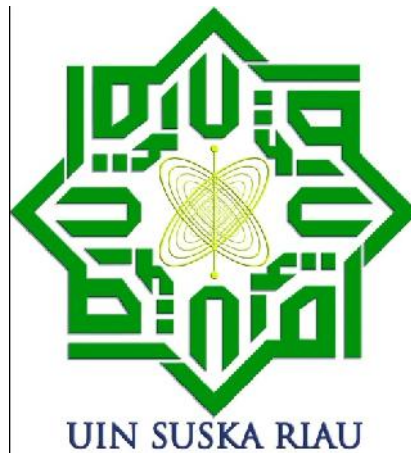


**THE EFFECT OF USING THE SELF-QUESTIONING BLOOM'S
TAXONOMY STRATEGY TOWARD READING
COMPREHENSION OF THE SECOND YEAR
STUDENTS AT JUNIOR HIGH SCHOOL
BUDI DHARMA DUMAI**



BY

RETNO WULANDARI

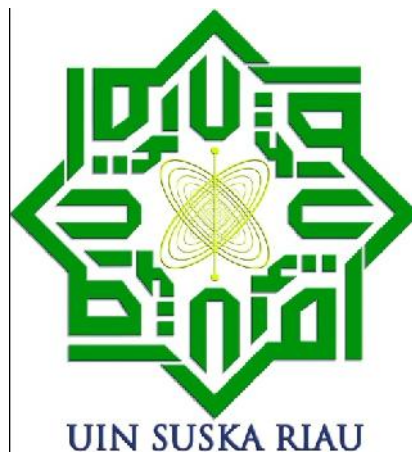
NIM. 10814001710

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

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BUDI DHARMA DUMAI**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

RETNO WULANDARI

NIM. 10814001710

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

ABSTRACT

Retno Wulandari (2013) : The Effect of Using the Self-Questioning Bloom's Taxonomy Strategy Toward Reading Comprehension of the Second Year Students at Junior High School Budi Dharma Dumai.

Based on school based curriculum (KTSP), reading is as one of the English skills that must be taught and learned in junior high school. SMP Budi Dharma Dumai is one of the schools that use it as a guide in teaching- learning process. After doing preliminary observation there, the writer found that some of the students of the second year still had problems in comprehending the text. The reearcher interpreted that they had lack of comprehension because they had lack of vocabulary, unable to identify the main idea, unable to recognize the generic structure of the text and so forth.

The objectives of this research were to find out the ability of the second year students in comprehending reading text without using the Self-Questioning Bloom's Taxonomy strategy, to find out the ability of the second year students in comprehending reading text by using the Self-Questioning Bloom's Taxonomy strategy, and to obtain the effect of using the Self-Questioning Bloom's Taxonomy strategy toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai.

The type research was quasi-experimental research . The design based on pretests, posttests, and use of a control group was employed in this research. The subject of this research was the second year students at SMA N 3 Tapung. The object of this research was the effect of using the Self-Questioning Bloom's Taxonomy strategy. The population of this research was all of the second year students in the academic year of 2011/ 2012. The sample was chosen through cluster sampling. One class was nominated as the experimental group and another one was the control group.

To analyze the data, the researcher used Independent t-test formula by using SPSS 16.0. The result of data analysis was 6.396. It was compared to T_{table} at significant level 5%(2.00) and significant level 1%(2.65). T_0 was higher than T_{table} . It meant that H_a was accepted and H_o was rejected. There is significant effect toward reading comprehension of the second year students. Therefore, it can be concluded that students' reading comprehension taught by using the Self-Questioning Bloom's Taxonomy strategy was better than students' reading comprehension taught by using discussion strategy.

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Nothing is perfect but Allah SWT and neither is this work. Therefore, any comments and constructive suggestions for the improvement of this thesis will be highly appreciated. Hopefully this thesis can give meaningful contribution to further researches.

Pekanbaru, January 2013

Retno Wulandari

NIM.10814002332

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the subjects to get information and knowledge about everything those readers need from written form. Reading is very important, and it is one of the four language skills that should be mastered by the students at all level grade. Nunan says that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning.¹ They can get meaning of a text easily if they have good comprehension in a text. Comprehending a text is very crucial in reading. Irwin says that comprehension can be seen as the process of using one's own prior experiences and the writer's cues to infer the author's intended meaning.² It means the students can use their own background knowledge to find out what the author mean. Related to this observation, we can recognize that reading is needed by the students very much.

SMP Budi Dharma is one of the Junior High Schools in Dumai. This school provides English subject for students. There are four English skills (reading, listening, speaking and writing) that should be mastered by the students and this research focused on reading skill. School Based Curriculum (KTSP) provides reading as one of the skills in language that should be

¹ David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 68.

² Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, (New Jersey: Prentice Hall, 1986), p. 9.

mastered by the students. The standard of competence stated based on the syllabus of SMP Budi Dharma for second year students is to comprehend the meaning of short functional texts and essays that form of recount and narrative text in context of environment around.³ This research focuses on narrative text.

In this school, especially in teaching reading, the students' reading comprehension is not still maximal although the teacher uses the strategy namely discussion. For example, the teacher explains the material and asks the students learn with the small groups and the teacher gives a text. Then, they are asked to read the reading text. If they find out the difficulties words, they can open dictionary. After that, the students are asked to determine the communicative purposes of text. Then they answer the questions about the text. After that, the students are asked to answer the question together.

From the explanation above, ideally the students at the second year of Junior High School Budi Dharma Dumai should be able to understand the topic of reading well. Contrary to the fact, based on the writer's preliminary observation at SMP Budi Dharma Dumai, she found students got difficulties in comprehending the text, especially in narrative text. In addition, the score of some of the students were low. It can be seen from the following phenomena:

1. Some of students cannot determine the main idea in reading text.
2. Some of students cannot determine the generic structure in reading text.
3. Some of student cannot determine reference in reading text.

³ Silabus SMP Budi Dharma Dumai 2011-2012. Unpublished

4. Some of students cannot identify the meaning of vocabulary in reading text.
5. Some of students cannot determine the information in reading text.
6. Some of student cannot determine the language feature in reading text.

To improve the students' reading comprehension needs an appropriate technique or strategy helping them as solution for their problems. There is actually strategy that can help students in reading comprehension, called the Self-Questioning Bloom's Taxonomy strategy. Based on Boss and Vaughn, Self-Questioning strategy is an effective strategy that students have taken a test to determine how well they keep their mind active while they are reading and remembering what they have read. It also effective self monitoring tool for checking comprehension.⁴ According to Dough Buehl, The Self-Questioning Bloom's Taxonomy strategy is a process providing students with tool that help them use questions and guide students into building meaningful interpretations of fictional woks for improving comprehension.⁵ Self-Questioning Bloom's Taxonomy strategy can be a very effective strategy in teaching reading comprehension.

The Self-Questioning Bloom's Taxonomy strategy has advantages as follows: First, students focus on questions that cue them to use increasingly more complex thinking as they become more sophisticated readers and

⁴ Boss and Vaughn. *Adolecent Literary Field Tested. Effective Solutions for Every Classroom.* (London: SAGE Publications, 1994), p. 167

⁵ Dough Buehl. (2007 November). *QuestioningLiteraryFiction.* OnWEAC. Retrieved from [www.weac.org/News/2007-08/nov07/reading room. htm](http://www.weac.org/News/2007-08/nov07/reading%20room.htm)

learners. Second, students expect to generate their own questions about literary works rather than respond to questions developed by someone else. Third, students' comprehension of a text factors in both their reading of what an author is saying, and their personal interpretations of the meaning of a work.

