of correct **0.61**, item number **13** shows the proportion of correct **0.46**, item number **18** show the proportion of correct **0.61**, item number **23** shows the proportion of correct **0.54**. Based on the standard level of difficulty “p” <0.30 and >70, it is pointed out that item difficulties in average of each items number for identifying factual information are accepted.

**Table IV. 4****The Students' Comprehension in finding main idea**

Variable	Finding main idea					N
Item no.	4	8	14	19	24	28
Correct	17	12	17	16	19	
P	<b>0.61</b>	<b>0.43</b>	<b>0.61</b>	<b>0.57</b>	<b>0.68</b>	
Q	0.39	0.57	0.39	0.43	0.32	

Based on the table IV.4, the proportion of correct answer for item number **4** shows the proportion of correct **0.61**, item number **8** shows the proportion of correct **0.43**, item number **14** shows the proportion of correct **0.61**, item number **19** shows the proportion of correct **0.57**, item

number **24** shows the proportion of correct **0.68**. 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 main idea are accepted.

**Table IV. 5**

**The Students’ Comprehension in Making Inference from the Text**

Variable	Making inference from the text					N
Item no.	5	10	15	20	25	28
Correct	16	18	18	16	17	
P	<b>0.57</b>	<b>0.64</b>	<b>0.64</b>	<b>0.57</b>	<b>0.61</b>	
Q	0.43	0.36	0.36	0.43	0.39	

Based on the table IV.5, the proportion of correct answer for item number **5** shows the proportion of correct **0.57**, item number **10** shows the proportion of correct **0.64**, item number **15** shows the proportion of correct **0.64**, item number **20** show the proportion of correct **0.57**, item number **25** shows the proportion of correct **0.61**. 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 from the text are accepted.

**b. Reliability of Instrument Tests**

The formulation used in this research to measure reliability of try out instruments was Kuder-Richardson.

$$Xt^2 = Xt^2 - \frac{(\sum Xt)^2}{n}$$



$$\begin{aligned}
&= 6811 - \frac{(429)^2}{28} \\
&= 6811 - (15,3)^2 \\
&= 6811 - 234.09 = 6576.91 \\
St^2 &= \frac{Xt^2}{n} \\
&= \frac{6576,91}{28} = 234.89 \\
ri &= \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum p_i q_i}{St^2} \right\} \\
&= \frac{25}{(25-1)} \left\{ \frac{234,89 - 5,83}{234,89} \right\} \\
&= \frac{25}{(24)} \left\{ \frac{229.06}{234.89} \right\} = 1.04 (0.975) = 1.01
\end{aligned}$$

## 2. The Data Presentation of Reading Comprehension (Variable Y)

The way for getting data in Variable Y, the writer had to give pre test to students at experimental and control class it was needed to find out the homogeneity of students at experimental and control class.

After giving pre test to students, the writer applied the C/T/Q (Concept/Term/Questions) approach to students at experimental class. While three-phase technique was applied to control class. The writer did this approach to the students for six times. After doing the treatment, the writer gave post test to students of experimental and control classes. Then, the writer compared the data from experimental and control classes. All those done were to find out the significant effect of using C/T/Q (Concept/Term/Questions) approach towards reading comprehension. The

test was multiple choices that consisted of 25 items. The score was gotten from<sup>1</sup> =  $\frac{\text{Correct answer}}{\text{Total item}} \times 100$

Total item

To measure the students' reading comprehension achievement, the writer used this standard measurement based on Arikunto in Muslich to fix the score as follows<sup>2</sup>:

76%-100%	: Good
56%-75%	: Enough
40%-55%	: Less
0%-40%	: Bad

Before analyzing the students' reading comprehension achievement, the writer presented the result of the students test. The result of the students' test can be seen from the table below:

---

<sup>1</sup> Muslich. *Effectiveness of Collaborative Learning Activity Increasing the Students' English Achievement at the Second Year Students of SMAN 1 Lubuk Dalam Siak*. Unpublished, 2009. P. 36

