

**THE EFFECT OF USING WHAT, SO WHAT, NOW WHAT
TECHNIQUE TOWARD READING COMPREHENSION
OF THE SECOND YEAR STUDENTS AT SMAN 3
TAPUNGKAMPAR REGENCY**



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1434 H/2013 M**

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Thesis

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



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ABSTRACT

Endang Dwi Lestari (2013). The Effect of Using What, So What, Now What Technique Toward Reading Comprehension in Analytical Exposition text of the Second Year Students at SMAN 3 Tapung Kampar Regency

Based on school based curriculum (KTSP), reading is as one of the English skills that must be taught and learned in senior high school. SMA N 3 Tapung is one of the schools that uses 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 topic, 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 What, So What, Now What technique, to find out the ability of the second year students in comprehending reading text by using What, So what, Now what technique, and to obtain the effect of using What, So what, Now what technique toward reading comprehension in analytical exposition text of the second year students at SMA N 3 Tapung Kampar Regency.

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 What, So what, Now what technique. 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. The result of data analysis was that T_o was higher than t_{table} . In other word, there is a significant effect of using What, So what, Now what technique toward reading comprehension in analytical exposition text of the second year students at SMA N 3 Tapung Kampar Regency. Therefore, it can be concluded that students' reading comprehension in analytical exposition text taught by using What, So what, Now what technique was better than students' reading comprehension taught by using three phased technique.

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The title of this thesis is the Effect of Using What, So What, Now What Technique toward Reading Comprehension in Analytical Exposition text of the Second Year Student at SMAN 3 Tapung Kampar Regency

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Finally, the researcher really realizes that there are some weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amiin..

Pekanbaru, January 2013
the resercher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the foreign language in Indonesia. It has been in every level of education institutions, even in formal or non formal institution. It has been taught from the lowest education institution to the highest level. In other words, it is taught in Kinder Garden, Elementary School, Junior High School and university.

Reading is one of the important skills in learning language, besides listening, speaking and writing skills. It is also one of the common ways to get knowledge from written form. Hasibuan and Ansyari said that reading is an interactive process that goes on between the reader and text, resulting comprehension. The purpose of reading also determines the appropriate approach to reading comprehension¹. It means that reading is the activity to comprehend the text, by comprehending the text, we can get the information or messages from the writer.

Based on School Based Curriculum (KTSP), the purposes of teaching English are as follows²: Developing communicative competence in oral and written forms to achieve information level. Having awareness about the sense and the significance of English in order to increase national competence in global society. Developing understanding of students about the relationship between language and culture.

¹ Kalayo Hasibuan, and Muh. Fauzan Ansyari, *Teaching English as a Foreign Language TEFL*. (Pekanbaru: Alaf Riau, 2007). p. 114

². Team of Curriculum SMA N 3 Tapung. *Syllabus SMA N 3 Tapung 2009*. Unpublished.

In order to accomplish students' needs toward reading, School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan-KTSP) provides reading as one of the skills that must be taught and learned in Senior High School. SMAN 3 Tapung is one of the schools that uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. In SMAN 3 TAPUNG, Reading is taught twice a week with time duration 45 minutes for one hour. It means that they have to learn English 180 minutes in a week. Based on the English teacher of the second year students at SMAN 3 TAPUNG that the teacher teaches students by using three phase technique, the teacher comes to the classroom then checks the attendance list, then chooses the topic subject and asks some of the students to read aloud in front of the class and then helps students find unfamiliar word and the last teacher will ask students to do the task based on the students' text book or students' worksheet. Ideally, this technique or activity can make the students understand well in reading text. In reality, the students are still confused with the meaning of the text, especially in analytical exposition. They still got score under the expected score standard.

Based on the statement above, it is clear that reading skill needs aspects that must be mastered by students. Therefore, reading is a component of general second language proficiency³. Based on the preliminary study on the class XI on the SMAN 3 TAPUNG, it is clear that most of the students still have problems comprehend main idea, guessing the meaning, obtaining general and specific information, using context clues, and drawing conclusion. The researcher found

³ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall Regents, 2001). p. 283.

out several problems that are faced by the students in translating reading text. It can be itemized into the following symptoms:

1. Some of the students are not able to identify topic of the text.
2. Some of the students are not able to recognize meaning word of the text.
3. Some of the students are not able to identify the Generic Structure of the text.
4. Some of the students are not able to identify reference in the text.
5. Some of the students are not able to identify the purpose of the text.

To improve the students' reading comprehension needs an appropriate technique to help them. A solution for their problems is called What, So what, Now what technique, for applying ideas from a fictional or informational text⁴. The researcher considers that What, So what, Now what, may help the students in developing their reading especially in reading comprehension analytical exposition text. In What, So what, Now what technique, the students will be introduced to a topic discussed and in here what the point they will be discuss it.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled "The Effect of Using What, So What, Now What Technique toward Reading Comprehension in analytical exposition text of the Second Year Students at SMAN 3 Tapung Kampar Regency"

⁴ Alan Crawford ; et.al, *Teaching and Learning Strategies for the Thinking Classroom*. (New York: The International Debate Education Association, 2005). p. 27

B. Definitions of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines them as follows:

1. Effect

Hornby states that effect is a change of procedure by an action or cause as defined⁵. In this research, the effect means the alteration of students' reading comprehension between students who are taught by what, so what now what technique and those who are not taught by what, so what, now what technique at the second year of SMAN 3 TAPUNG.

2. Using What, So What, Now What Technique

What, So what, Now what technique is a technique teaches students to find main ideas of the text, think of practical implications of those ideas, and choose and carry out social action based on those ideas⁶.

In this research, the researcher uses this technique to improve students' reading comprehension at second years of Senior High School 3 Tapung

3. Reading comprehension

Westwood says that Reading comprehension can be defined as an active of thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text⁷.

In this research, reading comprehension is the goal that will be achieved by the students by using what, so what, now what technique on analytical exposition.

⁵ Hornby, AS, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford: Oxford University Press, 1995). p.422

⁶ Alan Crawford. *Op, Cit.* p. 27

⁷ Petter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*. (Victoria: Acer Press, 2008). p.31

C. The Problems

1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follows:

- a. Some of the students are not able to identify topic of the text.
- b. Some of the students are not able to recognize meaning word of the text.
- c. Some of the students are not able to identify the Generic Structure of the text.
- d. Some of the students are not able to identify reference in the text.
- e. Some of the students are not able to identify the purpose of the text.

These problems could be caused from the technique used by the teacher do not give a good result. In here, it can be seen that the previous teaching technique three phased technique do not give better result.

2. The Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research . these problems could be caused from the technique that was used before. It demonstrates that application of the technique that teacher use three phase technique is less effective in studens' reading comprehension. Therefore, the researcher limits the problem on the teaching technique used by the teacher. The researcher try use a new teaching strategy called What, So What, Now What technique and to find how far What, So What, Now What technique can give a significant effect toward reading comprehension of the second year students at SMA N 3 Tapung Kampar Regency.

3. The Formulation of the Problem

Based on the problem above, the problems of the research are limited on:

- a. How is students' reading comprehension in analytical exposition at second year of Senior High School 3 Tapung before being taught by using the What, So what, Now what technique?
- b. How is students' reading comprehension in analytical exposition at second year of Senior High School 3 Tapung after being taught by using What, So what, Now what technique?
- c. Is there any significant effect of using What, So what, Now what technique toward students' reading comprehension in analytical exposition text at the second year of Senior High School 3 Tapung?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension in analytical exposition at the second year of Senior High School 3 Tapung before being taught by using the What, So what, Now what technique.
- b. To find out the students' reading comprehension in analytical exposition at the second year of Senior High School 3 Tapung after being taught by using What, So what, Now what technique.
- c. To know the significant effect of using What, So what, Now what technique toward students' reading comprehension in analytical exposition text of Senior High School 3 Tapung.

