



**THE EFFECT OF USING PARTS STRATEGY ON THE STUDENTS'
ACHIEVEMENT IN READING COMPREHENSION AT SMP NEGERI 4
TANJUNG TIRAM**

THESIS

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ABSTRACT

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Keywords:*PARTS starategy, Students' achievement in reading comprehension*

This research was intended to find out the empirical evidence of the students' achievement in reading comprehension by using PARTS strategy at the eight grade of SMP N 4 Tanjung Tiram. This research was experimental research. The population of this research was all students of class 8 of SMP N 4 Tanjung Tiram. The samples of this research were taken from 29 students of experimental group (class VIII-A) and 23 students of control group (class VIII-B). The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' ability in reading comprehension by using PARTS strategy got the mean 17,13 and standard deviation was 5,34; (2) The students' ability in reading comprehension by using conventional strategy got the mean 13,82 and standard deviation was 5,87. The value of t_{observed} was 27,58 and that of t_{table} was 2.008. So the value of t_{observed} was higher than that of t_{table} . It means that there was significant effect of using PARTS strategy on the students' achievement in reading comprehension .

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language which is used by people in the world as a means of communication. It is widely used by most countries for international trades, science, economy, diplomacy and tourism. It means that English is very important for every side of this life. Because of the importance of this language, so that it has to be learned by people who are not familiar with the language, especially for countries which have determined English as the first foreign language.

There are four language skills in learning English namely: listening, speaking, reading and writing. Reading is one of the most important skills of those. Reading is a process of getting and understanding information from the text. Reading process occurs as the readers connect with the words and illustrations provided by the author. The readers connect ideas across sentences and paragraphs; the readers form images and predict where the author is taking them”¹. The readers revise the ideas as they take in new information. “Reading is an active process that requires a great deal of practice and skills”². It means that the readers have to use their ability to get the information and understand the text well. This is a bridge for the students to understanding they have read. As they lack knowledge of English they often encounter difficulties when the reading their compulsory books written in that

¹ Blachowicz. C. & Ogle . D. (2008), *Reading Comprehension Strategies for Independent Learners-Second Edition*, New York : The Guilford Press. P.12

² Moreillon, Judi, (2007), *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*. Chicago: American Library Association. P.10

language. In order to again what the people need to know from written language, they have need several reading sources such as magazines, novel, short story, scientific book, religious book, etc.

Reading comprehension is the understanding of information and idea through the interaction between reader and the author from a certain kind of text. The whole purpose for reading is to comprehend the text to get the information. Reading comprehension is also about relating the prior knowledge to new knowledge contained in the text. Reading comprehension is the process of understanding and constructing meaning from the text. Reading comprehension has been described as a complex intellectual process involving a number of abilities³. This abilities will help the readers to comprehend the text. The readers are expected to be able to recreate the meaning intended by the writer and interpreted the information in a text and interpreted it appropriately. Reading comprehension requires very rapid and automatic processing of words, strong skills informing a general meaning, and representation of main ideas.

Teaching reading at school is aim to improve students' reading ability to comprehend reading text. The aim of teaching reading is to develop the students reading skills so the students can read English text efficiently and effectively. Most of students feel that reading is very difficult work because they don't understand correctly how to comprehend a reading material. Comprehension is one of the most important elements to understand a reading text. It requires a finely tuned estimate of

³ Vaezi, Shahin. March, 2006. "*Theories of Reading 2.*" Vol.1 Journal of Iranian Language Institute. Accessed 22 October 2010.

the parameters of the topic that the author had in main as well as an interpretation of the author intended expression about the topic.

Talking about reading activities, there are some techniques that can be used by the English teachers. Absolutely, every teacher should choose the appropriate one to reach their goals. For example in Indonesia, it is known that most of the classes is big. These classes can consist of 35 up to 45 students or more. Consequently, it is hard for the teacher to manage such big classes. It is difficult for the teachers to make the contact to the students directly. The teachers will be difficult to control every students one by one. On the other side, it is also difficult for the students to ask for and receive individual attention. Moreover, if the teachers wants to actively engage the students in learning activities, it will take more time to do it.

According to Diane's statement that good language learners were who have a strong desire to communicate. From explanation above, it means that teachers must consider a suitable strategy for teaching reading in order to make the learning process effective. The strategy it self should be adjusted with the condition of the class and the ability of the students. Because every class has its condition it self, it also will determine the suitable strategy it self.