<sup>2</sup> *Ibid*, P. 36

**Table IV. 6**  
**The Students' Reading Comprehension Pre Test Score of**  
**Experimental Class**

Students	Correct Answer	Total Score	Percentage	Level
1	18	56	72%	Enough
2	14	60	56%	Enough
3	14	60	56%	Enough
4	16	72	64%	Enough
5	14	56	56%	Enough
6	18	72	72%	Enough
7	18	72	72%	Enough
8	14	64	56%	Enough
9	16	64	64%	Enough
10	16	68	64%	Enough
11	14	56	56%	Enough
12	15	60	60%	Enough
13	15	64	60%	Enough
14	17	56	68%	Enough
15	18	56	72%	Enough
16	16	64	64%	Enough
17	14	64	56%	Enough
18	17	60	68%	Enough
19	17	64	68%	Enough
20	17	60	68%	Enough
21	14	68	56%	Enough
22	17	64	68%	Enough
23	17	64	68%	Enough
24	14	72	56%	Enough
25	14	68	56%	Enough
26	18	60	72%	Enough
27	18	60	72%	Enough
28	14	56	56%	Enough
Total		1760		
Mean		62.86	63%	Enough

From the table above, the writer found the total score is 1760 while the highest score is 72 and the lowest score is 56. The mean of the students score is 62.86 with percentage 63%, and categorized as **“Enough”**.

**Table IV. 7**  
**The Students' Reading Comprehension Pre-Test Score of Control Class**

Students	Correct Answer	Total score	Percentage	Level
1	14	72	56%	Enough
2	15	56	60%	Enough
3	15	56	60%	Enough
4	18	64	72%	Enough
5	14	56	56%	Enough
6	18	72	72%	Enough
7	18	72	72%	Enough
8	16	56	64%	Enough
9	16	64	64%	Enough
10	17	64	68%	Enough
11	14	56	56%	Enough
12	15	60	60%	Enough
13	16	60	64%	Enough
14	14	68	56%	Enough
15	14	72	56%	Enough
16	16	64	64%	Enough
17	16	56	64%	Enough
18	15	68	60%	Enough
19	16	68	64%	Enough
20	15	68	60%	Enough
21	17	56	68%	Enough
22	16	68	64%	Enough
23	16	68	64%	Enough
24	18	56	72%	Enough
25	17	56	68%	Enough
26	15	72	60%	Enough
27	15	72	60%	Enough
28	14	56	56%	Enough
Total		1776		
Mean		63.43	63%	Enough

From the table above, the writer found the total score is 1776 while the highest score is 72 and the lowest score is 56. The mean of the students score is 63.43% with percentage 63%, categorized as **“Enough”**.

**Table IV. 8**  
**The Students' Post-Test Score of Experimental Class**

Students	Correct Answer	Total Score	Percentage	Level
1	20	80	80%	Good
2	18	72	72%	Enough
3	18	72	72%	Enough
4	19	76	76%	Good
5	19	76	76%	Good
6	21	84	84%	Good
7	22	88	88%	Good
8	19	76	76%	Good
9	19	76	76%	Good
10	20	80	80%	Good
11	18	72	72%	Enough
12	18	72	72%	Enough
13	19	76	76%	Good
14	20	80	80%	Good
15	22	88	88%	Good
16	20	80	80%	Good
17	18	72	72%	Enough
18	20	80	80%	Good
19	20	80	80%	Good
20	17	68	68%	Good
21	18	72	72%	Enough
22	21	84	84%	Good
23	21	84	84%	Good
24	19	76	76%	Good
25	19	76	76%	Good
26	21	84	84%	Good
27	17	68	68%	Enough
28	19	76	76%	Good
Total		2168		
Mean		77.43	77%	Good

From the table above, the writer found the total score is 2168 while the highest score is 88 and the lowest score is 68. The mean of the students score is 77.43 with percentage 77%, categorized as **“Good”**.