2. The Significance of the Research

The research activity is significant to be carried out for the following needs. They are:

- a. To fulfill one of the requirements to finish the writer's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
- b. To give some information to the teacher and school about the effect of using the what, so what, now what technique toward students' reading comprehension on analytical exposition
- c. To give some contribution to the students in order to improve students' comprehension, on analytical exposition
- d. To enhance the researchers' knowledge about teaching reading by using the What, So what, Now what technique.

CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Frame Work

1. The Nature of Reading

As one of the basic skills of English, reading is often under estimated by the students. Reading is a way to get information. Almost every aspect in our life is covered by reading. Almost every day, we read books, magazines, advertisements, etc. To get information from a book, we need to comprehend it well. Reading is affluent process of readers combining information from a text and their own background knowledge to build meaning⁸. It means that we must have high motivation and work hard to achieve it. Reading can be easier to do if we do it as a pleasure activity. It is supported by Beatrice, she explains that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, and give us a chance to gain knowledge.⁹

Moreillon argued that Reading is making meaning from print and from visual information; it is an active process that requires a great deal of practice and skill.¹⁰ It means that to get language of the language must be able to decode (sound out) the printed words and also comprehend what we read.

⁸ David Nunan, *Practical English Language Teaching*. (Sydney: McGraw Hill, 2003). p.68

⁹Beatrice Mikulecky, *More Reading Power*. (New York:Wesley Publishing Company,1996). p.7

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

To successful reading of the students, the students have to understand the text. It is important to apply reading skill to the students in order to students' success. Birch said that there are 3 ways to build an interactive reading: ¹¹

- a. The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
- b. The reader's mind interacts with the written text so that the reader can understand the message.
- c. The reader interacts indirectly with the writer of the text across time and space because it is the writer who is communicating information to the reader, but it is the reader who must grasp the information from the writer.

In short, reading is not just an active process but interactive process. Students are suggested to thinking as interactive as possible.

In addition, Brown stated that the good reader can identify what the text talking about, making conclusion and taking information from the text. There are four basic types of reading performance, they are: ¹²

- a. Perceptive

Perceptive reading task involving to attendant the components of larger stretches of discourse such as; letter, word, punctuation, and other graphemic symbols or bottom up processing is implied.

¹¹ M. Barbara Birch, *English L2 Reading Getting to the Bottom*. (London: Lawrence Erlbaum Associates, 2002). p.4

¹² H.Douglas Brown. *Op.Cit*, p.189

b. Selective

This category, the students can give brief respond from the text that are intended as well, in other word, a combination of bottom-up and top- down processing in teaching reading.

c. Interactive

This is type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.

d. Extensive

In this type the reader read more than one page of text. The text can be article, essays, journals, technical reports, short stories and also book. Commonly, extensive reading is done outside the classroom.

In conclusion, reading is an achieving meaning from the writer to the reader in order to get new information. Reading activity is important because it include message communicated and to understand something that is not found from oral communication. reading emphasizes on process to encode the writer's messages into their own comprehending. Reading also gives information to the reader needed.

2. Reading Comprehension

Reading is one of the important learning skills which has an important role in guiding students to successful language learning, especially in foreign language. As one of the basic skills of English, reading is often under estimated by the student. They tend to treat it as a supplementary skill. Reading is about

understanding written text. It is a complex activity that involves both perception and thought¹³. Learning a foreign language is long and complex undertaking¹⁴. . Based on the explanation above, the writer concludes that comprehension is the process in which the reader brings his or her prior knowledge to interact with the text.

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.¹⁵ It means the reader actively engages with the text to construct meaning. It is clear that the readers must have a good interaction with the text in order to get the meaning from the text.

In addition, according Anderson et.al, in Janette (2007) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency¹⁶. Reading comprehension is a dynamic interactive process between the readers and the reading materials. The readers need to understand about the materials that they read because it is one of the purposes of reading activity. In other words, the readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

¹³ Elizabeth S. Pang, et al, *Teaching Reading*. (Chicago: University of Illinois at Chicago, 2003). p.6

¹⁴ H. Douglas Brown, *Principle of Language Learning and Teaching*, fourth edition. (New York: Addison Wesley Longman, inc, 2000). p.1

¹⁵ Elizabeth S. Pang, et al. *Op, Cit*, p.14

¹⁶ K Klingner Janette , Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007). p.1

Moreover, Westwood says that Reading comprehension can be defined as an active of thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information that they already possess to filter, interpret, organize and reflect upon the incoming information from the page¹⁷. It is clear that the readers must have a good interaction with the text in order to get the meaning

Furthermore, according to Catherine Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as¹⁸:

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

Besides, Catherine Snow states that to comprehend reading, a reader must have a wide range of capacities and abilities¹⁹. These include:

1. Cognitive capacity (e.g. attention, memory, critical analytic ability, inference, and visualization ability)
2. Motivation (a purpose for reading and interest in content being read, and self-efficiency as the reader).

¹⁷ Petter Westwood, *Loc. Cit*, p.31

¹⁸ Cathherine Snow and Chair , *Reading for Understanding toward an Research and Development Program in Reading Comprehension*. (RAND Reading Study Group, Santa Monica, CA,2002). p.11

¹⁹ Cathherine Snow and Chair, *Ibid*, p.12

3. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategy).

From the idea above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text.

The researcher realize that those definition are too much to be implied in this research. Therefore, in this research the researcher uses the definition by Petter Westwood that reading comprehension is an active of thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

In brief, comprehension has important role in reading activity. Therefore, we need to optimize the reading process activity. By this reason the researcher wants to explore a new technique namely what, so what, now what technique that can help students to read a text with good comprehension.

3. Reading comprehension in analytical exposition text

Analytical exposition text can be defined as a argumentative or analytical reading material. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science,

academic community and educated people.²⁰ In addition, Sudarwati and Grace stated that analytical exposition text is type of the text functioning to persuade the reader or listener that there is something that, certainly, needs to get attention and to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments²¹.

In other words, analytical exposition text is a type of the text that functions to persuade the readers that there is something that needs to get attention and analyze that is supported by arguments.

In curriculum of the second year of Senior High School, the analytical exposition text is organized as follows²²:

- a. Thesis : Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.
- b. Arguments: It consists about Point and Elaboration Point, states the main argument Elaboration, develops and supports each point of argument.
- c. Reiteration: (restatement), restates speaker or writer's position.