Since reading is an activity to draw meaning or take information from printed or written text, one who does reading activity is expected to know better after reading. In fact, many students have some problems with reading. As information, when the research did the Teacher Training Practice (PPL), there were students who were not intrested in reading, the students got some difficulties in drawing the meaning, finding the main ideas and interpret the information of the text. It means that they can't comprehend the text or the passage.

The students' failure may be not only caused by the students' lack of knowledge to comprehend the text but also caused by the teachers' technique in teaching. Teaching reading now days is directly faced to some problems' above, the teacher should design and redesign courses in order to make an interesting learning process for the students. From explanation above, it means that the teachers must consider a suitable strategy for teaching reading in order to make the learning process becomes effective. The strategy it self should be adjusted with the condition of the class and the ability of the students. Because every class has its condition it self, it also will determine the suitable strategy it self.

From the all problem very important to solving quickly by the teacher to increase the students ability in reading comprehension. One of the method can overcome this problems is using PARTS strategy. This strategy make the students easy and interesting in reading and increasing the students ability in learning English.

PARTS strategy is a strategy that is used in highly effective reading activities. This strategy was proposed by Rainy 2002. This strategy will not only help students be to enjoy their reading, but also help students to read quickly and remember the main points in the reading. So, based on the background above, the writer decides to conduct a research with the title " The Effect of Using PARTS Strategy (Preview, Anticipating, Reading and Re-Reading, Think Critically, And Summarizing) on The Students' Achievement in Reading Comprehension ".

B. The Identification of Problem

Based on the background described, there are some things that can be identified for the study. Some of it is as follows:

1. Learning reading comprehension is still does not achieve the desired results because of the method presented less attracted the attention of students.
2. The level of students' ability in reading comprehension is low.
3. Students have some difficulties in understanding the content of the text for reading comprehension learning activities do not involve the learning process of students thinking.

C. Limitation of Study

To clarify the problems of study, the problems of this research is focused mainly on The Effect of Using PARTS Startegy (Preview, Anticipating, Read and Re-Reading, Think critically, Summarizing) on The Students' Achievement in Reading Comprehension.

D. Formulation of Study

1. Is there any significant effect students ability in reading comprehension by using PARTS strategy ?

E. Objective of Study

1. To know the significant The Effect of Using PARTS Strategy on The Students' Achievement in Reading Comprehension.

F. The Significance of The Study

This study involves many people. Therefore, it is expected that this study gave some contribution to all parties in accordance with the teaching and learning English especially in reading comprehension. The significant aspects intended are :

1. The finding of the study is important for the teachers especially scientific teachers in their attempts to improve their teaching of reading comprehension.
2. The students realize that the demand on reading is not only to enable to read the text loudly and to pronounce the word well, but also to make them be able to comprehend the content of the text.
3. Other researcher as information about the contribution of using PARTS strategy for Junior High School students.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

A set of theories and ideas are needed to explain the relationship between the terms that are used in the study. The use of theories and ideas are also to clarify the terms themselves, in order to avoid ambiguity and misunderstanding.

1. Reading

1.1 Definition of Reading

According to Sanggama, the definition of reading can be variable according to its level of proficiencies⁴ for the classroom activities at school, it is thought to learn the formal aspect and principle of a language. Its level proficiency is to enable the students to use the language as a tool of communication in to both spoken and written language.

According to Jack, reading is a number of special focuses to reader or the students. Many the students often have reading as one of their important goals to be able to read for information and pleasure for their career and for their study purposes.⁵

According to Grellet, reading is continuous process guessing⁶. Moreover, there are interacting dynamically from the reader to gets the information depend on what the purpose of the reader and the process to understand the text by guessing. Thus reading, an active or receptive skill rather than passive skills because the reader

⁴ Siahaan, Sanggama, (2008), *Issues in Linguistic*, Yogyakarta: Graham Ilmu p.105.

⁵ Jack C. Richard and Willy A. Renandya,(2002) *Methodology in Language Teaching*, (New York : Cambridge University Press), p. 273

⁶ Francoise Grellet, *Developing Reading Skills*, (New York: Cambridge University Press), p. 7

automatically gets the information or ideas by doing knowledge in his/ her brain to get the ideas from the text. From the explanation above, there are a lot of definitions about reading. It can be concluded that reading is a process to understand the ideas between the reader and the writer to get information from the text to draw a conclusion of the information.