This strategy provides an opportunity for all students to share their thinking each other, it increases their sense of involvement in classroom learning. It can decrease the boredom of students in teaching and learning process. Researcher hopes that by using this strategy, students should be able to identify information, generic structure, language feature and meaning of vocabulary in narrative text.

Regarding with the phenomena that researcher explains above, the researcher is interested in conducting a research entitled: "The Effect of Using The Self-Questioning Bloom's Taxonomy Strategy Toward Reading Comprehension of The Second Year Students at Junior High School Budi Dharma Dumai".

B. The Definition of the Term

To avoid misunderstanding in reading this paper, the writer feels that it is important to explain the terms used in this research. They are defined as follows:

1. The Self-Questioning Bloom's Taxonomy Strategy

The Self-Questioning Bloom's Taxonomy Strategy is a process providing students with tool that help them use questions and guide students into building meaningful interpretations of fictional woks for improving comprehension .⁶ The Self-Questioning Bloom's Taxonomy strategy in this research is a strategy used by researcher to know its effect toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai.

2. Reading

Reading is an interactive process that goes on between the reader and text, resulting in comprehension.⁷ In this research, reading is a skill that must be mastered by the students. Because of reading, the students can increase their knowledge and information about everything.

3. Comprehension

Comprehension is a process of integrating new sentences with antecedent information in extrasentential structures.⁸ In this study, the students comprehend reading text because it can result the meaning of text accurately. Without comprehension reading activity is difficult.

⁶ Dough Buehl. (2007, November). *QuestioningLiteraryFiction*. OnWEAC. Retrieved from [www.weac.org/News/2007-08/nov07/reading room. htm](http://www.weac.org/News/2007-08/nov07/reading%20room.htm)

⁷ Kalayo Hasibuan and Muhammad Fauzan Anshari, *Teaching English as a Foreign Language (TEFL)*, (Riau: Alaf Riau Gruba UNRI Press, 2007), p. 115.

⁸ Colin Harrison, *Understanding Reading Development*, (London: SAGE Publications, 2004), p. 51.

4. Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁹ In this study, reading comprehension is the capability of the second year students at SMP Budi Dharma Dumai in understanding or comprehending the reading text (narrative).

C. The Problem

1. The Identification of the Problem

Based on the background of the problem, it is clear that some of the students at the second year students of SMP Budi Dharma Dumai still get some problems in their reading comprehension. The researcher identifies the problem as follows:

- a. Some of students are not able to determine the main idea in reading text.
- b. Some of students are not able to determine the generic structure in reading text.
- c. Some of students are not able to determine reference in reading text.
- d. Some of students are not able to identify meaning of vocabulary in reading text.
- e. Some of students are not able to determine information in reading text.

⁹ Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with the Learning Difficulties*, (New York: The Guilford Press, 2007), p. 8.

- f. Some of students are not able to determine the language features in reading text.

2. Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research. As mentioned before, some of students are not able to determine main idea of reading text well, and some of students are not able to determine generic structure of reading text. These problems could be caused from the strategy before that was used before. It demonstrates that application of the strategy that teacher used discussion strategy is less effective in students' reading comprehension. Therefore, the researcher limits the problem on the teaching strategy used by the teacher. The researcher would try to use a new teaching strategy called The Self-Questioning Bloom's Taxonomy Strategy and to find that The Self-Questioning Bloom's Taxonomy Strategy can give significant difference toward students' comprehension of the second year students at Junior High School Budi Dharma Dumai.

3. Formulation of the Problem

Concerning with the problem above, the research problem are formulated as follows :

- a. How is the students' reading comprehension before being taught by using The Self-Questioning Bloom's Taxonomy strategy of the second year students at Junior High School Budi Dharma Dumai?

- b. How is the students' reading comprehension after being taught by using Self-Questioning Bloom's Taxonomy strategy of the second year students at Junior High School Budi Dharma Dumai?
- c. Is there significant effect of using The Self-Questioning Bloom's Taxonomy strategy toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the student's reading comprehension before being taught by using The Self-Questioning Bloom's Taxonomy strategy of the second year students at Junior High School Budi Dharma Dumai.
- b. To find out the student's reading comprehension after being taught by using The Self-Questioning Bloom's Taxonomy strategy of the second year students at Junior High School Budi Dharma Dumai.
- c. To know the significant effect of using The Self-Questioning Bloom's Taxonomy strategy toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai.

2. The Significance of the Research

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

- a. To give a contribution about the Self-Questioning Bloom's Taxonomy strategy to English teachers concerning with reading comprehension.

- b. To provide useful information for the students about the reading strategy, in order the students can apply it in comprehending the reading text.
- c. To fulfill one of the requirements to finish writer's study in English Education Department of State Islamic University Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is an interactive processing that goes on the reader and the text, resulting in comprehension¹⁰. The reading process is dynamic one, requiring active, meaningful communication between the writer and the reader. Reading without meaning is an unsatisfying and inconsequential exercise. The goals of the teacher's reading program should be aimed at furthering students' comprehension skill.

According to Judi Moreillon, reading is making meaning from print and from visual information¹¹. In addition, Caroline T. Linse says that reading is a set of skills that involves making sense and deriving meaning from the printed word¹², So the reader must be able to decode (sound out) the printed words and also comprehend what he/she reads. Moreover, Ralph states that active readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know¹³.

¹⁰KalayoHasibuanand Muhammad Fauzan A. *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 114

¹¹Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 10

¹²Caroline T. Linse, *Practical English Language Teaching: Young Learners*. (NewYork: McGraw-Hill Companies, Inc, 2005), p. 69

¹³Ralph E. Reynold, *Understanding the Nature Reading Comprehension*. (Last Vegas: University of Nevada, 2002), p. 22

According to in Kristin Lems, Reading is an interactive process that takes places between the text and the readers processing strategies and background knowledge¹⁴. In addition, Kalayo Hasibuan says that the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader's knowledge, skills, and strategies include¹⁵:

- a. Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.
- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

So, based on the opinion above the writer concludes that when a reader wants to determine what the meaning of the text is such have a skill or knowledge that includes linguistic competence when a reader writes a text.

Lems states that, to read, someone needs to master a set of word level skills, they are¹⁶:

¹⁴ Kristin Lems, *Teaching Reading to English Language Learner*, (New York: The Guildford Press, 2010), p. 33

¹⁵ Kalayo Hasibuan and Muhammad Fauzan A. *Op. Cit*, p. 115

¹⁶ Kristin Lems. *Op. Cit*. pp. 33-34

a. Bottom up skills

Bottom up skills refers to the word level skills that are required for decoding. Bottom up skill argues the reader to construct the text from the smallest units (letters to words, phrases to the sentence, etc) and becomes automatic that readers are not aware of how it operates. It means that the reader has to understand the passage by reading word by word to reach the whole understanding.

b. Top down skills

Top down skills refers to the analytical and cognitive skills that are needed for comprehension. The readers use in concept with background knowledge to construct meaning from text. Top down skill argues that the readers bring a great deal of knowledge, expectations, assumption and questions to the text given a basic understanding of the vocabulary and check when new information appears. A reader has known about the passage, so they just want to know if there is any new information in the passage.

2. The Nature of Reading Comprehension

Actually, reading and comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Kalayo Hasibuan the purpose for reading and the type of the text determine

the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension¹⁷.