In addition, the language features usually used in analytical exposition text are as follows²³:

- a) Focus on generic human and non-human participants, e.g.: car, pollution, leaded petrol car
- b) Use abstract noun, e.g.: policy, government

²⁰Rangga Andrea, "*Analytical Exposition Text*", <http://rangga19.web.id/artikel/analytical-exposition/>, retrieved 29th January 2012

²¹Th M Sudarwati, and Eudia Grace, *Look Ahead 2*. (Jakarta: Erlangga. 2006). p.109

²²Ibid

²³ Nuri Nurayani, *Analytical Exposition*, <http://nurinurayani.wordpress.com/functional-text/kumpulan-tugas/analytical-exposition-2/>, retrieved 29th January 2012

- c) Use of relational processes, e.g.: It is important
- d) Modal verbs, e.g.: we must preserve
- e) Modal adverbs, e.g.: certainly we.
- f) Connective or Use of internal conjunction to state argument,(e.g.: first, secondly, then, finally)
- g) Evaluative language, e.g.: important, valuable, trustworthy, etc.
- h) Giving reasons through causal conjunction(e.g. so, thus, therefore, hence)

In short, in analytical exposition text, the reader should be able to comprehend the purpose of the text and to analyze the content of the text by recognizing the structures of the analytical exposition including thesis, arguments, and reiteration to comprehend the text.

4. Teaching Reading

Reading is one of the language skills that is very important. It is one of the common ways to get information, for pleasure or for interest. It is a complex skill to require many things including specifications, ability, and certain skill. Teaching reading is one of the important parts in the English learning curriculum stated in Indonesia curriculum, not only for Elementary School, Junior High School, Senior High School, but also for the college students 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. Based on Andrew P. Johnson, Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is

no reading taking place²⁴. The main point in comprehending the text which is related to the goals is that the teacher should teach it in order to make students understand the text.

In addition, Harmer says that there are some principles in teaching reading that will be appeared in the following points²⁵:

a. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are printing, understand the arguments, and work out if we agree with them.

b. Students need to be engaged with what they are reading

Students, who are not engaged with the reading text, will not actively interest in what they are doing. They are less likely to benefit from it.

c. Students should be encouraged to respond the content of a reading text, not just to the language.

We must give students chance to respond the message in some way. It is important that they should be allowed to express their feelings about the topic- provoking personal engagement with it and the language.

d. Prediction is major factor in reading

The book cover, the headline, the word processed page sometimes will make our brain start predicting what we are going to read. Teachers should

²⁴ Andrew P. Johnson, *Teaching Reading and Writing A Guide Book for Tutoring and Remediating Students*. (Maryland: Rowman & Littlefield Publishers, Inc, 2008). p. 3

²⁵ Jeremy Harmer, *How to Teach*. (Cambridge.Longman, 2000). p.70

give students hints, so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic.

Once a decision has been taken about what reading text is that the students are going to read, we need to choose good reading tasks.

f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense just to get students to read it. Good teachers integrate the reading text into interesting class sequences, use the topic for discussion and further tasks, and use the language for study and later activation.

Sadoski states that there are two main goals of teaching reading that balance between the effective domain and cognitive domain²⁶.

a. Affective Goals

1) Developing Positive Attitudes toward Reading

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

²⁶ Mark Sadoski, *Conceptual Foundation of Teaching Reading*. (New York: The Guildford Press, 2004). p.47-53

2) Developing Personal Interest and Tastes in Reading

Having a positive attitude is not enough. Lifelong readers choose to pursue 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 the problem in reading weighs heavily in the tool belt of a working technological society. It helps us to solve a broad array of personal and social problems in a complex literate world. Reading also a way to deal with everyday problems where printed language is a feasible and a requisite solution.
- 2) Developing the fundamental competencies of reading higher levels of independence. Developing the fundamental competencies that comprise reading is the most basic goal.

According to Sadoski, there are two forms of teaching reading²⁷:

a) Instruction

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

b) Education

²⁷ Mark Sadoski, *Ibid.* p.36

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

5. The Concept of What, So what, Now what Technique

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 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 technique to maximize their comprehension of the text, to identify relevant and non relevant information, and to lerate less than word-by-word comprehension. Therefore, those students need technique in order to overcome the problems.

What, So what, Now what Technique is to find main ideas of the text, to think of practical implications of those ideas, and to choose and to carry out social action based on those ideas²⁸. It is usually taught with reading techniques that are implemented using peer-assisted learning strategies. The goal of using what, so what, now what technique is to help students to develop their reading comprehension skills and to understand what they read.

What, so what, now what technique means here is the attempt to understand what happened of the something by an analysis what, so what, now what of what

²⁸ Alan. *Loc.cit.* p. 27

writers write, this technique helps the students to understand the reason or the function of the something. Use what, so what, now what technique is by following steps²⁹:

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 table on the chalk board or on chart paper, large enough for everyone to see:

What?	So What?	Now What?

- a. What? Pointing to the *What* column, the teacher asks the students to summarize the most important ideas that they have just discussed about the topic. After some discussion, the teacher writes summary ideas in the box under the heading “*What?*”
- b. So What? Now the teacher asks the students to consider what is important about the ideas they just listed. The teacher writes the summary points in the box under the heading “*So What?*”

²⁹ Alan. *Ibid*, p.28

- c. Now What? The teacher now asks the students what they can do about the problem or issue they have been discussing. The teacher may ask the students to *brainstorm* about activities they might do in order to help solve the problem they have been discussing.

From the explanation, clear that what, so what, now what technique can increase students' comprehension and make them enjoy in the classroom. Besides that what, so what, now what technique would be effective because it allows the students to discuss and summarize the most important ideas. Also, it helps to solve the problem that they have been discussing, it is supported by Smith solve problems in order to understand what is going on in situations that involve reading and situations that don't³⁰.

B. The Relevant Research

Smith a research entitled "The Effects of What, So What, Now What technique on ESP Reading Comprehension". The present study intended to investigate the effects of What, So What, Now What technique on reading comprehension of L2 learners of science and technology majors. The findings revealed that better comprehension can be gained through restoring to while reading activities. In fact, experimental group which was exposed to while - reading activities gained considerable abilities in comprehension than control group. Results of this study revealed that giving information through restoring to reading activities might become a useful tool for teachers of ESP to facilitate the learner's reading comprehension. Basically, Smith's research is almost the same

³⁰ Frank Smith, *Understanding Reading*. (New Jersey:Mahwah, 2004). p.192.

with this technique. Both of these technique are explore the technique in reading activity³¹.

Jackleis conducted a research entitled “Giving Students with Learning Disabilities the What, So What, Now What to Write:Improving the Quality and Quantity of Written Products”³². The reserach findings showed that this technique had significant impact on writing’s performance with an increase in quality and the quantity (number of words and sentences) of written product and students were able to perform the technique over a delayed period three weeks. This reserach has the difference from the researcher’s, because the researcher only wants to know the effect of using What, So What, Now What Technique toward Reading Comprehension in Analytical Exposition text.

C. The Operational Concept

In this term, researcher would explain briefly about variable of this research. There are two variables used. The first is what, so what, now what technique as the teachers’ technique in teaching reading comprehension; the second is students’ ability in reading comprehension. What, so what, now what technique 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:

³¹ Radga Smit. *The Effects of What, So what, Now what technique on ESP Reading Comprehension*. (New York:Wesley Publishing Company, 2009). p,10.

³² Rea Jakleis, *Learning Disabilities;a Multidiciplinary Journal*. (Chicago:Goodfellow Printing, 2008). p,18.