Reading at this stage which is also called at superior level deals with the ability of the readers to comprehend the expression of content and social relation given in a text by use their higher mental process to active their background knowledge to associate them to knowledge of content and social relation expressed in the reading text to make some new knowledge.

Reading is primarily a process of constructing meaning from written words, and students are also evaluated how to apply a variety of comprehension and critical thinking skill and strategies to do it well.

According to Burns, reading is a thinking process. The act of recognizing word requires interpretation of graphic symbols⁷. Reading can be a way of sharing another person's insight, joys, sorrow, or creative endeavors. Being able to read can make it possible for a person to find places her or she her never visited before (through maps directionally sign) to take advantagees of bargains (through advertisements, or to overt disaster through warning signs) from the explanation above we know how important reading. Allah says in holy Qur'an in SuraH Al- alaq verse 1-5:

⁷ Burns,C. Paul (1984), *Teaching Reading in Today's Elementary School*, New york: longman.p10

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: 1) Read! in the Name of your Lord created who has created (all that exist).
2) Has created man from a clot (a piece of thick coagulated blood). 3) Read! And your lord is the Most Generous. 4) who has thought (the writing) by the pen the first person to write was Prophet Ideas (Enoch). 5) Has taught man that which he know not.

This verse ALLAH the Almighty asks to human to read because with reading something someone can know everything.

1.2 Type of Reading

The variety of performance is derived more from the multiple of types than from the variety of over types of performance. According to Brown, types of reading are⁸ :

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation and other grapheme symbols bottom-up processing is implied.

⁸ Brown, H. Douglas (2002), *Principle of Language Learning and Teaching*, Fourth Edition, Longman: San Fransisco.

2. Selective

In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short of language, certain typical tasks are used: picture used tasks, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Reading is process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and of that interaction.

Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcement, direction, recipes and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical and discourse) within texts of moderately short length with the objective of retaining the information that processed. Top down processing is typical of such tasks, although some instance of bottom-up performance may be necessary

4. Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles, news, essays, technical reports, short stories and books.

1.3 The Basic Skill of Reading

Finocchiaro defines the basic skills of reading as follow⁹:

a. Pronunciation

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would help the reader to recall the meaning of it. Stress and intonation are under this part.

b. Structural System

Structural system is the part of a word that forms unit of meaning or sound. The unit may be parts of any an inflectional ending, a compound word, a prefix, suffix, and syllable.

c. Vocabulary

Vocabulary is a list of words in which a reader can find words to express the meaning. In other words recognition vocabulary is much larger than production vocabulary

d. Comprehension

Comprehension is the ability to understand something. Comprehension is full knowledge and understanding of the meaning something.¹⁰

⁹ Mary Bonomo Finocchiaro (1964), *English As A Second Language*, (Newyork: Regents Publisher), p.41

¹⁰ <http://www.collinsdictionary/2012/05/what-is-comprehension.html>. Accessed on February, 10th 2018

1.4 Kinds of Reading

In teaching reading, the teacher must know some kinds of reading in order to be able to know what kinds of reading the students must ready. Reading can be divided at least four types reading. They are : passive reading, scanning, skimming, and careful reading.¹¹

- Passive reading

This type of reading consecrates on the receptive activity done by the readers. The porpose of this reading is the pleasure of escapism, the comfort of relation or merely reading one self to sleep. The type of passive reading, actually puts the readers as an uncritical one. The reader just receives the message poured by the writer without any effort to criticize the writing it self. For the students, this type of reading is not suitable, because it will make the students passive in teaching reading.

- Scanning

The second type of reading is scanning. According to Steve Robertson that scanning is a style of reading which is adopted when you know exactly what you are looking for¹². By rejecting quickly what you do not need, at always make you spend your time effectively on the relevant part of the text.

- Skimming

Skimming reading is a way of redaing by which guides us to focus our attention on discovering as quickly as possible what the author said. This way of reading consists of rapid run through of the text picking out the main ideas and

¹¹ Earl Herbert,(1984), *Writing For Action*, Illions 60430, Don Jones-Irwin Homewood), p.62-6.