According to Nunan comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating¹⁸. In addition, Mark Sadoski says that comprehension understands something, getting its meaning¹⁹. So the purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

Moreover, According to Snow, reading comprehension is the process of simultaneously extracting and constructing meaning trough interaction and involvement with written language. She also mentions that comprehension entails three elements, such as²⁰:

- a. The reader who is doing the comprehension
- b. The text is to be comprehended
- c. The activity in which comprehension is a part

Besides that, Catherine Snow states that to comprehend, a reader must have a wide range of capacities and abilities²¹. These include:

¹⁷ Kalayo Hasibuan and Muhammad Fauzan A. Op. Cit. p. 115

¹⁸ David Nunan. *Language Teaching Methodology: A Text Book for Teacher*. (New York: Prentice Hall, 1991), p. 82

¹⁹ Mark Sadoski, *Conceptual Foundations of Teaching Reading*, (New York: The Guildford Press, 2004), p. 67

²⁰ Catherine Snow and Chair, *Reading for Understanding toward an Research and Development Program in Reading Comprehension*, (Santa Monica: CA RAND Reading Study Group, 2002), p. 11

²¹ *Ibid.* p.12

- a. Cognitive capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability)
- b. Motivation (a purpose for reading and interest in content being read, and self-efficacy as the reader).
- c. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategy).

Furthermore, brown states that there are two kinds of skill that must be mastered on reading comprehension²²:

a. Microskills

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English
- 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, etc.) system (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms
- 6) Recognize that a particular meaning may be expressed in different grammatical forms

²²H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*. (New York: San Francisco State University, 2004), p. 367

b. Macroskills

- 1) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 2) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 3) Recognize the communicative functions of written texts, according to form and purpose.
- 4) Infer context that is not explicit by using background knowledge.
- 5) Infer links and connections between events, ideas, etc. ; deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 6) Distinguish between literal and implied meanings.
- 7) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 8) 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 texts.

There are several skills in reading comprehension. In the case, students should understand about how to implement these skills in their reading comprehension as follows:

- 1) Topic of the text. The first step in reading is to find the topic. Topic is general information that should be found in the text when reading. It shows the content of whole paragraphs in text. According to Zainil Hasanul, topic is one thing a paragraph is about. Every sentence in a paragraph is a way to discuss or explain this topic.²³
- 2) Main idea. Main idea is a broad sense of paragraph. Main idea is an important point in reading. Main idea will show the information or message of the text. Otong defines main idea as the content of messages, information, and idea that explains from beginning until the end of the text. Main idea can be found in the first sentence or in the last sentence or in the last sentence in a paragraph or it can be found implicitly.²⁴
- 3) Supporting details. Supporting details are those fact and ideas that prove or explain the main idea or paragraph. While all the details in a paragraph do support the main idea, not all the details are equally important. The key details directly explain the main idea. Other details may provide additional information, offers an example, or further explain one of the key details.²⁵
- 4) Finding author's idea. In every written language, the writer always shows his thought in the text. In finding the ideas of the writer, two elements should be known. The first is considering knowledge level. The last is paying attention to the structure. According to Sutz Weverka

²³ Hasanul Bishry, "The Effect of Speed Reading Strategy to Improve Students' Reading Comprehension at The Second Year Students of SMA 1 Dabo Singkep Regency of Lingga." Unpublished, 2011, pp.11-12

²⁴ *Ibid.* pp.11-12

²⁵ *Ibid.* pp.11-12

in Hasanul, a good way to detect the author for presenting the ideas is to turn quickly through the text, paying special attention to headings.²⁶

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the readers need and purpose.

3. Teaching Reading

There are four language skills that should be mastered; there are listening, speaking, reading, and writing. One of those skills is reading. Teaching reading is one of the important parts in the curriculum stated in Indonesia curriculum not only for Elementary school, Junior High School, Senior High School, but also for the college student and adults. The aim of teaching reading is to develop the students' ability, so that they can read and understand the English text effectively and efficiently. According to Nunan in Misdaliza, teaching reading has three activities, there are as follows²⁷:

1. Pre-reading activity

Pre-reading activity is the activity before reading process then, the aims of this are:

- a. To introduce and arouse the interest of the students to the topic. In this case, the teacher introduces to the students about the topic, they will discuss in English class.

²⁶ *Ibid.* pp.11-12

²⁷ Misdaliza, "The Use of Picture Series in Teaching Reading at MAN Kampar Air Tiris." Unpublished, 2005, pp. 3-4

- b. To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic.
- c. To provide some language preparation. in this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students' attention to the material.

2. Whilst-reading activity

Whilst reading activity is the core of the lesson. What need to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information. according to Zainil, skimming is reading at the fastest speed person can accomplish²⁸. While scanning is a reading technique used when one wishes to locate a single fact or a specific bit of information without reading everything.

3. Post reading activity

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

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals at the end of teaching and learning process. According to Mark Sadoski, there are two main goals of teaching

²⁸Zainil, *Actional Functional Model (AFM)*. (Padang: Universitas Negeri Padang Press, 2006), pp. 32-34

reading that is balance between the effective domain and cognitive domain²⁹.

a. Affective Goals

1). Developing positive attitudes toward reading

The term attitude, as used here, applies to students' perception of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, student should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

2). Developing personal interest and tasted in reading

Having a positive attitude is not enough. Lifelong reader choose to persuade their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students sense of self-worth through reading.

b. Cognitive Goals

1). Developing the use of reading as a tool to solve problem

Reading weighs heavily in the tool belt of working, technological society. It helps to solve a broad array of personal and social problems in a complex, literate world. Reading is also away to deal

²⁹ Mark Sadoski, *Conceptual Foundations of Teaching Reading*, (New York: The Guildford Press, 2004), pp. 45-53

with everyday problem where printed language is a feasible and requisite solution.

2). Developing the fundamental competencies that comprise reading is the most basic goal.

According to Mark Sadoski, there are two forms of teaching reading³⁰:

a. Instruction

Instruction means to put a structure of knowledge without the teacher has it, the learners do not, and the teacher builds it into them.

b. Education

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education, means to draw learning out from within.

From the explanation, that is known there are many strategies for teaching reading, such as KWL, QAR, DRA, Skimming, Scanning, Self-questioning Bloom's Taxonomy, Anticipation Guide, etc. One of the best strategy is Self-Questioning Bloom's Taxonomy.

4. Narrative Text

a. Definition of Narrative

Narrative articles and essays tell a story, they review events that have happened³¹. Usually the events are presented in the order in which they occurred. The purposes of narrative text are generally to entertain,

³⁰ *Ibid.* pp. 79-80

³¹ Zainil. Actional Functional Model (AFM), (Padang: Universitas Negeri Padang Press, 2006), p.31

inform or express ideas. Its sub-types include fables, memoirs and adventure stories.³² The researcher uses fables in this research.

b. The generic structure of a narrative text:³³

a) Orientation

Introducing the participants and informing the time and the place

b) Complication

Describing the rising crises in which the participants have to do with

c) Resolution

Showing the way of participant to solve the crises, better or worse

c. Language Features of Narrative

a) Using process verbs

b) Using temporal conjunction

c) Using Simple Past Tense

5. The Self-questioning Bloom's Taxonomy Strategy

a. Definition of The Self-questioning Bloom's Taxonomy Strategy

The Self-Questioning is an effective strategy that you have taken a test to determine how well you keep your minds active while you are reading and remembering what you have read. It is also an effective self monitoring tool checking comprehension.³⁴

³²Colby Philip,"Characteristic of Narrative Text", eHow Contributor. 2011. (http://www.ehow.com/info_10005127_characteristics-narrative-text.html)

³³Nurzaida, *Mandiri Your Competence SMP Kelas VIII*, (Jakarta : Erlangga, 2009), p. 81

³⁴ Boss and Vaughn. *Adolecent Literary Field Tested Effective Solutions for Every Classroom*. (Santa Monica, CA, 2007), p.167

The Self-Questioning Bloom's Taxonomy strategy is a process providing students with tools that help them use questions and guides students into building meaningful interpretations of fictional works for improving comprehension.³⁵ Self-Questioning Bloom's Taxonomy strategy would be useful for an intelligent tutor to help students apply it to any given narrative text. Taxonomy is employed to help teachers ask better and deeper questions, but the other side of this dynamic is for teachers to model self-questioning strategy so that students themselves begin to generate increasingly more sophisticated questions as they engage with written text.