1. The Procedures of Experimental Class Treated by Using What, So What, Now What Technique

- a. The teacher explains the topic
- b. The teacher produces the table on the chalk board or chart paper of this technique.
- c. The teacher asks students to summarize the most important ideas about the topic
- d. The teacher writes summary ideas in the box under the heading “what” after the students discussed about the topic.
- e. The teacher asks the students to consider what is important about ideas
- f. The teacher writes the summary points in the box under the heading “so what” after the students discussed
- g. The teacher asks the students what they can do about the problem or issue after they discussed
- h. The teacher asks the students to brainstorm about activities to help solve the problem that they have been discussing

2. The Indicators of Students’ Reading Comprehension

- a. The students can identify the word meaning in analytical exposition text
- b. The students can identify the case that is discussed in an analytical exposition text
- c. The students can identify the argument in the text
- d. The students can identify the rhetorical steps of the analytical exposition text

- e. The students can identify the communicative purpose of the analytical exposition 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 what, so what, now what technique will have better comprehension.

2. Hypotheses

- a. (Ho) There is no significant difference mean pre-post test score effect of using What, So What, Now What technique toward reading comprehension in analytical exposition at the second year students of SMAN 3 Tapung.
- b. (Ha) There is significant difference mean pre-post test score effect of using What, So What, Now What technique toward reading comprehension in analytical exposition text at the second year students of SMAN 3 Tapung.

CHAPTER III

METHOD OF THE RESEARCH

A. The Design of Research

This research was an experimental research. The experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship³³. The design of this research was quasi-experimental research with nonequivalent control group design. Quasi-experiments are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment³⁴. Gay states that quasi-experimental design is not possible to randomly assign individual participants to groups in several cases. For example, researcher can get permission to do research in a school if he/she keeps students in existing classroom intact³⁵. Campbell stated that nonequivalent control group design is involving an experimental group and a control group both given a pretest and a posttest³⁶.

According to Creswell, the type of this research can be designed as follows³⁷ :

³³L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and application Sixth Edition* (New Jersey: Prentice Hall Inc, 2000). p. 367

³⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education Ltd, 2008). p. 645.

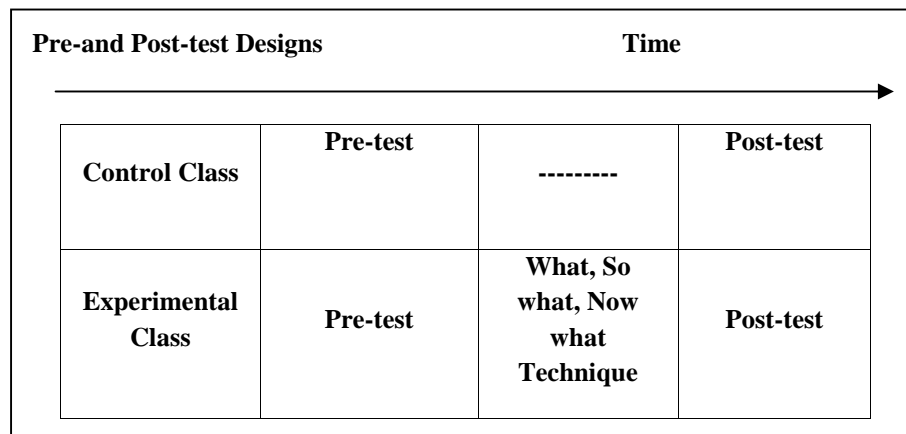
³⁵ L.R. Gay and Peter Airasian. *Op. Cit.* p.394

³⁶ Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi Experimental Designs for Research*. (Boston:Houghton Mifflin Company, 1963). p. 47

³⁷ John W. Creswell. *Op. Cit.* p.314

Table III.1

The Simple Schema Design of the Research

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

The location of this study was at the SMAN 3 Tapung Kampar Regency.

This research was conducted from May to June 2012.

C. The Subject and the Object of the Research

The subject of this study was the second year students of SMAN 3 Tapung. The subject consisted of four classes. Besides, the subject depicted above, the writer also picked up some interrelated personnel, such as the English teachers. While, the object of this study was the using what, So what, now what technique toward the students' reading comprehension in analytical exposition text.

D. The Population and the Sample of the Research

The population of this research was the second year students of SMAN 3 Tapung . The total population of the second year students of Senior High School 3 Tapung Kampar Regency was 135 students. They were divided into four

classes. Based on the quasi experimental research, the study of this research was using two classes. Those were XI.1 IPA as experimental group and XI.2 IPA as control class.

Table III.2
The Total Population of the Research

No	Classes	Population		Total
		Male	Female	
1	XI IPA 1	14	18	32
2	XI IPA 2	16	16	32
3	XI IPS 1	13	22	35
4	XI IPS 2	14	22	36
	Total			135

Table III.3
The Sample of the Research

No	Class	Sample	Function
	XI IPA 1	32	Experimental class
	XI IPA 2	32	Control class

E. The Technique of Collecting Data

To obtain the data needed in this research, the writer used technique as follows:

Test here were two kinds of tests in this research; they were pre-test and post- test. Both of these tests were given to the experimental and control classes.

On this research, the writer used multiple choice techniques. This technique was used to measure the students' reading ability as objective as possible.

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 what, so what, now what technique. It was used to measure the students' reading comprehension especially in analytical exposition before they were taught by using what, so what, now what technique.

b. Treatment : In treatment, the students were taught by using what, so what technique. Teacher explained to the students about analytical exposition, and taught them how to comprehend the text by using what, so what, now what technique. 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 what, so what, now what technique. It was used to know whether the students could easily comprehend the text especially for analytical exposition by using what, so what, now what technique or not. The result was compared with pre test to get the effect of the technique and to know students' reading comprehension in analytical exposition after being taught by using what, so what, now what technique.

Then, to make clear the specification of the test the researcher show 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 can identify identify the word meaning in analytical exposition text	<ul style="list-style-type: none"> - Why is Learning English Important? - Serious Problems caused by Landslide - The Factors Influence Children 	5	1, 2, 11, 12, 21	<ul style="list-style-type: none"> - Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team
2	The students can identify the case that is discussed in analytical exposition text	<ul style="list-style-type: none"> - Why is Learning English Important? - Serious Problems caused by Landslide - The Factors Influence Children 	5	3, 4, 13, 14, 22	<ul style="list-style-type: none"> - Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team
3	The students can identify the arguments in the text	<ul style="list-style-type: none"> - Why is Learning English Important? - Serious Problems caused by Landslide - The Factors Influence Children 	5	5, 6, 15, 16, 23	<ul style="list-style-type: none"> - Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team
4	The students can identify the rhetorical steps of the analytical exposition text	<ul style="list-style-type: none"> - Why is Learning English Important? - Serious Problems caused by Landslide - The Factors Influence Children 	5	7, 8, 17, 18, 24	<ul style="list-style-type: none"> - Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team
5	The students can identify the purpose of analytical exposition text.	<ul style="list-style-type: none"> - Why is Learning English Important? - Serious Problems caused by Landslide - The Factors Influence Children 	5	9, 10, 19, 20, 25	<ul style="list-style-type: none"> - Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team

F. The Validity and Reliability of the Test

1. Validity

Before the tests were given to the sample of this research, both of the tests were tried out to 35 students of the second year students in the social program. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measure³⁸. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows³⁹:

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students

The difficulty level of an item showed how easy or difficult a particular item in tests. The items that did not reach the standard level of difficulty were excluded from the test and they were changed with new items that were appropriate.

The standard level of difficulty used was < **0.30** and > **0.70**. It means that an item was accepted if the level of difficulty was between 0.30-0.70 and it was rejected if the level of difficulty was less than 0.30 (the item was too difficult) and over than 0.70 (the item is too easy). The proportion of correct was

³⁸ Arthur Hughes, *Testing for Language Teacher*, 2nd Edition. (New York: Cambridge University Press, 2003). p. 26

³⁹ Suharsimi Arikunto. *Op. Cit* ,p 209

represented by “p” whereas the proportion of incorrect was represented by “q”.