¹² Steve Roberston And David Smith, (1987), *Effectifve Studying*, (San Fransisco: Longman), p.81

selecting areas of the closer attention in order to leave the reader with an over all picture of the section being studied.¹³

- Critical reading

The end of type reading that the writer discusses about is critical reading. Steve says, “critical reading is at the heart of reading for learning it is the most active form of reading as it involves engaging in a dialogue with the text. We can associate this style of reading with school, because we are usually ordered to answer many questions set by the teacher or a writer on a specific piece of text. It is more effective when the reader on the responsibility for posing the question.

1.5 Purpose of Reading

According to Cadlin and Hall, there are some purpose for reading, namely:¹⁴

- a. Reading to search for simple information.
- b. Reading to skim quickly.
- c. Reading to learn from texts.
- d. Reading to integrate information.
- e. Reading to write (or search for information needed for writing).
- f. Reading to critique texts.
- g. Reading for general comprehension.

¹³ Ibid, p.82

¹⁴ Cadlin, N. Christoper & Hall, R David, (2002). *Teaching and Researching Reading*, White Plain : Pearson Education, p13

2. Comprehension

2.1 Definition of Comprehension

According to Webster's Dictionary that comprehension is the capacity for understanding fully: the act or action of grasping with the intellect. Webster also tells us that reading is "to receive or take in the sense of (as letters or symbols) by scanning: to understand the meaning of written or printed matter: to learn from what one has seen or found in writing or printing."¹⁵

Comprehension is the label for myriad of skills that involves getting meaning from printed page. Comprehending the text means making sense to the text by using some activities those are helpful. Comprehension is a kind of up-market synonym for understanding in discussion that is (or are intended to appear) technical and scientific.

In such contexts the word frequently doesn't appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.¹⁶

Based on Burns, divided comprehension into four level, namely literal comprehension, inferential comprehension, critical comprehension and creative comprehension.¹⁷

¹⁵ A merriam webster, (1996), *Webster's third New International Dictionary of The English Language Unabridged*, (USA: G and C merriam company publisher), p 647

¹⁶ Frank smith, *Understanding Reading*, (2004) : *A Psycholinguistic Analysis of Reading and Learning to Read*, (Lawrence Erlbaum Associates Publisher), p 12

¹⁷ Burns, C.Paul Op.cit, p 177

a. Literal comprehension

Literal comprehension refers to the ability to understand what is stated by the writer or to take the idea and the fact that directly stated on the printed page. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is actually stated.

b. Inferential comprehension

Inferential comprehension refers to ability to go beyond what is stated directly, to understand what the writers means by looking for the inside meaning. Skill for inferential include inferring unstated main ideas, cause-effect relationship, references of pronouns and adverbs, admitted word, identifying words, author purpose, predicting, ending and drawing conclusion.

c. Critical comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgments and personal reacting about ideas of information that writers offer in a passage.

d. Creative comprehension

Creative comprehension refers to the ability of reader to use his/ her imagination when the reading the passage. Skill for creative reading comprehension include understanding cause effect relationship on a stort, problem solving and producting creations.

2.2 Comprehension Skill

A study by David is generally regarded as the significant attempt to delineate separate comprehension skills. His analysis showed the following five comprehension skills as follows¹⁸:

- a. Recalling word meaning (vocabulary knowledge).
- b. Drawing inferences from content.
- c. Following the structure of a passage.
- d. Recognizing a writer's purpose, attitude, tone, mood.
- e. Finding answers to questions answered explicitly or in paraphrase.

3. Reading Comprehension

3.1 Definition of Reading Comprehension

Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing authors' purpose, making judgment and evaluating. Word is an important factor in determining the degree of comprehension.¹⁹

Reading comprehension is tied to listening comprehension in a basic and intuitive way. Most people perceive reading as a process of taking code written language and transforming it into decoded, spoken language.

¹⁸ Arthur W. Heilman, Timothy R. Blair, William H. Rupley, (1981), *Principles and Practices of Teaching Reading* (Columbus: Charles E. Merrill Publishing Co), p.241

¹⁹<http://www.sciedupress.com/2015/journal/index.php/erl/article/viewfile/7547/4747.htm>

Reading comprehension is a tricky topic, and century-old debates about what it entails, how it happens, and how to best facilitate it still rage in academic circles. However, everyone agrees that reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing.