**Table IV. 9**  
**The Students' Post-Test Score of Control Class**

Students	Correct Answer	Total Score	Percentage	Level
1	14	56	56%	Enough
2	17	68	68%	Enough
3	17	68	68%	Enough
4	17	68	68%	Enough
5	14	56	56%	Enough
6	19	76	76%	Good
7	17	68	68%	Enough
8	18	72	72%	Enough
9	18	72	72%	Enough
10	19	76	76%	Good
11	15	60	60%	Enough
12	18	72	72%	Enough
13	19	76	76%	Good
14	15	60	60%	Enough
15	17	68	68%	Enough
16	18	72	72%	Enough
17	19	76	76%	Good
18	17	68	68%	Enough
19	15	60	60%	Enough
20	20	80	80%	Good
21	19	76	76%	Good
22	18	72	72%	Enough
23	19	76	76%	Good
24	20	80	80%	Good
25	15	60	60%	Enough
26	19	76	76%	Good
27	19	76	76%	Good
28	15	60	60%	Enough
Total		1948		
Mean		69.57	70%	Enough

From the table above, the writer found the total score is 1948 while the highest score is 80 and the lowest score is 56. The mean of the students score is 69.57 with percentage 70%, categorized as **“Enough”**.

### 3. The Data Presentation of the Effect of Using C/T/Q (Concept/Term/Questions) Approach towards Students' Reading Comprehension

**Table IV. 10**  
**Students Pre-Test and Post-Test of Experimental and Control Class**

Students	Experiment Class		Gain Score	Students	Control Class		Gain Score
	Post test	Pre test			Post test	Pre test	
1	80	56	24	1	56	72	-16
2	72	60	12	2	68	56	12
3	72	60	12	3	68	56	12
4	76	72	4	4	68	64	4
5	76	56	20	5	56	56	0
6	84	72	12	6	76	72	4
7	88	72	16	7	68	72	-4
8	76	64	12	8	72	56	16
9	76	64	12	9	72	64	8
10	80	68	12	10	76	64	12
11	72	56	16	11	60	56	4
12	72	60	12	12	72	60	12
13	76	64	12	13	76	60	16
14	80	56	24	14	60	68	-8
15	88	56	32	15	68	72	-4
16	80	64	16	16	72	64	8
17	72	64	8	17	76	56	20
18	80	60	20	18	68	68	0
19	80	64	16	19	60	68	-8
20	68	60	8	20	80	68	12
21	72	68	4	21	76	56	20
22	84	64	20	22	72	68	4
23	84	64	20	23	76	68	8
24	76	72	4	24	80	56	24
25	76	68	8	25	60	56	4
26	84	60	24	26	76	72	4
27	68	60	8	27	76	72	4
28	76	56	20	28	60	56	4
<b>Total</b>	<b>2168</b>	<b>1760</b>	<b>408</b>		<b>1948</b>	<b>1776</b>	<b>172</b>

From the table above, it can be seen that there is actually significant difference between pre-test and post-test in experiment class. It can also be

seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis.

Before analyzing the data, data should be homogeneity variances. In pre-test, the writer analyzed the data to identify the homogeneity variances between experimental class and control class. The result could be showed in the following table:

**Table IV. 11**  
**The Homogeneity of Pre-Test**

Sample Varian	Variables		$F_{obtained}$	$F_{table}$	
	Experimental	Control		5%	1%
S <sup>2</sup>	27.265	40.816	1.50	1.87	2.44
N	28	28			

Based on the calculating by using F formula, the result was 1,50. It was compared to  $F_{table}$  at 5% significant level and at 1% significant level.

The testing criteria:

If :  $F_{hitung} > F_{tabel}$ , there is no homogeneity data

If : Jika :  $F_{hitung} \leq F_{tabel}$ , there is homogeneity data

Based on the result,  $F_{hitung} \leq F_{tabel}$  (  $1.87 > 1.50 < 2.44$ ). It means that the variances were homogeneity variances. Further, the complicated calculating can be seen in the appendix 8.