The calculation of item difficulty could be seen from the following table:

Table III.5

The students are able to identify word meaning

Variable	Identifying the word meaning					N
Item No.	1	2	11	12	21	35
Correct	22	19	20	14	18	
P	0.62	0.54	0.57	0.4	0.51	
Q	0.38	0.46	0.43	0.6	0.49	

Based on the table, the item numbers of question for identifying the word meaning were 1, 2, 11, 12 and 21. It showed that the proportion of correct answer for identifying the word meaning of test item number 1 was 0.62, the proportion of correct answer for test item number 2 was 0.54, the proportion of correct answer for test item number 11 was 0.57, the proportion of correct answer for test item number 12 was 0.4 and the proportion of correct answer for test item number 21 was 0.51. The total correct answer of identifying the word meanings was 0.528. Then, based on the standard level of difficulty, all items for identify the word meaning or “p” was $>0,30$ and $<0,70$, So the items of identify the word meaning were accepted.

Table.III.6**The students are able to identify case in the analytical exposition**

Variable	Identifying Case					N
Item No.	3	4	13	14	22	35
Correct	20	18	20	17	20	
P	0.57	0.51	0.57	0.48	0.57	
Q	0.43	0.49	0.43	0.52	0.43	

Based on the table, the item numbers of question for identifying case were 3, 4, 13, 14, and 22. It showed that the proportion of correct answer for identifying case of test item number 3 was 0.57, the proportion of correct answer for test item number 4 was 0.51, The proportion of correct answer for test item number 13 was 0.57 the proportion of correct answer for test item number 14 was 0.48, and the proportion of correct answer for test item number 22 was 0.57. The total correct answer of indentifying case was 0.54. Then, based on the standard level of difficulty, all items for identifying case or “p” was >0.30 and <0.70 . So, the items of identifying case were accepted.

Table III.7**The students are able to identify argument**

Variable	Identifying Argument					N
Item No.	5	6	15	16	23	35
Correct	18	16	15	19	19	
P	0.51	0.45	0.42	0.54	0.54	
Q	0.49	0.55	0.58	0.46	0.46	

Based on the table, the item numbers of question for Identifying argument were 5, 6, 15, 16, and 23. It showed that the proportion of correct answer for identifying argument of test item number 5 was 0.51. The proportion of correct answer for test item number 6 was 0.45. The proportion of correct answer for test item number 15 was 0.42. The proportion of correct answer for test item number 16 was 0.54 and the proportion of correct answer for test item number 23 was 0.54. The total correct answer of identifying argument was 0.49. Then, based on the standard level of difficulty, all items for identifying argument or “p” was >0.30 and <0.70 . So, the items of identifying argument were accepted.

Table III.8**The students are able to identify rhetorical Steps**

Variable	Identifying Rhetorical					N
Item No.	7	8	17	18	24	35
Correct	11	15	17	19	12	
P	0.31	0.42	0.48	0.54	0.34	
Q	0.69	0.58	0.52	0.46	0.66	

Based on the table, the item numbers of question for identifying rhetorical were 7, 8, 17, 18, and 24. It showed that the proportion of correct answer for identifying rhetorical of test item number 7 was 0.31, the proportion of correct answer for test item number 8 was 0.42, the proportion of correct answer for test item number 17 was 0.48, the proportion of correct answer for test item number 18 was 0.54 and the proportion of correct answer for test item number 24 was 0.34. The total correct answer of identify rhetorical was 0.418. Then, based on the standard level of difficulty, all items for identify rhetorical or “p” was >0.30 and <0.70 . So, the items of identifying rhetorical steps were accepted

Table III.9**The students are able to identifying communicative purpose**

Variable	Identifying communicative purpose					N
Item No.	9	10	19	20	25	35
Correct	22	20	22	19	19	
P	0.62	0.57	0.62	0.54	0.54	
Q	0.38	0.43	0.38	0.46	0.46	

Based on the table, the item numbers of question for identifying communicative purpose were 9, 10, 19, 20, and 25. It shows that the proportion of correct answer for identify communicative purpose of test item number 9 was 0.62. The proportion of correct answer for test item number 10 was 0.57. The proportion of correct answer for test item number 19 was 0.54, the proportion of correct answer for test item number 20 was 0.54 and the proportion of correct answer for test item number 25 was 0.54. The total correct answer of identifying communicative purpose was 0.57. Then, based on the standard level of difficulty, all items for identifying communicative purpose or “p” was >0.30 and <0.70 . So, the items of identifying communicative purpose were accepted.

2. Reliability

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

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

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

To obtain the reliability of the test, it must have been known first, the mean and standard deviation of the test. The reliability of the whole test was analyzed by using following formula⁴⁰:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right)$$

r_{11} : Reliability of instrument

n : The number of items in the test

X_t^2 : Total number of correct answer

S_t^2 : The total Variance

N : Total respondent

Based on the data, the writer got;

n : 25

X_t^2 : 753.54

N : 35

$\sum p_i q_i$: 6,081

$$S_t^2 = \frac{X_t^2}{N}$$

$$= \frac{753.54}{35}$$

⁴⁰Anas Sudijono. *Pengantar Evaluasi Pendidikan*. (Jakarta. Rajawali Pers. 2009). p. 252

$$\begin{aligned}
&=21.53 \\
r_{11} &= \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right) \\
&= \left(\frac{25}{24} \right) \left(\frac{21.53 - 6.08}{21.53} \right) \\
&= 1.0416667 - 0.71 \\
&= 0.74
\end{aligned}$$

F. The Data Analysis Technique

In order to find out whether there was a significant effect of students' reading comprehension those taught by using what, so what, now what technique and those not, the data was statistically analyzed. In this research, the researcher used SPSS 16 Version to calculate the data. The result of t-test analyzing could be seen on the SPSS output. The significant level chosen in analyzing the score t_o (t-observed) was 5% or 0.05.

H_a was accepted if: $t_o > t_t$

or if probabilities < 0.05

it means there was a significant effect those taught by What, So what, Now what technique and those were not.

H_o was accepted if: $t_o < t_t$

or if probabilities > 0.05

It means there was a significant effect those taught by what, so what, now what technique and those were not⁴¹.

⁴¹ Hartono, *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Yogyakarta: Pustaka Pelajar Pekanbaru: Zanafa, 2011). p.146

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The purpose of the research was to obtain the students' reading comprehension who were before being taught by using What, So What, Now What technique and those who were after being taught by using What, So What, Now What technique and to know whether there is significant effect the students' reading comprehension who were before being taught by using What, So What, Now What technique and those who were after being taught by using What, So What, Now What. The data were obtained from students' reading comprehension of experimental and control classes. The researcher asked the students to answer some questions based on the text given, the text was an analytical exposition. Based on the design of the research, it was found that class XI IPA1 was as experimental class and XI IPA2 was as control class. Then, the researcher gave treatment to experimental class for six meetings.

After giving treatment to experimental class, the researcher used the same format of questions and text of analytical exposition to test students' reading comprehension for the post-test of experimental class. While for control class was taught without using treatment, the researcher also used the same format of questions of analytical exposition for their post-test. The result of reading test was evaluated by concerning five components, namely:

1. The students can identify the word meaning in analytical exposition text.

2. The students can identify the case that discussed in analytical exposition text.
3. The students can identify the argument in analytical exposition text
4. The students can identify the rhetorical structure of a analytical exposition text.
5. The students can identify the communicative purpose of the analytical exposition.