Model of narrative text with The Self-Questioning Bloom's Taxonomy strategy:³⁶

³⁵ Doug Buehl. *Classroom Strategies Learning Third Edition*. (Madison: The International Reading Association, Inc, 2009), p.157

³⁶ *Ibid*, p.160

Why the Sun and the Moon Live in the Sky

A long time ago, the Sun and the Moon were married couple who lived on the Earth and were great friends of the Sea. One day, they invite the Sea to visit them.

So the Sea went long, with the fish and all the members of his family. Surprisingly, the water begin to rise, so that the Sun and the Moon have to climb up to the roof because they do not want to be drowned, then they climbed up into sky, where they have remain ever since.

Taxonomy Self-Questioning Chart for Narrative Text

Level of Thinking	Comprehension self-assessment	Focusing Questions
Creating	The students can developed an interpretation of what this story means	What is main idea of the text?
Evaluating	The students can critically examine the author's story	How is author's choosing of word?
Analyzing	The students can take understanding to a deeper level	What is communicative purpose in the text?
Applying	The students can use understanding in some meaningful way	What is moral message can students take?
Understanding	The students can understand what the author is telling them	Where part is tells the conflict in text? Where part is tells solving the problem in text?
remembering	The students can follow what happens in the story	Who are the characters? Where does the story take place?

b. The Advantage of The Self-Questioning Bloom's Taxonomy Strategy

There are some advantages of The Self-Questioning Bloom's Taxonomy strategy³⁷:

- 1). Students begin to assume responsibility as readers for asking relevant questions of written texts.
- 2). Students gain practice beyond a mere and often mindless attention to factual detail, to the exclusion of understanding.
- 3). Students begin to customize questions that draw them deeper into texts as a habit of mind.
- 4). Students use focusing questions that cue them to use increasingly more complex thinking as they become more sophisticated readers and learners.³⁸
- 5). Students' comprehension of a text factors in both their read of what an author saying, as well as their personal interpretations of the meaning of a work.

c. The Concept of The Self-Questioning Bloom's Taxonomy Strategy

The aim of teaching reading is to develop the student' ability so that they can read and understand the English text effectively and efficiently. In teaching reading, many students sometimes are unable to get complete understanding of the texts. This might be caused by the fact

³⁷Readingroom_modelling.aspx.

http://www.weac.org/news_and_publications/education_news/2007-2008/

³⁸Doug Buehl. *Classroom Strategies Learning Third Edition*. (Madison: The International Reading Association, Inc, 2009), p. 161

that many of those students do not know the essential information needed to understand a word, including how a word combines with other words. This means that students produce who can use reading strategy to maximize their comprehension of the text, to identify relevant and non relevant information, and to less than word-by-word comprehension. Therefore, those students need strategy in order to overcome the problems.

The Self-Questioning Bloom's Taxonomy strategy is a process providing students with tools that help them use question and guide students into building meaningful interpretation of fictional work for improving comprehension³⁹. The goal of using The Self-Questioning Bloom's Taxonomy strategy is to help students to develop their reading comprehension skills and to understand what they read. Use the Self-Questioning Bloom's Taxonomy strategy is by following steps⁴⁰:

It is assumed that the students will have been introduced to a topic (through reading or lecture or discussion) and will have discussed it to the point where they have a basic understanding of it.

Now the teacher explains that the class will decide what actions they might take, based on the ideas they have just considered.

The teacher produces the following chart on the wall poster, large enough for everyone to see:

³⁹ Doug Buehl. *Classroom Strategies Learning Third Edition*. (Madison: The International Reading Association, Inc, 2009), p. 157

⁴⁰ *Ibid*,p.158

TAXONOMY SELF-QUESTIONING CHART		
Level of Thinking	Comprehension self-assesment	Focusing Questions
Creating	The students can developed an interpretation of what this story means	What is main idea of the text? What does this story mean to me? What theme might the author be exploring in the story?
Evaluating	The students can critically examine the author's story	How is author's choosing of word? What emotions is the author eliciting?
Analyzing	The students can take understanding to a deeper level	What is communicative purpose in the text?
Applying	The students can use understanding in some meaningful way	What is moral message can students take?
Understanding	The students can understand what the author is telling them	Where part is tells the conflict in text? Where part is tells solving the problem in text?
Remembering	The students can follow what happens in the story	Who are the characters? Where does the story take place?

- a. The teacher explains students about different levels of thinking taxonomy and aligned with focus question, such as:
- 1) Creating: the teacher asks students to create new knowledge
 - 2) Evaluating: the teacher asks the students to take their understanding to deeper level
 - 3) Analyzing: the teacher asks the students to take their understanding in some meaningful
 - 4) Understanding: the teacher asks to the students to understand what the author is telling to students
 - 5) Remembering: the teacher asks the students to recall specific detail information and ideas from text

- b. The teacher emphasize that a deep comprehension through level of thinking. For example, *evaluating* ask students to view a text through critical lens: "I can critically examine the author message." Each statement reflects an expectation of level of thinking that the students should in to construct an in depth comprehension of a text.
- c. The teacher asks the students to check the students' comprehension through self-questioning. The focus questions should be modeled extensively with a variety of materials so that they become a habit mind for students.
- d. The teachers asks the students to develop a wall poster of the self-questioning chart that can serve as daily reminder of this array of questions to guide comprehension, and asks the students to practice with eliciting focusing questions on their own. They can be provide with additional examples.

From the explanation, clear that the Self-Questioning Bloom's Taxonomy strategy can increase students' comprehension and make them enjoy in the classroom. Besides that the Self-Questioning Bloom's Taxonomy strategy would be effective because it allows the students to increase their comprehension of reading text by their own. Also, it helps to solve the problem that they have been discussing, it is support by Smith solve problems in order to understand what is going on in situations that involve reading and situations that don't⁴¹.

⁴¹FrankSmith, *Understanding Reading*, (New Jersey:Mahwah,2004),p.192.

B. Relevant Research

According to Syafi'i, Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research⁴². Besides, we have to analyze what the point that is focused on, inform the designs, finding and concluding of the previous research;

The relevant of this research is from Jack Mostow conducted a research entitled "The impact Generating Instruction Automatically for the Reading Strategy of Self-Questioning"⁴³. The research findings showed that this strategy had significant impact on teaching and scaffolding self-questioning involve analyzing both the text and the students' responses. This requirement poses a tricky challenge to generating such instruction automatically, especially for children too young to respond by typing were able to perform the strategy over a delayed period six weeks. This reserach has the difference from the researcher's, because the researcher only wants to know the effect of using the Self-Questioning Bloom's Taxonomy strategy toward Reading Comprehension of the second year students at Junior High School Budi Dharma Dumai.