## B. The Data Analysis

The objects of this research are as follows:

1. To find out the effect of the students' reading comprehension by using C/T/Q (Concept/Term/Questions) approach of the first grade students at SMA Al-Huda Pekanbaru.
2. To find out the effect of the students' reading comprehension by using three phase technique of the first grade students at SMA Al-Huda Pekanbaru.
3. To obtain the data about the effect of using C/T/Q (Concept/Term/Questions) approach towards the students' reading comprehension of the first grade students at SMA Al-Huda Pekanbaru.

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

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

$$M = \frac{\sum X}{N}$$

While the formula of standard deviation is as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$

The analysis data of the students for Experimental Class and Control Class are explained in the following table:

**Table IV.12****Mean and Standard Deviation**

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
M	62.86	77.43	63.43	69.57
SD	6.39	6.42	12.25	5.59
	23.18%		9.680%	

## 1. Experimental class

$$\begin{aligned}
 X &= \frac{77.43 - 62.86}{62.86} \times 100\% \\
 &= \frac{14.57}{62.86} \times 100\% \\
 &= 23.18\%
 \end{aligned}$$

## 2. Control class

$$\begin{aligned}
 Y &= \frac{69.57 - 63.43}{63.43} \times 100\% \\
 &= \frac{6.14}{63.43} \times 100\% \\
 &= 9.680\%
 \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control class. Where, the percentage from pre-test to post-test of experimental class is increasing 23.18% while the percentage from pre-test to post-test of control class is increasing 9.680%

**Table IV.13**  
**The Students Score of Pre Test in Experimental and control Class**

NO	Students	X	Y	X	y	x <sup>2</sup>	y <sup>2</sup>
1	student 1	56	72	6.86	-8.57	47.06	73.44
2	student 2	60	56	2.86	7.43	8.18	55.20
3	student 3	60	56	2.86	7.43	8.18	55.20
4	student 4	72	64	-9.14	-0.57	43.54	0.32
5	student 5	56	56	6.86	7.43	47.06	55.20
6	student 6	72	72	-9.14	-8.57	83.54	73.44
7	student 7	72	72	-9.14	-8.57	83.54	73.44
8	student 8	64	56	-1.14	7.43	1.30	55.20
9	student 9	64	64	-1.14	-0.57	1.30	0.32
10	student 10	68	64	-5.14	-0.57	26.42	0.32
11	student 11	56	56	6.86	7.43	47.06	55.20
12	student 12	60	60	2.86	3.43	8.18	11.76
13	student 13	64	60	-1.14	3.43	1.30	11.76
14	student 14	56	68	6.86	-4.57	47.06	20.88
15	student 15	56	72	6.86	-8.57	47.06	73.44
16	student 16	64	64	-1.14	-0.57	1.30	0.32
17	student 17	64	56	-1.14	7.43	1.30	55.20
18	student 18	60	68	2.86	-4.57	8.18	20.88
19	student 19	64	68	-1.14	-4.57	1.30	20.88
20	student 20	60	68	2.86	-4.57	8.18	20.88
21	student 21	68	56	-5.14	7.43	26.42	55.20
22	student 22	64	68	-1.14	-4.57	1.30	20.88
23	student 23	64	68	-1.14	-4.57	1.30	20.88
24	student 24	72	56	-9.14	7.43	83.54	55.20
25	student 25	68	56	-5.14	7.43	26.42	55.20
26	student 26	60	72	2.86	-8.57	8.18	73.44
27	student 27	60	72	2.86	-8.57	8.18	73.44
28	student 28	56	56	6.86	7.43	47.06	55.20
		X=1760	Y=1776			$\sum_{i=1}^{28} x^2 = 763.43$	$\sum_{i=1}^{28} y^2 = 1143$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1760}{28} = 62.86$$