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

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

The test was composed of 25 items, and each item was given score 4. The final score was analyzed by using the following formula⁴²:

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

B. The Data Presentation

1. The Data Presentation of Reading Comprehension.

a. Students' Reading Comprehension in analytical exposition text before being taught by using What, So what, Now what Technique

The data of students' reading comprehension before being taught by using What, So What, Now What technique were also taken from pre-test and post-test

⁴² Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT. Rajafindo Persada, 2008). p. 32

of class XI IPA2 as control class taken from the sample of this class (32 students).

The data can be seen from the table below:

TABLE IV.1
The Score of the Students' Reading Comprehension in Analytical
Exposition text before being Taught by using What, SoWhat,
Now What Technique

Students	Control Class		Gain
	Pre-test	Post-test	
students 1	56	60	4
students 2	52	56	4
students 3	68	72	4
students 4	56	68	12
students 5	72	64	-8
students 6	68	68	0
students 7	52	60	8
students 8	68	72	4
students 9	64	68	4
students 10	56	64	8
students 11	64	72	8
students 12	56	60	4
students 13	68	72	4
students 14	72	68	-4
students 15	60	60	0
students 16	60	68	8
students 17	52	52	0
students 18	64	68	4
students 19	68	68	0
students 20	56	64	8
students 21	64	64	0
students 22	60	64	4
students 23	64	72	8
students 24	52	52	0
students 25	52	60	8
students 26	76	72	-4
students 27	60	64	4
students 28	68	72	4
students 29	60	68	8
students 30	56	56	0
students 31	68	72	4
students 32	60	60	0
Total	1972	2080	108
Mean	61,625	65	3,375

the total score of pre-test in control group was 1972 while the highest score was 76 and the lowest score was 52, and the total score of post-test in control group was 2080, while the highest score was 76 and the lowest score was 52. It means that the students showed significant increase of their reading comprehension in analytical exposition. It was proven by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV.2
The Frequency Score of Pre-Test Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52	5	15.6	15.6	15.6
56	6	18.8	18.8	34.4
60	6	18.8	18.8	53.1
64	5	15.6	15.6	68.8
68	7	21.9	21.9	90.6
72	2	6.2	6.2	96.9
76	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the table above, it could be seen that there was 5 students who obtained 52 (15.6%), 6 students obtained 56 (18.8%), 6 students obtained 60 (18.8%), 5 students obtained 64 (15.6%), 7 students obtained 68 (21.9%), 2 students obtained (6.2%) and 1 student obtained 76 (3.1%).

TABLE IV.3
The Frequency Score of Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	5	15.6	15.6	15.6
	56	6	18.8	18.8	34.4
	60	6	18.8	18.8	53.1
	64	5	15.6	15.6	68.8
	68	7	21.9	21.9	90.6
	72	2	6.2	6.2	96.9
	76	1	3.1	3.1	100.0
Total		32	100.0	100.0	

Control Class

Based on the table above, it could be seen that there was 5 students obtained 52 (15,6%), 6 students obtained 56 (18.8%), 6 students obtained 60 (18.8%), 5 students obtained 64 (15.6%), 7 students obtained 68 (21.9%) 2 students obtained 72 (6.2%) and 1 student obtained 76 (3.1%). Based on the table above, it can be seen that the total number of the students was 32 students. The highest score was 76 and the lowest score was 52. The highest frequency was 7 at the score of 68.

TABLE IV.4
The Mean and Standard Deviation of Pre-Test and
Post-Test of Control Class

class	N	Mean	Std. Deviation	Std. Error
score 1	32	61.62	6.729	1.189
2	32	65.00	6.011	1.063

Based on the table above, it could be seen that the total students from each class, pre-test of experimental class consisted of 32 students and so was post-test class. The mean score of pre-test was 61.62, and the mean score of post-test was 65.00 Standard deviation from pre-test was 6.729, while standard deviation from post-test was 6.011. Standard error mean from pre-test was 1.189, and post-test was 1.063.

Table IV.5

The Classification of Students' Score of Control

No.	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	-	0%
2.	Good	70-79	3	9,3%
3.	Enough	60-69	18	56,3%
4.	Less	50-59	11	34,4%
5.	Bad	0-49	-	0%
Total			32	100%

Based on the table above, it could be seen that the classifications of students' score: that the category number 1 showed 0 frequency (0%), the category number 2 showed 3 frequency (9.3%), that the category number 3

showed 18 frequency (56.3%), that the category number 4 showed (34.4%) and that the category number 5 showed no frequency. The table above also showed that the highest percentage of experimental class was 56.3%. The mean score of experimental class was 60. Thus, the majority of the students in experimental class could be classified as **enough category**.

b. Students Reading Comprehension in Analytical exposition text after being taught by Using What, So What, Now What Technique (Experiment Class)

The data of students' reading comprehension after being taught by using what, so what, now what technique were gotten from pre-test and post-test of XI IPA1 as an experimental class taken from the sample of this class (32 students). The writer taught the class by herself, while the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below:

TABLE IV.6

The Score of the Students' Reading Comprehension in Analytical Exposition text after being Taught by Using What, So what, Now what Technique

Students	Experimental class		Gain
	Pre-test	Post-test	
students 1	68	72	4
students 2	68	72	4
students 3	44	60	16
students 4	60	72	12
students 5	60	68	8
students 6	52	68	16
students 7	68	72	4
students 8	48	64	16
students 9	52	60	8
students 10	60	76	16
students 11	52	68	16
students 12	64	72	8
students 13	68	76	8
students 14	48	64	16
students 15	68	68	0
students 16	68	76	8
students 17	64	72	8
students 18	52	68	16
students 19	60	72	12
students 20	68	76	8
students 21	72	76	4
students 22	68	76	8
students 23	68	64	-4
students 24	72	76	4
students 25	64	76	12
students 26	56	64	8
students 27	64	76	12
students 28	52	68	16
students 29	64	76	12
students 30	68	64	-4
students 31	56	64	8
students 32	64	72	8
Total	1960	2248	280
Mean	61.25	70.25	9

From the table XI IPA1, the writer found that the total score of pre-test in experiment group was 1960 while the highest score was 72 and the lowest score was 44, and the total score of post-test in experiment group was 2248 while the

highest score was 76 and the lowest score was 60. It means that the students showed significant increase of their reading comprehension in analytical exposition. It was proved by the total score and the score of frequency from pre-test and post-test which were significantly different, and it can be seen as follows:

TABLE IV.7

The Frequency Score of Pre-Test of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 44	1	3.1	3.1	3.1
48	2	6.2	6.2	9.4
52	5	15.6	15.6	25.0
56	2	6.2	6.2	31.2
60	4	12.5	12.5	43.8
64	6	18.8	18.8	62.5
68	10	31.2	31.2	93.8
72	2	6.2	6.2	100.0
Total	32	100.0	100.0	

Referring on the table above, it could be seen that there was 1 student who obtained 44(3.1), 2 students obtained 48 (6.2%), 5 students obtained 52 (15.6%), 2 students obtained 56 (6.2%), 4 students obtained 60 (12.5%), 6 students obtained 64 (18.8%)10 students 68 (31.2%) and 2 students obtained 72(6.2%). Based on the table above, it can be seen that the total number of the students was 32 students. The highest score was 72 and the lowest score was 44. The highest frequency was 10 at the score of 68.