C. The Operational Concept

In this term, writer would explain briefly about variable of this research. There are two variables used. The first is the Self-Questioning Bloom's Taxonomy strategy as the teachers' strategy in teaching reading comprehension; the second is reading comprehension. The Self-Questioning Bloom's Taxonomy

⁴² M. Syafi'i, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru:LBSI,2011),p.122

⁴³ Jack Mostow, *The impact Generating Instruction Automatically for the Reading Strategy of Self-Questioningl*, (Chicago:Goodfellow Printing),2000,p,18.

strategy is an independent variable that is known as X variable and reading comprehension is a dependent variable that is known as Y variable. To avoid misunderstanding and misinterpretation, the researcher would classify these variables as follows:

1. The Procedures of Experimental Class Treated by Using The Self-Questioning Bloom's Taxonomy Strategy

- a. The teacher explains the topic
- b. The teacher prepares the table on the wall poster or chart paper of this strategy.
- c. The teacher explains to the students about different level of thinking taxonomy and aligns the focusing question.
- d. The teacher gives the text to the students to construct the comprehension of the text by using level of thinking taxonomy and focusing questions that the teacher explained before.
- e. The teacher emphasize that a deep comprehension through level of thinking. For example, *evaluating* asks students to view a text through critical lens: "I can critically examine the author message." Each statement reflects an expectation of level of thinking that the students should in to construct an in depth comprehension of a text.
- f. The teacher asks the students to develop a wall poster of the self-questioning chart that can serve as daily reminder of this array of questions to guide comprehension.

- g. The teacher asks students to practice with eliciting focusing questions on their own.

2. The Indicators of Students' Reading Comprehension

- a. The students are able to determine main idea in reading text.
- b. The students are able to determine the generic structure in reading text.
- c. The students are able to determine reference in reading text.
- d. The students are able to identify meaning of vocabulary in reading text.
- e. The students are able to determine information in reading text.
- f. The students are able to determine the language features in reading text.

D. The Assumption and Hypothesis

1. The assumptions

In this research, the researcher assumes that both the students in experimental and control classes have different result mean score. The students who were doing the reading activities through The Self-Questioning Bloom's Taxonomy strategy will have better comprehension.

2. Hypothesis

- a. (Ho) There is no significant difference mean pre-post test score effect of using the Self-Questioning Bloom's Taxonomy strategy toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai
- b. (Ha) there is significant difference mean pre-post test score effect of using The Self-Questioning Bloom's Taxonomy strategy toward reading

comprehension of the second year students at Junior High School Budi
Dharma Dumai.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is quasi-experiment design, which uses nonequivalent control group design. According to Cresswell, experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.⁴⁴ 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.⁴⁵ Therefore, the researcher used two classes as sample based on the cluster sampling. The first class was used as control class which was taught by using conventional strategy and another was used as an experimental class which was taught by using Self-Questioning Bloom's Taxonomy Strategy. The two classes got different treatments to measure the effect of using Self-Questioning Bloom's Taxonomy Strategy toward reading comprehension of the second year student at SMP Budi Dharma Dumai. 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:

⁴⁴ Jhon. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p. 299

⁴⁵ L. R. Gay and Peter Airasian, *Educational Research : Competencies for Analysis and Application*. (New Jersey : Prentice-Hall, Inc, 2000), p.367

Table III.1
Nonequivalent control group design

$\frac{O_1}{N_1}$	X	$\frac{O_2}{N_2}$
$\frac{O_1}{O_1}$	-	$\frac{O_2}{O_2}$

Where:

O_1 = pretest

X = treatment

O_2 = post test

Table **III.1** showed that the researcher only conducted the treatment in the experimental class and the researcher did not give the treatment in the control class, but two classes got the same pre-test and post-test. The effect of using Self-Questioning Bloom's Taxonomy Strategy toward reading comprehension of the second year student at Junior High School Budi Dharma Dumai.⁴⁶

B. Time and Location of the Research

This research was conducted at the second year students of Junior High School Budi Dharma Dumai. This research was conducted from July to September 2012.

⁴⁶ Sugiono. *Metode Penelitian Pendidikan*. (Bandung : Alfabeta, 2001), p. 116

C. Subject and Object of the Research

Based on the title of the research, the subject of the research was the second year students of Junior High School Budi Dharma Dumai. Then the object of this research was the effect of using the Self-Questioning Bloom's Taxonomy Strategy toward reading comprehension.

D. Population and Sample of the Research

1. Population

The population of this research was the second year students of Junior High School Budi Dharma Dumai. The total population of this research was 139 students from seven classes.⁴⁷ The specification of the population can be seen in the following table:

Table III.2

Population the Second Year Students at SMP Budi Dharma Dumai

Number	Classes	Population	
		Female	Male
1	VIII. 1	25	11
2	VIII. 2	25	10
3	VIII. 3	21	10
4	VIII. 4	19	11
	Total		139

⁴⁷ Document of SMP Budi Dharma Dumai academic year 2011/2012). Unpublished

Based on the table above, the total population was 139 students of second year students at SMP Budi Dharma Dumai, included class VIII.1, VIII.2, VIII.3, and VIII.4.

2. Sample

There were 4 classes as the total population in this research. Because the total population was big, the researcher took the sample by using cluster random sampling. According to Gay, Cluster Sampling randomly selects groups, not individuals. All the members of selected groups have similar characteristics.⁴⁸ Therefore, the researcher took two classes to represent the population having similar characteristics.

The similar characteristics intended for the both of classes were: 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. There were two classes, VIII.2 was used as a control class and VIII.1 was used as an experimental class. Each class consisted of 35 students. . The specification of the research sample can be seen in the table below:

Table III.3
The Sample of the Research at SMP Budi Dharma Dumai

Number	Classes	Population		Total
		Female	Male	
1	VIII. 1	25	11	35
2	VIII.2	25	10	35
TOTAL				70

⁴⁸ L. R. Gay and Peter Airaisian. *Op.cit.*, p. 129

E. The Techniques of Collecting the Data

There was an instrument that was used to acquire the data from the students. It was test. The test was distributed to measure the student's reading comprehension. The test was divided into two tests; pre-test was test given before the treatment, and post-test was given after doing the treatment. The type of the test was multiple choice tests which consisted of 25 items. Pre test was given once and Post test was given twice. The writer gave the treatment by using Self-Questioning Bloom's Taxonomy strategy about 8 times to Experiment Class.

1. Procedures of collecting data for experiment group

In experiment group, there were three procedures of collecting data:

- a. Pre test : Pre test had been given to the students before the students were taught by using the Self-Questioning Bloom's Taxonomy Strategy. It was used to measure the students' reading comprehension especially in narrative text before they were taught by using the Self-Questioning Bloom's Taxonomy Strategy .
- b. Treatment : In treatment, the students were taught by using the Self-Questioning Bloom's Taxonomy Strategy. Teacher explained to the students about narrative text, and taught them how to comprehend the text by using the Self-Questioning Bloom's Taxonomy Strategy. Then, the students were asked by the teacher to do exercises.

- c. Post test : Post test was a test that was given to the students after they had been taught by using the Self-Questioning Bloom's Taxonomy Strategy. It was used to know whether the students could easily comprehend the reading text especially for narrative text by using the Self-Questioning Bloom's Taxonomy Strategy or not. The result was compared with pre test to get the effect of the strategy and to know students' reading comprehension in reading text after being taught by using the Self-Questioning Bloom's Taxonomy Strategy.