$$M_y = \frac{\sum Y}{N} = \frac{1776}{28} = 63.43$$

$$SDx = \sqrt{\frac{\sum X^2}{N}} - \sqrt{\frac{763.43}{28}} = \sqrt{27.265} = 5.22$$

$$S1^2 = \frac{\sum Fx^2}{(n)} = \frac{763.43}{28} = 27.265$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} - \sqrt{\frac{1143}{28}} = \sqrt{40.82} = 6.39$$

$$S2^2 = \frac{\sum Fy^2}{(n)} = \frac{1143}{28} = 40.82$$

Based on the calculating of pre test in experimental class, mean found is 62.86 standard deviation is 5.22 and variance is 27.27 and pre test in control class, mean found is 63.43, standard deviation is 6.39 and variance is 40.82

**Table IV.14**  
**The Students' Score of Post Test in Experimental and Control**  
**Class**

NO	Students	X	Y	X	Y	X <sup>2</sup>	Y <sup>2</sup>
1	student 1	80	56	-2.57	13.57	6.60	184.14
2	student 2	72	68	5.43	1.57	29.48	2.46
3	student 3	72	68	5.43	1.57	29.48	2.46
4	student 4	76	68	1.43	1.57	2.04	2.46
5	student 5	76	56	1.43	13.57	2.04	184.14
6	student 6	84	76	-6.57	-6.43	43.16	41.34
7	student 7	88	68	-10.57	1.57	111.72	2.46
8	student 8	76	72	1.43	-2.43	2.04	5.90
9	student 9	76	72	1.43	-2.43	2.04	5.90
10	student 10	80	76	-2.57	-6.43	6.60	41.34
11	student 11	72	60	5.43	9.57	29.48	91.58
12	student 12	72	72	5.43	-2.43	29.48	5.90
13	student 13	76	76	1.43	-6.43	2.04	41.34
14	student 14	80	60	-2.57	9.57	6.60	91.58
15	student 15	88	68	-10.57	1.57	111.72	2.46
16	student 16	80	72	-2.57	-2.43	6.60	5.90
17	student 17	72	76	5.43	-6.43	29.48	41.34
18	student 18	80	68	-2.57	1.57	6.60	2.46
19	student 19	80	60	-2.57	9.57	6.60	91.58
20	student 20	68	80	9.43	10.43	88.92	108.78
21	student 21	72	76	5.43	-6.43	29.48	41.34
22	student 22	84	72	-6.57	-2.43	43.16	5.90
23	student 23	84	76	-6.57	-6.43	43.16	41.34
24	student 24	76	80	1.43	10.43	2.04	108.78
25	student 25	76	60	1.43	9.57	2.04	91.58
26	student 26	84	76	-6.57	-6.43	43.16	41.34
27	student 27	68	76	9.43	-6.43	88.92	41.34
28	student 28	76	60	1.43	9.57	2.04	91.58
		X=2168	Y=1948			$\sum \frac{X^2}{n} = 806.86$	$\sum \frac{Y^2}{n} = 1418.86$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{2168}{28} = 77.43$$

$$M_y = \frac{\sum Y}{N} = \frac{1948}{28} = 69.57$$

$$SD_x = \sqrt{\frac{\sum X^2}{N} - \frac{806.86}{28}} = \sqrt{28.82} = 5.37$$

$$S1^2 = \frac{\sum Fx^2}{(n)} = \frac{806.86}{28} = 28.82$$

$$SD_y = \sqrt{\frac{\sum y^2}{N} - \frac{1418.86}{28}} = \sqrt{50.67} = 7.12$$

$$S2^2 = \frac{\sum Fy^2}{(n)} = \frac{1418.86}{28} = 50.67$$

Based on the calculating of post test in experimental class, mean found is 77.43, standard deviation is 5.37 and variance is 28.82 and post test in control class, mean found is 69.57, standard deviation is 7.12 and variance is 50.67.