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	2	6.2	6.2	6.2
64	6	18.8	18.8	25.0
68	6	18.8	18.8	43.8
72	8	25.0	25.0	68.8
76	10	31.2	31.2	100.0
Total	32	100.0	100.0	

Based on the table above, it could be seen that there was 2 students who obtained 60 (6.2%), 6 students obtained 64 (18.8%), 6 students obtained 68 (18.8%), 8 students obtained 72 (25.0%), 10 students obtained 76 (31.2%). Based on the table above, it can be seen that the total number of the students was 32 students. The highest score was 76 and the lowest score was 60. The highest frequency was 10 at the score of 76.

Table IV.9**The Mean and Standard Deviation of Pre-Test and Post-Test of Experimental Class**

Class	N	Mean	Std. Deviation	Std. Error Mean
Score 1	32	61.25	7.767	1.373
2	32	70.25	5.174	.915

Based on the table above, it could be seen that the total students' number from each class, pre-test of experimental class consisted of 32 students and so was post-test class. The mean score of pre-test was 61.25 and the mean score of post-

test was 70.25. Standard deviation from pre-test was 7.767 while standard deviation from post-test was 5.174. Standard error mean from pre-test was 1.373, and standard error post-test was 0.915.

Table IV.10

The Classification of Students' Score of Experimental Class

No.	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	-	0%
2.	Good	70-79	18	56,2%
3.	Enough	60-69	14	43,8%
4.	Less	50-59	-	%
5.	Bad	0-49	-	0%
Total			32	100%

Based on the table above, it could be seen that the classification of the students' score: that the category number 1 showed 0 frequencies (0%), that the category number 2 showed 18 frequency (56.2%), that the category number 3 showed 14 frequency (43.8%), that the category number 4 showed (0%) and that the category number 5 showed no frequency. The table above also showed that the highest percentage of experimental class was 56.2%. The mean score of experimental class was 70. Thus, the majority of the students in experimental class could be classified as **good category**.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about How student' reading comprehension in analytical exposition text at the second year of SMAN 3 Tapung by using What, So what, Now what technique is How students' reading comprehension in analytical exposition text at the second year of SMAN 3 Tapung without using What, So what, Now what Technique is, and the significant effect of using What, So what, Now what technique toward reading comprehension in analytical exposition text of the second year student at SMAN 3 Tapung. The writer used t-Test to analyze the effect of using What, So what, Now what technique toward reading comprehension in analytical exposition of the second year student at SMAN 3 Tapung Kampar Regency.

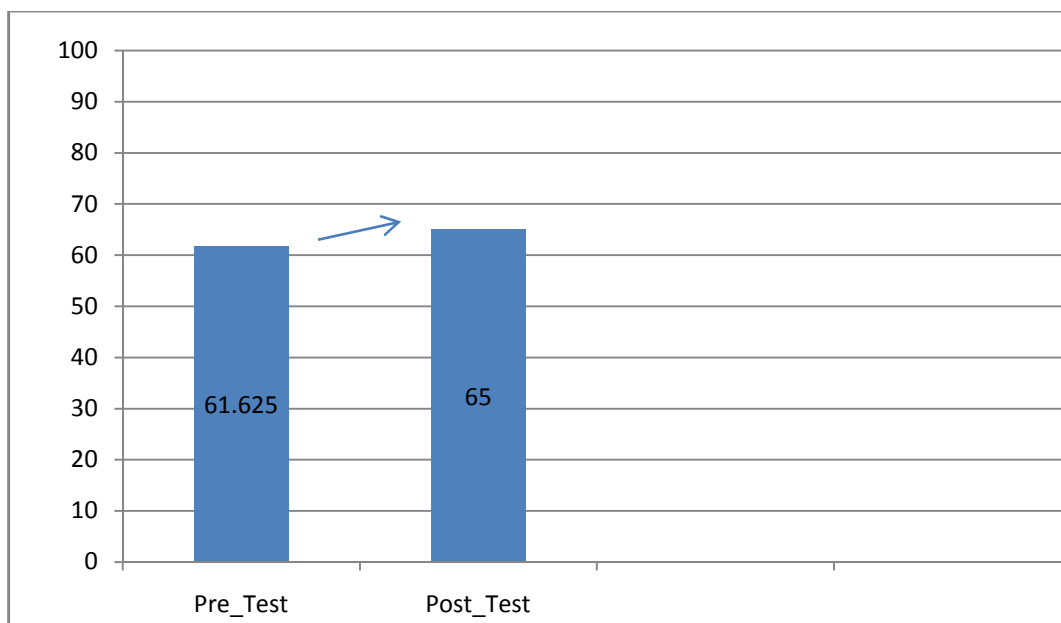
1. The Data Analysis of the Reading's Comprehension in Analytical Exposition text before being taught by Using What, So What, Now What Technique

TABLE IV.11

**The Students' Reading Comprehension in Analytical Exposition text
Score at Pre-Test to Post-Test at Control Class**

Students	Control Class		Gain	Percentage
	Pre-test	Post-test		
students 1	56	60	4	7%
students 2	52	56	4	8%
students 3	68	72	4	6%
students 4	56	68	12	21%
students 5	72	64	-8	-11%
students 6	68	68	0	0%
students 7	52	60	8	15%
students 8	68	72	4	6%
students 9	64	68	4	6%
students 10	56	64	8	14%
students 11	64	72	8	13%
students 12	56	60	4	7%
students 13	68	72	4	6%
students 14	72	68	-4	-6%
students 15	60	60	0	0%
students 16	60	68	8	13%
students 17	52	52	0	0%
students 18	64	68	4	6%
students 19	68	68	0	0%
students 20	56	64	8	14%
students 21	64	64	0	0%
students 22	60	64	4	13%
students 23	64	72	8	13%
students 24	52	52	0	0%
students 25	52	60	8	15%
students 26	76	72	-4	-5%
students 27	60	64	4	7%
students 28	68	72	4	6%
students 29	60	68	8	13%
students 30	56	56	0	0%
students 31	68	72	4	6%
students 32	60	60	0	0%
Total	1972	2080	108	194
Mean	61.625	65	3.375	6%

The table above describes about the difference between students' reading comprehension in analytical exposition text score before and after giving treatment at experimental class. Before giving a treatment, the students' reading comprehension in analytical exposition text score mean score was about 61,625, it was known by taking pre-test at the beginning. While after giving treatment, the mean score of students' reading comprehension improved. It was 65. The reading comprehension in reading analytical exposition text of each student was various, but there was not drastically improved. The students' reading comprehension in analytical exposition at the pre-test to post-test improved 6%.