According to Mayer, that reading comprehension is a technique for improving students' success in extracting useful knowledge from text.²⁰

3.2 The Ways to Improve of Reading Comprehension

Skillful reading is an important part of becoming a skillful writer. Following are four steps that will make you a better reader:

a. Concentrate as we read

In reading activities, someone needs to improve his concentration. To improve the concentration first, read in a place where we can be quiet and alone. Don't choose a spot where a TV or stereo is on or where friends or family are talking nearby. Next, sit in an upright position when we read. If our body is in a completely relaxed position, sprawled across a bed or nestled in an easy chair, our mind is also going to be completely relaxed. The light muscular tension that comes from sitting in an upright chair promotes concentration and keeps our mind ready to work.

Finally, consider using our index finger (or a pen) as a pacer while we read to read. Lightly underline each line of print with our index finger as we read down the page. Hold our hand slightly above the page and move our finger at a

²⁰ Richard E. Mayer and Patricia A. (1947), *Alexander, handbook of research on learning and instruction*, (New York: Routledge), p.31

speed that is a little too fast for comfort. This facing with our index finger, like sitting upright on a chair, creates a slight physical tension that will keep our body and mind focused alert.

b. Skim material before we read

In skimming, we spend about two minutes rapidly surveying a selection, looking for important points and skipping secondary material. Follow this sequence when skimming :

- 1) Begin by reading the overview that precedes the selection.
- 2) Study the title of selection for a few moments.
- 3) Form a basic question (or questions) out of the title.
- 4) Read the first two or three paragraphs and the last two or three paragraphs in the selection. Very often a writer's main idea, if it is directly stated, will appear in one of these paragraphs and will relate to the title.
- 5) Look quickly at the rest of the selection for other clues to important points.

c. Read the selection straight through with a pen nearby.

Don't slow down or turn back; just aim to understand as much as you can the first time through. Place a check or star beside answer to basic questions you formed from the title, and beside other ideas that seem important. Number lists of important points, circle words we don't understand. Put question marks in the margin next to passages that are unclear and that we will want to reread.

d. Work with the material

Go back and reread the passages that were not clear the first time. Look up words that block your understanding of ideas and write their 20 meanings in the margin. Also, reread carefully the areas you identified as most important; doing so will enlarge our understanding of the material. Prepare a short outline of the selection by answering the following questions on a sheet of paper:

- 1) What is the main idea?
- 2) What key points support the main idea?
- 3) What seem to be other important points in the selection?

By working with the material in this way, we will significantly increase our understanding of a selection. Effective reading, just like effective writing, does not happen all at once. Rather, it is a process. Often we begin with general impression of what something means, and then, by working at it, move to a deeper level of understanding of the material²¹.

²¹ John Langan (2002), *English Skills With Readings*, (New York: McGraw-Hill Companies) Page. 580-582

1. The PARTS Strategy

1.1 Definition of PARTS strategy

According to Rainey proposed PARTS Strategy as an effective and communicative strategy to be applied in teaching reading comprehension. This strategy stands for Preview, Anticipation, Read and Re-reading, Think Critically and Summarize. This strategy is based on the strategies that most good readers use when they are reading. This strategy is related to some technique that help the reader to enjoy their reading, and to help them read quickly but still remember the main points of the text.²²

The PARTS strategy stands for Preview, Anticipating, Read and Re-Reading, Think Critically, and Summarizing. Five Steps to the PARTS Literacy Strategy according to Rainy (2002):

e. P- Preview

The first part of this strategy is a preview (review). The reviewing step in reading will help readers to prepared their minds for receiving information in reading text. In order to prepare the reader's mind there are several steps formulated in reviewing the text, namely: studying the title of the passage, reading quickly the first and last paragraphs, and glimpse the images, author names, and graphs in the text.

In the preview step, the students tried to see the text in general from the title, pictures, graphs, and the author's name. The students also

²² <http://www.proenglishteacher.com/2016/02/strategi-parts-untuk-mengajar.html>
accessed on Januari 2018

read the first sentence of each paragraph. This activity help the students prepared their mind to accept the information in reading text. Moreover, in anticipate, the students tried to guess and anticipate what the reading text will be about. The purpose of this step was to focus the students' attention on the reading.²³

By doing these activities, readers will get an idea of the content, direction and purpose of reading, they can also more easily understand and remember information. This preview stage can be implemented for 10 or 15 minutes depending on the length of the given text.

f. Anticipating

According to Reading Rockets (2013) anticipates is a strategy of understanding used before reading to activate the students' early knowledge and build curiosity about a new topic.