To find out the students' reading comprehension of the first grade students at SMA Al-Huda Pekanbaru by using three phase technique and by using C/T/Q (Concept/Term/Questions) approach, the data were analyzed by using independent t-test formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

$$M_y = \frac{172}{28} = 6.14$$

$$SDy = \sqrt{\frac{\sum y^2}{(n)}}$$

$$= \sqrt{\frac{2189.19}{(28)}} = \sqrt{78.19} = 8.84$$

$$S2^2 = \frac{\sum y^2}{(n)} = \frac{2189.19}{(28)} = 78.19$$

$$t_o = \frac{Mx - My}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

$$t_o = \frac{14.57 - 6.14}{\sqrt{\frac{62.61}{28} + \frac{78.19}{28}}}$$

$$t_o = \frac{8.43}{\sqrt{2.24 + 2.79}}$$

$$t_o = \frac{8.43}{\sqrt{5.03}} = \frac{8.43}{2.24} = 3.76$$

$$df = n1 + n2$$

$$df = 28 + 28 - 2 = 54$$

Based on the result above, it was interpreted by comparing  $T_o$  and  $T_{table}$ .  
 $df = 28 + 28 - 2 = 54$  (there is no  $df$  54, therefore it is used at  $df$  50). From the  $T_{table}$ , at 5% significant level (2.01) and at 1% significant level (2.68) found that  $T_o$  was higher than  $T_{table}$  ( $2.01 < 3.76 > 2.68$ )

The interpretation of testing criteria:

1. If :  $T_o > T_{table}$ , The alternative hypothesis ( $h_a$ ) is accepted. It means that: there is significant effect of using C/T/Q (Concept/Term/Questions) approach towards students' reading comprehension of the first grade students at SMA Al-huda Pekanbaru.

2. If :  $T_o \leq T_{table}$ , the null hypothesis ( $H_o$ ) is rejected. It means that there is no significant effect of using C/T/Q (Concept/Term/Questions) approach towards students' reading comprehension of the first grade students at SMA Al-huda Pekanbaru.

In conclusion,  $H_o$  was rejected and  $H_a$  was accepted  $2.01 < 3.76 > 2.68$ ) It means that there is significant effect of using C/T/Q (Concept/Term/Questions) approach towards students' reading comprehension of the first grade students at SMA Al-huda Pekanbaru.

To identify the level of the effect of using C/T/Q (Concept/Term/Questions) approach towards students' reading comprehension of the first grade students at SMA Al-huda Pekanbaru, it was done by calculating coefficient ( $r^2$ ) by using the following formula:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{3.76^2}{3.76^2 + 56 - 2}$$

$$r^2 = \frac{14.14}{68.14}$$

$$r^2 = 0.21$$

To find out the percentage of coefficient effect ( $K_p$ ) , it used the following formula:

$$K_p = r^2 \times 100\%$$

$$\begin{aligned} K_p &= 0.21 \times 100\% \\ &= 21 \% \end{aligned}$$

Based on the analysis data about the students' reading comprehension, it showed that mean of the students' reading comprehension by using C/T/Q



(Concept/Term/Questions) approach was higher than mean of the students' reading comprehension without using C/T/Q (Concept/Term/Questions) approach.

The different treatment of two classes taught to the homogeneity students caused the differences of students' scores in comprehending text.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The students' reading comprehension of the first grade at SMA Al-Huda Pekanbaru by using Three-Phase Technique was lower. It was caused by different treatment used in teaching learning process.
2. The students' reading comprehension of the first grade at SMA Al-Huda Pekanbaru by using C/T/Q (Concept/Term/Questions) approach was higher.
3. There is significant effect of using C/T/Q (Concept/Term/Questions) approach in comprehending reading text of the first grade at SMA Al-Huda Pekanbaru.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

Based on data analysis and research finding in chapter IV, finally the research about the effect of using C/T/Q (Concept/Term/Question) approach towards reading comprehension of the first grade students at SMA Al-Huda Pekanbaru comes the conclusion as follows:

1. The students' ability in comprehending reading text taught by using C/T/Q approach got the significant effect, categorized into good level.
2. The students' ability in comprehending reading text taught by using three phase technique also was increased, categorized into enough level.
3. There is significant effect of students' reading comprehension from those students who are taught by using C/T/Q approach of the first grade students at SMA Al-Huda Pekanbaru. So, it can be concluded that C/T/Q approach has a positive effect on students' reading comprehension of the first grade at SMA Al-Huda Pekanbaru.