Then, to make clear the specification of the test the researcher shows it in the following blueprint of test below:

**Table III.4
BLUEPRINT**

No	Question Indicator	Material	Amount of Questions	Item Number	Sources
1	2	3	4	5	6
1	The students are able to find out the main idea of the text	- The Lost Caterpillar - Babu and The Lion	2	1, 8	- Mandiri your competence SMP Kelas VIII By Nurzaida - www.education-english.com/narrative
2	The students are able to find the communicative purposes of the text	- The Lost Caterpillar - Babu and The Lion - Buggy races	3	6,11,19	- Mandiri your competence SMP Kelas VIII By Nurzaida - www.education-english.com/narrative
3	The students are able to find out word reference and meaning	- The Lost Caterpillar - Babu and The Lion - Buggy races	7	2,3,7,10,12,16,17	- Mandiri your competence SMP Kelas VIII By Nurzaida - www.education-english.com/narrative
4	The students are able to find out factual information	- The Lost Caterpillar - Babu and The Lion - Buggy races	3	5, 14, 18	- Mandiri your competence SMP Kelas VIII By Nurzaida - www.education-english.com/narrative
5	The students are able to find out rhetorical stages and language feature	- The Lost Caterpillar - Babu and The Lion - Buggy races	5	4,9,20,13,15	- Mandiri your competence SMP Kelas VIII By Nurzaida - www.education-english.com/narrative

F. The Validity and Reliability of the Test

Heaton states that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure⁴⁹. It means the test will be valid to the extent that is measured what it is supposed to measure. The type of validity is content validity. Referring to Bambang, Content validity is that if a measurement is as the representative of the ideas or the appropriate material that will be measured.⁵⁰ The materials were taken from the guide book for the students and other related resources.

Reliability is the degree to which a test consistency measures whatever it is measuring.⁵¹ To know the reliability of the test, we should know:

(a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The researcher used the SPSS 16.0 for windows-statistical software.

Table III.5

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Based on the table III.5, we can see that the cases valid are 20 students, excluded 0, and the total students follow the test 20 students.

⁴⁹ Heaton. *Writing English Language Test*. (New York: Longman Group UK Limited, 1988), p. 159.

⁵⁰ Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama, (Yogyakarta: Graha Ilmu, 2006), p. 23.

⁵¹ L. R. Gay and Peter Airasian, *Op. Cit.*, p. 169.

Table III.6**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
10.55	11.839	3.441	20

Based on the table III.6, we can see that the mean score is 10.55, variance is 11.839. Std. Deviation is 3.441, and number of items are 20.

Table III.7**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.607	.613	20

Based on the table III.7, we can see that Cronbach's Alpha is 0.607, Cronbach's Alpha based on standardized items is 0.613, and number of items are 20.

The score obtained compares to r table of product moment that the degree of freedom was 38 " r " product moment at the level of 5% is 0.304 and 1% is 0.393. The score obtained of Cronbach's Alpa was 0.649 higher than r table whether 5% and 1% ($0.304 < 0.613 > 0.393$). It means that the test was reliable.

According to Suharsimi Arikunto the value of correlation coefficients as follow⁵²;

⁵² Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (edisi revisi)*. (Jakarta: PT. Bumi Aksara, 2009.), p.75.

- | | |
|---------------------------|-------------|
| 1. Between 0.800 to 1.00 | = Very High |
| 2. Between 0.600 to 0.800 | = High |
| 3. Between 0.400 to 0.600 | = Enough |
| 4. Between 0.200 to 0.400 | = Low |
| 5. Between 0.00 to 0.200 | = Very Low |

In conclusion, validity of the test is including as **High** category while reliability of the test is including as **High** category

G. The Techniques of Data Analysis

The technique of data analysis used in this research was T-test formula by using SPSS (Statistical Package for the Social Sciences). In analyzing the data, the writer used scores of pre-test and post-test of experimental class. These scores were analyzed statistically. This technique of data analysis used to find out the mean differences of pretest and posttest score in order to get whether there was a significant effect of using Self-Questioning Bloom's Taxonomy strategy towards students' reading comprehension or not.

The t-table is employed to see whether there is a significant effect of using Self-Questioning Bloom's Taxonomy strategy towards students' reading comprehension in experimental class.

The t-obtained value is consulted with the value of t-table at the degree of freedom (df)= (N1-N2)-2 statically hypothesis:

$H_0 = t_o < t_{table}$

$H_a = t_o > t_{table}$

Criteria of hypothesis:

1. H_0 is an accepted if $t_o < t_{table}$ it can be said that there is no significant effect of using Self-Questioning Taxonomy strategy toward reading comprehension.
2. H_a is accepted if $t_o > t_{table}$ or it can be said that there is significant effect of using Self-Questioning Taxonomy strategy toward reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of Research Procedure

The purpose of this research was to obtain the students' reading comprehensions of narrative text who were taught by using The Self-Questioning Bloom's Taxonomy strategy and those who were taught by using conventional strategy, and to determine whether there was significant difference between the students' reading comprehension who were taught by using The Self-Questioning Bloom's Taxonomy strategy and those who were taught by using conventional strategy. The data were obtained from the students' reading comprehension of experimental and control classes. Before taking the data from the sample, the writer tried at another school with the same class in order to prove whether the test was reliable or not. The result found in the try out was 0.613. It meant that the test was high reliable. The researcher gave pre-test and post-test to VIII A and VIII B. The researcher asked the students to answer some questions based on the text given; the text was a narrative text. Based on design of the research, it was found that class VIII A was as control class and VIII B was as experimental 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 narrative to test students' reading comprehension for the post-test of experimental class. While for control class, which was taught without using learning cell strategy, the researcher used the same format of questions of narrative for their post-test also.

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

1. In Both classes (experimental and control group), students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices.
3. The researcher gave a score of the students' reading comprehension that was collected from their score of pre-test and 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 formula¹:

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

B. Data Presebtation

1. Data Presentation of Students' Reading Comprehension Who are Taught by Using The Self-Questioning Bloom's Taxonomy Strategy at Junior High School Budi Dharma Dumai.

The data of students' reading comprehension taught by using The Self-Questioning Bloom's Taxonomy strategy were obtained from pre-test and post-test of VIII.1 as an experimental class taken from the sample of this class (35 students). The researcher taught directly for eight meeting in the experimental class. The data can be seen from the table below:

¹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajafindo Persada, 2008), p. 32.

Table IV.1
The Score of the Students' Reading Comprehension Taught
by Using The Self-Questioning Bloom's Taxonomy Strategy

No.	Students	Experimental Class	
		Pre-Test	Post-Test
1	Student 1	65	70
2	Student 2	45	60
3	Student 3	80	90
4	Student 4	50	60
5	Student 5	60	65
6	Student 6	85	90
7	Student 7	85	90
8	Student 8	70	90
9	Student 9	50	70
10	Student 10	60	70
11	Student 11	80	85
12	Student 12	75	90
13	Student 13	50	70
14	Student 14	50	85
15	Student 15	70	90
16	Student 16	50	45
17	Student 17	50	55
18	Student 18	25	45
19	Student 19	60	50
20	Student 20	50	45
21	Student 21	45	65
22	Student 22	60	80
23	Student 23	75	85
24	Student 24	55	60
25	Student 25	70	85
26	Student 26	70	90
27	Student 27	60	80
28	Student 28	60	85
29	Student 29	65	80
30	Student 30	70	85
31	Student 31	60	70
32	Student 32	55	70
33	Student 33	75	85
34	Student 34	60	75
35	Student 35	70	80
Total		2160	2590

From the table IV.1, the researcher found that the total of number of the students was 35 students, the total score of pre-test in experimental group was 2160 while the highest score was 85 and the lowest score was 25 and the

total score of post-test in experimental group was 2590 while the highest score was 90 and the lowest score was 45.

2. Data Presentation of Students' Reading Comprehension Who are Taught without Using The Self-Questioning Bloom's Taxonomy Strategy at Junior High School Budi Dharma Dumai.