Anticipation Guide is a strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading a selection, students respond to several statements that challenge or support their preconceived ideas about key concepts in the text. Using this strategy stimulates students' interest in a topic and sets a purpose for reading. Anticipation guides can be revisited after reading to evaluate how well students understood the material and to correct any misconceptions.²⁴

²³ Juniari, (2005), *The application of PARTS strategy to improve the Achievement of The Second Year students in Comprehending Reading Text*, Journal of Reading.

²⁴ Duffelmeyer, F. (1994). *Effective Anticipation Guide statements for learning from expository prose*, Journal of Reading, 37, p 452-455.

In the process of anticipation, readers try to guess what is being said in the reading so that they can anticipate if they do not know what is meant in the reading. The activity in anticipating is mostly predicting what will appear in the reading or to find out for yourself other information related to the text as a precaution when not knowing the information in the text. This activity can be done for 10 minutes.

Have students complete the anticipation guide before reading.

1. They may work by themselves, in pairs or small groups.

Remind students that they should be prepared to discuss and debate their reactions to the statements on the anticipation guide after they have completed it.

2. After students have finished the guide, encourage a class discussion of students' reactions to the statements.

Remember, you want to activate their critical thinking about the topic, so dig deeper than students' answers and get to their justifications.

3. Have students read the text with their anticipation guide responses fresh in their minds so they can react to the text as they read. Encourage students to mark or write down where the text supports their initial reaction to statements, or causes them to rethink those reaction.
-

4. Have a class discussion after reading. Ask students if any of them changed their position on any of the statements. Encourage students to share how they reacted to the text, given their initial responses captured in the anticipation guide. Make sure students share examples from the text where their initial responses were either supported or challenged.²⁵

g. Read and Re-reading

The next step is reading the material. The teachers will give the text to the students. It can be in group reading or individual reading activity when it applies by a game. The students also can find difficulty or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.

Read and re-reading step divided into two parts. The first was the students read the text silently and quickly, marked any unfamiliar words but did not stop finding the meaning of the words. This was done because interrupting yourself caused you to lose track of the main ideas. The second parties, the readers reread the text more slowly, find the meaning of unknown words and mark the important points to maximize their understanding and led them to understand and comprehend the content of the text well.

²⁵ McKenna, M.C. (2002), *Help for struggling readers: Strategies for grades 3-8*. New York: Guilford.

Reading activities can be done for 5-10 minutes and re-reading can be done for 10-15 minutes.

h. Think Critically

In the think critically, the students thought the message expressed in the text, and expressed their own reaction and comment to the reading. In relation to this, Mayers (1986:27) affirms that the students ability in using their experience to give comments and reactions can strengthen their critical thinking.²⁶

According to Paul and Elder (2008) critical thinking is defined as the *art* of thinking in an analytical and evaluative way to make a betterment and in a more specific terms; it is defined as “self-directed, self-disciplined, self-monitored, and self-corrective thinking” by adopting various skills for analysing, assessing, and reconstructing²⁷.

In critical thinking the reader must use their own knowledge to think about the messages contained in the text. During this step, students will be given several questions that direct students in thinking the text is more critical. This activity can be done for 15-20 minutes. Allocations at this stage are more numerous than other stages because students are asked to think critically and connect information they know with information they get from reading.

²⁶ Mayers, Chet, (1986), *Teaching Students to Think Critically*. Jossey-Bass Publisher.San Fransisco-London

²⁷ Paul, R. & E. L., (2008). *The Miniature Guide to Critical Thinking Concepts and Tools*, California: Foundation for Critical Thinking Press.p 341

i. Summarizing

In the summarize step, the students marked points in the reading and made a summary of the important points of the text. In this step when the students had been able to make the good summary of the text, it meant that the students had understood and comprehended the main point and the content of the text wholly.