## **B. The Suggestion**

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

### **1. Suggestion for Teacher**

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

- a. Since the writer used of C/T/Q approach in teaching English, she has found the significant contribution in her teaching, especially for the students' attention that focus more on her studying English. So, hopefully, English teachers always keep using different method in teaching and learning process.
- b. It is hoped that the teaching of reading comprehension is from the easiest one.
- c. It is important for the teacher to improve the students' comprehension in reading text by giving assignment or home work, especially the questions in form of meaning vocabulary in context and making inference, more difficult for the students.

## **2. Suggestion for Students**

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

## BIBLIOGRAPHY

- Michael Graves. *Teaching Reading in the Century*, London : A Person Education Company, 2001.
- Syllabus* of SMA Al- Huda Pekanbaru 2011-2012. Unpublished.
- Manzo. Anthony. *Teaching Children to be Literature*. London, 1995.
- Manzo Anthony. Manzo Ula, *Content Area Reading A Heuristic Approach*, London, 1995.
- Jack Richards and Schmidt Richard, *Longman Dictionary of Language Teaching and Applied linguistics*. New York: Person Education, 2002.
- Klingner, Janette K, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension Students with Learning Difficulties*, New York, the Guilford Press, 2007.
- Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, California, Prentice Hall Regents, 1994.
- Patel and Praveen Jain. *Language Teaching: Methods, Tools and Techniques*. Vaishali Nagar, Jaipur: Sunrise Publishers and Distributors, 2008.
- David Nunan, *Practical English Language Teaching*, Sydney; McGraw Hill, 2003.
- Douglas Brown, *Language Assessment: Principle and Classroom Practice*, California; Longman Pearson, 2003.
- David Nunan, *Language Teaching Methodology: A Text Book for Teachers*, New Jersey: Prentice Hall, 1991.
- Kathleen McWhorter, *Guide to College Reading*, Boston: Little Brown and Company, 1986.
- Judi Willis, MD, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*, London: ASCD Publications, 2008.
- Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, London: Heineman Educational Book, 1982.
- Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learner*, New York: The Guilford Press, 2010.

Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, Prentice Hall, New Jersey, 1986.

M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Lembaga Bimbingan Belajar Syaf Intensive/LSBI, Pekanbaru, 2007.

L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall, Inc, 2000.

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

Kalayo hasibuan and Muhammad fauzan, *Teaching English as Foreign Language (TEFL)*, Alaf Pekanbaru, Riau, 2007.

Arthur Hughes. *Testing for Language Teachers, Second Edition*. London: Cambridge University press, 2003.

Sugiono, *Statistik untuk Pendidikan*, Bandung: Alfabeta, 2011.

Musliah, *Effectiveness of collaborative Learning Activity increasing the students' English Achievement at the Second Year students of SMAN 1 Lubuk Dalam Siak*. Unpublished, 2009.

Anas Sudijono, *Pengantar Statistik Pendidikan*. Jakarta : Rajawali Pers, 2010.

Bleach, [www.nclrc.org/essential/reading/stratread.htm](http://www.nclrc.org/essential/reading/stratread.htm).

Didi Sukiadi, *Evaluasi Pembelajaran Bahasa Inggris*, January 6 2011 at <http://aguswuryanto.wordpress.com/2011/01/06/evaluasi-pembelajaran-bahasa-inggris>.

[http://www.jlls.org/Issues/Volume%205/No.1/eltoprak\\_galmacioglu.pdf](http://www.jlls.org/Issues/Volume%205/No.1/eltoprak_galmacioglu.pdf)