The data of students' reading comprehension were taught without using The Self-Questioning Bloom's Taxonomy strategy were also taken from pre-test and post-test of VIII.2 as control class taken from the sample of this class (35 students). The data can be seen from the table below:

Table IV.2
The Score of the Students' Reading Comprehension Taught without
Using The Self-Questioning Bloom's Taxonomy Strategy

No.	Students	Control Class	
		Pre-Test	Post-Test
1	Student 1	60	80
2	Student 2	45	50
3	Student 3	50	55
4	Student 4	55	65
5	Student 5	50	45
6	Student 6	55	50
7	Student 7	45	40
8	Student 8	40	50
9	Student 9	30	65
10	Student 10	50	45
11	Student 11	60	55
12	Student 12	45	65
13	Student 13	45	60
14	Student 14	55	60
15	Student 15	30	40
16	Student 16	45	50
17	Student 17	50	60
18	Student 18	30	55
19	Student 19	50	55
20	Student 20	55	60
21	Student 21	50	55
22	Student 22	60	65
23	Student 23	40	50
24	Student 24	35	60
25	Student 25	55	65
26	Student 26	45	40
27	Student 27	50	55
28	Student 28	40	45
29	Student 29	65	50
30	Student 30	40	50
31	Student 31	55	60
32	Student 32	50	60
33	Student 33	45	65
34	Student 34	50	70
35	Student 35	45	50
Total		1670	1945

From the table IV.2, the researcher found that the total number of the students was 35 students, the total score of pre-test in control group was 1670 while the highest score was 65 and the lowest was 30 and the total score of

post-test in control group was 1945 while the highest score was 80 and the lowest score was 40.

Table IV.3

The Pre-Test Score of Experimental and Control Class

No.	Students	PRE TEST	
		Experimental Class	Control Class
1	Student 1	65	60
2	Student 2	45	45
3	Student 3	80	50
4	Student 4	50	55
5	Student 5	60	50
6	Student 6	85	55
7	Student 7	85	45
8	Student 8	70	40
9	Student 9	50	30
10	Student 10	60	50
11	Student 11	80	60
12	Student 12	75	45
13	Student 13	50	45
14	Student 14	50	55
15	Student 15	70	30
16	Student 16	50	45
17	Student 17	50	50
18	Student 18	25	30
19	Student 19	60	50
20	Student 20	50	55
21	Student 21	45	50
22	Student 22	60	60
23	Student 23	75	40
24	Student 24	55	35
25	Student 25	70	55
26	Student 26	70	45
27	Student 27	60	50
28	Student 28	60	40
29	Student 29	65	65
30	Student 30	70	40
31	Student 31	60	55
32	Student 32	55	50
33	Student 33	75	45
34	Student 34	60	50
35	Student 35	70	45
Total		2160	1670
Mean		61.71429	47.71429

From the table IV.3, the total score of pre-test in experimental class was 2160, total score of pre-test in control class was 1670. These scores were before treatment. There was only a little difference of score.

Table IV.4

The Post-Test Score of Experimental and Control Class

No.	Students	POST TEST	
		Experimental Class	Control Class
1	Student 1	70	80
2	Student 2	60	50
3	Student 3	90	55
4	Student 4	60	65
5	Student 5	65	45
6	Student 6	90	50
7	Student 7	90	40
8	Student 8	90	50
9	Student 9	70	65
10	Student 10	70	45
11	Student 11	85	55
12	Student 12	90	65
13	Student 13	70	60
14	Student 14	85	60
15	Student 15	90	40
16	Student 16	45	50
17	Student 17	55	60
18	Student 18	45	55
19	Student 19	50	55
20	Student 20	45	60
21	Student 21	65	55
22	Student 22	80	65
23	Student 23	85	50
24	Student 24	60	60
25	Student 25	85	65
26	Student 26	90	40
27	Student 27	80	55
28	Student 28	85	45
29	Student 29	80	50
30	Student 30	85	50
31	Student 31	70	60
32	Student 32	70	60
33	Student 33	85	65
34	Student 34	75	70
35	Student 35	80	50
Total		2590	1945
Mean		74	55.5714

From the table IV.4, the total score of post-test in experimental class after having treatment is 2590. It means that experimental class after treatment is better than before. When the writer compared with post test of control class, the total score was 1945. The scores of two classes were increasing. But the score of experimental class was higher than control class.

C. The Data Analysis

1. The analysis student's reading comprehension before being taught by using The Self-Questioning Bloom's Taxonomy Strategy at Junior High School Budi Dharma Dumai.

The data of students' post-test scores of control class were obtained from the result of their reading comprehension without using Self-Questioning Bloom's Taxonomy strategy. The data can be described as follows:

Table IV.8
The Frequency Distribution Pre-test of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	3	8.57	8.57	8.57
	35	1	2.85	2.85	11.42
	40	4	11.42	11.42	22.85
	45	8	22.85	22.85	45.71
	50	9	25.71	25.71	71.42
	55	6	17.14	17.14	88.57
	60	3	8.57	8.57	97.14
	65	1	2.85	2.85	100.0
	Total	35	100.0	100.0	

The table IV.8 shows the frequency distribution of control group, the score of pre-test. The output from 35 respondents, the valid percent with the

interval of 30 was 8.57%, the interval of 35 was 2.85%, the interval of 40 was 11.42%, the interval of 45 was 22.85%, the interval of 50 was 25.71%, the interval of 55 was 17.14%, the interval of 60 was 8.57%, and the interval of 65 was 2.85%.

Table IV.9
The Frequency Distribution Post-test of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	8.57	8.57	8.57
	45	3	8.57	8.57	17.14
	50	8	22.85	22.85	40
	55	6	17.14	17.14	57.14
	60	7	20	20	77.14
	65	6	17.14	17.14	94.28
	70	1	2.85	2.85	97.14
	80	1	2.85	2.85	100.0
	Total	35	100.0	100.0	

The table IV.9 shows the frequency distribution of control group, the score of post-test. The output from 35 respondents, the valid percent with the interval of 40 was 8.57 %, the interval of 45 was 8.57%, the interval of 50 was 22.85%, the interval of 55 was 17.14%, the interval of 60 was 20.0%, the interval of 65 was 17.14%, the interval of 70 was 2.85%, and the interval of 80 was 2.85%.

TABLE IV.10

The Classification of Control Group of the Second Year Students at Junior High School Budi Dharma Dumai.

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	1	2.85%
2	Good	70-79	1	2.85%
3	Enough	60-69	13	37.14%
4	Less	50-59	14	40%
5	Bad	0-49	6	17.14%
	Total	-	35	100 %

Based on the table IV.10, the classification of control group of the second year students at Junior High School Budi Dharma Dumai of the output from 35 students shows the category of number 1, there was 1 frequency (2.85%), the category of number 2, there was 1 frequency (2.85%), the category of number 3, there were 13 frequencies (37.14%), the category of number 4, there were 14 frequencies (40%), the category of number 5, there were 6 frequencies (17.14%). Thus, the majority of students in this regard are classified into **less category**.

2. The Analysis Student's Reading Comprehension After Being Taught by Using The Self-Questioning Bloom's Taxonomy Strategy at Junior High School Budi Dharma Dumai.