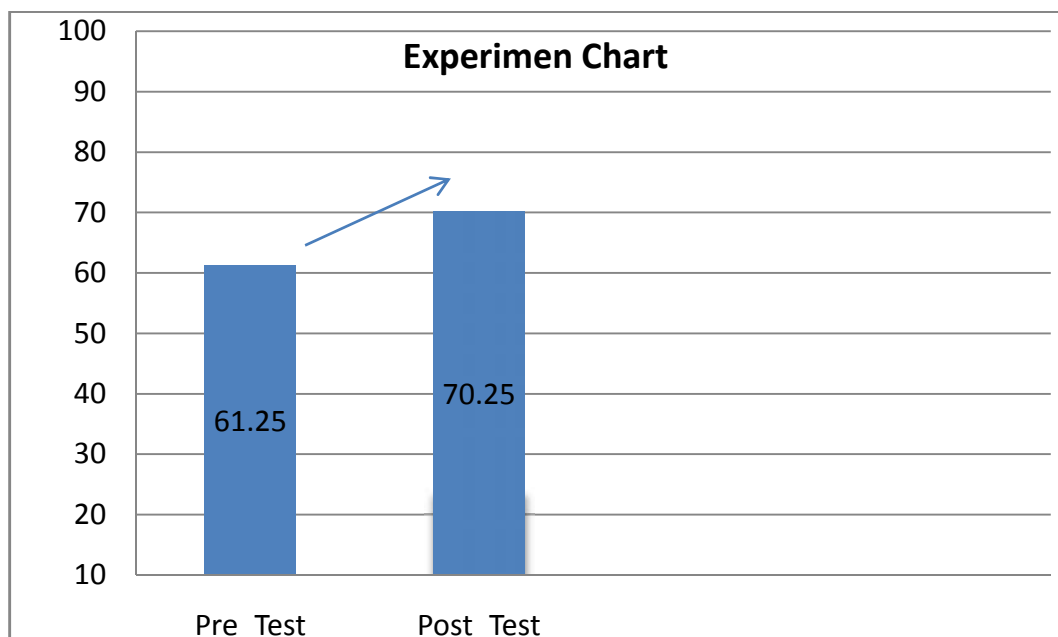


2. The Data Analysis of the Reading's Comprehension in Analytical Exposition Text after being taught by using What, So What, Now What Technique

TABLE IV.12
The Students' Reading Comprehension in Analytical Exposition Text Score at Pre-Test to Post-Test at Experimental Class

Students	Experimental class		Gain	Percentage
	Pre-test	Post-test		
students 1	68	72	4	6%
students 2	68	72	4	6%
students 3	44	60	16	36%
students 4	60	72	12	20%
students 5	60	68	8	13%
students 6	52	68	16	31%
students 7	68	72	4	6%
students 8	48	64	16	33%
students 9	52	60	8	15%
students 10	60	76	16	27%
students 11	52	68	16	31%
students 12	64	72	8	13%
students 13	68	76	8	12%
students 14	48	64	16	33%
students 15	68	68	0	0%
students 16	68	76	8	12%
students 17	64	72	8	13%
students 18	52	68	16	31%
students 19	60	72	12	20%
students 20	68	76	8	12%
students 21	72	76	4	6%
students 22	68	76	8	12%
students 23	68	64	-4	-6%
students 24	72	76	4	6%
students 25	64	76	12	19%
students 26	56	64	8	14%
students 27	64	76	12	19%
students 28	52	68	16	31%
students 29	64	76	12	19%
students 30	68	64	-4	-6%
students 31	56	64	8	14%
students 32	64	72	8	13%
Total	1960	2248	280	508%
Mean	61.25	70.25	9	16%

Based on the table above describes about the difference between students' reading comprehension in analytical exposition text score before and after giving treatment at experimental class. Before giving a treatment, the students' reading comprehension in analytical exposition text score mean score was about 61.25, it was known by taking pre-test at the beginning. While after giving treatment, the mean score of students' reading comprehension in analytical exposition text improved. It was 70.25. The reading comprehension in analytical exposition text of each students was various, there was drastically improved. The students' reading comprehension in analytical exposition text at the pre-test to post-test improved 16%.



3. The Data Analysis of the Improvement of Students' Reading Comprehension in Analytical Exposition Text by Using Independent Sample T-test

TABLE IV.13

The Data Analysis of the Improvement of Students' Reading Comprehension in Analytical Exposition Text by Using Independent Sample T-Test

	Class	N	Mean	Std. Deviation	Std. Error Mean
score	1	32	9.00	5.657	1.000
	2	32	3.38	4.324	.764

Based on the table above, it could be seen that the total students' Mean, SD from each class, the experimental class consisted of 32 students and so was control class. The mean of Experimental class improvement was 9,00 and the mean of control class improvement was 3,38. Standard deviation from experimental class was 5.657, while standard deviation from control class was 4.324. Standard error mean from experimental class was 1.000, and control class was 0.764.

TABLE IV.14

Independent Sample T-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
Score	Equal variances assumed	2.104	.152	4.469	62	.000	5.625	1.259	3.109	8.141
	Equal variances not assumed			4.469	58.004	.000	5.625	1.259	3.106	8.144

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 4.469 with $df = 62$. Mean difference was 5.625 and standard error difference was 1.259. Lower interval of the difference was 3.109 and upper confidence difference was 8.141.

If t_o (t Observation) = 4.469 compared with t_t with $df = 62$, 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% ($2,00 < 4.469 > 2,65$). It means H_0 was rejected and H_a was accepted.

It can be concluded that H_0 is rejected and H_a is accepted. In other words, there is a significant effect of using What, So what, Now what technique toward students' reading comprehension in analytical exposition text of SMAN 3 Tapung.

To identify the level of the effect of using What, So what, Now what technique toward the reading comprehension in analytical exposition text of the second year students , it was done by calculating coefficient (r^2) by using the following formula⁴³:

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

$$r^2 = \frac{4.469^2}{4.469 + 50 - 2}$$

$$r^2 = \frac{19.971}{4.469+48}$$

$$r^2 = \frac{19.971}{52.469}$$

⁴³Riduwan and Akdon, *Rumus dan Data dalam Analisis Statistika*. (Bandung: Alfabeta, 2008). p.127

$$r^2 = 0.3806247$$

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

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

$$K_p = 0.3806247 \times 100\%$$

$$K_p = 38.06\%$$

Based on the analysis data about the students ability in comprehending analytical exposition text, it showed that mean of the students' ability in comprehending analytical exposition text taught using What, So what, Now what technique was higher than mean of the students' ability in comprehending analytical exposition text taught without What, So what, Now what technique.

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

1. The students' ability of the second year students at SMA N 3 Tapung in comprehending analytical exposition text before being taught by using What, So what, Now what technique had lower score.
2. The students' ability of the second year students at SMA N 3 Tapung in comprehending analytical exposition text after being taught by using What, So what, Now what technique had higher score. It was effected by different treatment used in teaching learning process

3. There is significant effect of using What, So what, Now what technique in comprehending analytical exposition reading text of the second year students at SMA N 3 Tapung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

There are three conclusions of this research based on the objectives of the research:

1. The students' reading comprehension in analytical exposition text before being taught by using What, So what, Now what technique of the second year students at SMA N 3 Tapung Kampar Regency had lower score and categorized into enough level.
2. The students' reading comprehension in analytical exposition text after taught by using What, So what, now what technique of the second year at SMA N 3 Tapung Kampar Regency had higher score and categorized into good level.
3. The students who taught by using What, So What, Now What technique was better than students who taught with Conventional strategy. It can be concluded that What, So What, Now What technique gives a better result toward reading comprehension of the second year students at SMA N 3 Tapung Kampar Regency.

B. Suggestion

Considering the effect of using What, So what, Now what technique toward students' reading comprehension in analytical exposition, the researcher would like to give some suggestion as follows:

1. Suggestion for the English Teacher:

- a. It is recommended to teacher to use What, So what, Now what technique in teaching and learning process.
- b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process because the conducive condition in teaching would become one asset to carry the success of material taught.

2. Suggestion for the Students:

- a. The students should try to understand about using What, so what, now what technique in reading text.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend more the text and in order to diminish boredom in learning English, especially in reading subject.

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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