The data of the students' post test scores of experimental class were obtained from the result of their reading comprehension after giving the treatment. The data can be described as follows:

Table IV.5

The Frequency Distribution Pre-test of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	2.85	2.85	2.857
	45	2	5.71	5.71	8.57
	50	7	20	20	28.57
	55	2	5.71	5.71	34.28
	60	8	22.85	22.85	57.14
	65	2	5.71	5.71	62.85
	70	6	17.14	17.14	80
	75	3	8.57	8.57	88.57
	80	2	5.71	5.71	94.28
	85	2	5.71	5.71	100.0
	Total	35	100.0	100.0	

The table IV.5 shows the frequency distribution of experimental group before treatment. The output from 35 respondents, the valid percent with the interval of 25 was 20.0 %, the interval of 45 was 5.71%, the interval of 50 was 20.0%, the interval of 55 was 5.71%, the interval of 60 was 22.85%, the interval of 65 was 5.71%, the interval of 70 was 17.14%, the interval of 75 was 8.75%, the interval of 80 was 5.71%, and the interval of 85 was 5.71%.

Table IV.6

The Frequency Distribution Post-test of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	3	8.57	8.57	8.57
	50	1	2.85	2.85	11.42
	55	1	2.85	2.85	14.28
	60	3	8.57	8.57	22.85
	65	2	5.71	5.71	28.57
	70	6	17.14	17.14	45.71
	75	1	2.85	2.85	48.57
	80	4	11.42	11.42	60
	85	7	20	20	80
	90	7	20	20	100.0
Total		35	100.0	100.0	

The table IV.6 shows the frequency distribution of experimental group after treatment. The output from 35 respondents, the valid percent with the interval of 45 was 8.57 %, the interval of 50 was 2.85%, the interval of 55 was 2.85%, the interval of 60 was 8.57%, the interval of 65 was 5.71%, the interval of 70 was 17.14%, and the interval of 75 was 2.85%, the interval of 80 was 11.42%, the interval of 85 was 20%, the interval of 90 was 20%.

TABLE IV.7

The Classification of Post-Test Experimental Group at the Second Year Students of Junior High School Budi Dharma Dumai.

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	18	51.42%
2	Good	70-79	7	20%
3	Enough	60-69	5	14.28%
4	Less	50-59	2	5.71%
5	Bad	0-49	3	8.57%
	Total	-	35	100%

Based on the table IV.7, the classification of experimental group of the second year students at Junior High School Budi Dharma Dumai of the output from 35 students shows that the category of number 1, there were 18 frequencies (51.42%), the category of number 2, there were 7 frequencies (20%), the category of number 3, there were 5 frequencies (14.28%), the category of number 4, there were 2 frequencies (5.71%), the category of number 5, there were 3 frequencies (8.57%). Thus, the majority of students in this regard are classified into **very good category**.

3. Data Analysis of Effect of Using The Self-Questioning Bloom's Taxonomy Strategy on Students' Reading Comprehension at Junior High School Budi Dharma Dumai.

To obtain whether there is or not a significant effect of learning cell strategy, the researcher used T-test formula by using software SPSS 16.0. The data were obtained through the score post test of experimental class and control class.

Table IV. 11
Descriptive Statistics

Group Statistics					
	metode	N	Mean	Std. Deviation	Std. Error Mean
nilai	1	35	74.00	14.441	2.441
	2	35	55.57	9.056	1.531

Based on the table IV.11, it can be seen that the total students from each group was 35, the mean of experimental group was 74.00, and mean of control group was 55.57. Standard deviation from experimental group was 14.441, while standard deviation from control group was 9.056. Standard error mean experimental group was 2.441, and control group was 1.531.

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
nilai Equal variances assumed	10.574	.002	6.396	68	.000	18.429	2.881	12.679	24.178
Equal variances not assumed			6.396	57.162	.000	18.429	2.881	12.659	24.198

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 variances assumed*.

From the output above also, it could be seen that score t-test was 6.396 with $df = 68$. Mean difference was 18.429 and standard error difference was 2.881. Lower interval of the difference was 12.679 and upper confidence difference was 24.178.

If t_o (t Observation) = 6.396 compared with t_t with $df = 68$, 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 in significance 5% and 1% ($2,00 < 6.396 > 2,65$). It means H_o was rejected and H_a was accepted.

It can be concluded that H_o is rejected and H_a is accepted. In other words, there is a significant effect of using The Self-Questioning Bloom's Taxonomy strategy toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai.

To identify the level of the effect of using The Self-Questioning Bloom's Taxonomy strategy toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai, it was done by calculating coefficient (r^2) by using the following formula²:

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

$$r^2 = \frac{6.396^2}{6.396 + 70 - 2}$$

$$r^2 = \frac{40.908816}{6.396+68}$$

$$r^2 = \frac{40.908816}{6.464}$$

$$r^2 = 6.32871$$

²Riduwan and Akdon, *Rumus dan Data dalam Analisis Statistika*, (Bandung:Alfabeta, 2008),p.127

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

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

$$K_p = 6.32871 \times 100\%$$

$$K_p = 63.28\%$$

Based on the analysis data about the students ability in comprehending reading text, it showed that mean of the students' reading comprehension taught using the Self-Questioning Bloom's Taxonomy strategy was higher than mean of the students' reading comprehension taught without the Self-Questioning Bloom's Taxonomy strategy.

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

1. The students' reading comprehension before being taught by using the Self-Questioning Bloom's Taxonomy strategy of the second year students at Junior High School Budi Dharma Dumai had lower score.
2. The students' reading comprehension after being taught by using the Self-Questioning Bloom's Taxonomy strategy of the second year students at Junior High School Budi Dharma Dumai had higher score.

It was effected by different treatment used in teaching learning process

3. There is significant effect of using the Self-Questioning Bloom's Taxonomy strategy toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai.

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 The Self-Questioning Bloom's Taxonomy strategy Toward Reading Comprehension of the Second Year Students at Junior High School Budi Dharma Dumai comes to the conclusion as follows:

1. The students' reading comprehension before being taught by using The Self-Questioning Bloom's Taxonomy Strategy of the second year students at Junior High School Budi Dharma Dumai had lower score and categorized into less level.
2. The students' reading comprehension after being taught by using The Self-Questioning Bloom's Taxonomy Strategy of the second year students at Junior High School Budi Dharma Dumai had higher score and categorized into very good level.
3. The students who taught by using The Self-Questioning Bloom's Taxonomy Strategy was better than students who taught with Conventional strategy. It can be concluded that The Self-Questioning Bloom's Taxonomy Strategy gives a better result toward reading comprehension of the second year students at Junior High School Budi Dharma Dumai.

So, it can be concluded that The Self-Questioning Bloom's Taxonomy strategy has a positive effect on reading comprehension of the second year students at Junior High School Budi Dharma Dumai.

B. Suggestion

Considering The Self-Questioning Bloom's Taxonomy strategy toward reading comprehension, the researcher would like to give some suggestion as follows:

1) Suggestion for the teacher:

- a. It is recommended for teacher to use The Self-Questioning Bloom's Taxonomy strategy in teaching and learning process because it can improve students' reading comprehension, and can make students active in sharing their thinking of the text another.
- b. The teacher builds a favorable atmosphere in teaching-learning process, because the conducive condition in teaching would become one asset to carry the success of material taught.
- c. The teacher should be creative to select kinds of reading text in order to make students comprehend more the text and to diminish boredom in learning English, especially in reading subject.

2) Suggestion for the students:

- a. The students should try to understand to use The Self-Questioning Bloom's Taxonomy strategy in reading text and practice it in the classroom.

- b. The students pay more attention to the lesson that has been shared by teacher in front of the class.
- c. The students should avoid cheating in doing their exercises because in The Self-Questioning Bloom's Taxonomy strategy, each student is given time to think about his/her own answer. So the students should independently do their exercise.

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

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