So in this step, students are asked to summarize information from the entire text. This summarizing activity can also be done by highlighting important information and then gathering together so it is easier to summarize. This activity can be done for 10 minutes. However, good learning is a lesson that is able to provide feedback to students of teachers altogether. Therefore, once the PARTS strategy is completed, teachers can discuss what information they have obtained from reading the text they have given. So, prepare some questions that can be feedback for students' learning.

4.2 Advantages PARTS Strategy

PARTS strategy gave many advantages to the students, such as²⁸:

- a. Help the students understand and remember what they had read.
- b. Help the students focus on the organizing information in their mind and making it meaningful.

²⁸ Juniari Journal of Reading 2005 Op.cit

- c. This strategy was effective in improving students' understanding and memory for key ideas of the information of printed materials.
- d. This strategy was easy to use and can be applied in most academic subject. PARTS strategy help the students for better comprehend of written material.

4.3 Teaching Reading Comprehension Using PARTS strategy

According to Heilman, Blair, Rupley, teaching reading is undoubtedly as complex as defining it²⁹. Today, there is general agreement that reading programs never rise above the quality of the instruction. Teaching must be based on an understanding of children as learners, and learning to read must be viewed as a long-term developmental process. These concepts lead logically into a discussion of principles of teaching reading.

In addition, Heilman, Blair, Rupley also mention about crucial factors affecting comprehension is the importance of the reader's background experience. One important area of a child's background of experiences is related to language development and growth.

It is a challenge for the English teachers to teach reading comprehensively. It is not an easy job. The teacher should consider an appropriate technique to be applied to support their students in learning reading comprehension. There are so many techniques which can be used to teach reading. One of them is PARTS strategy.

²⁹ Heilman, A.W., Blair, T. R., and Rupley, W. H. Op.cit p 7

The PARTS strategy helps to enhance students' comprehension of a text. In teaching reading comprehension using PARTS strategy, there are some steps which have to be noticed. First, the teacher will introduce the strategies to the students. It can be done by presenting the step in applying PARTS technique in the reading process. Then, the teachers will provide the text which will be comprehended. Then, the students will follow the PARTS technique steps (preview, anticipating, read and re-reading, think critically, and summarize). The last is evaluating the learning process by asking the students whether they comprehend the text or not.

B. Related Study

1. This study was aimed at improving students' reading competency through the use of PARTS strategy. The subjects of this study were XI IPA 7 students of SMA Negeri 6 Denpasar which consisted of 39 students that included 20 females and 19 males. This research was in the form of classroom based action research which was conducted in two cycles. Each cycle consisted of three sessions, in which two sessions were intended for implementing the PARTS strategy and one session was intended for evaluating the students. The data were collected by using researcher's diary, test and questionnaire. Then the data were analyzed quantitatively and qualitatively. The existing problem was found from the result of pre-test. It was showed that the mean score was 58.33 and there were only 12.82% of the students could pass the standard passing score required by the school, which is 75. After the students were given the treatment of PARTS strategy in the

first cycle, the mean score increased to 70.51 and 61.51% of the students could pass the standard passing score. Meanwhile reading problem that still faced by the rest of students could be overcome on cycle II. The mean score of reading test on cycle II was 79.87 and all of the students could pass the standard passing score. That improvement showed that the implementation of PARTS strategy can successfully improve students' reading competency.

2. The aim of this study was to prove whether the implementation of PARTS Strategy and the students' anxiety gave a significant effect to the students' reading competency. The study was an experimental study by applying Post test only control group design. The population was nine classes (420 students) of grade XI in SMA Negeri 5 Denpasar academic year 2012/2013, in which 2 classes were samples which were assigned into two groups, i.e. experimental group and control group, by a Multi-Stage Random Sampling. The research data were collected through questionnaire and test that were analyzed using *Statistical Two-Way Anova*. The results show that, *first*, there was different effect in reading competency between the students who were taught by implementing PARTS strategy and those who were taught by implementing Conventional reading strategy ($Sig.=0.004 < \alpha =0.05$). *Secondly*, there was not interactional effect of PARTS strategy and anxiety level upon the students' reading competency at the eleventh grade students of SMA negeri 5 Denpasar ($Sig.=0.966 > \alpha =0.05$). In view of the results of this study, it is therefore suggested that teachers should use PARTS Strategy as an innovative teaching strategy since the facilitation of this strategy significantly improved the students' reading competency.

3. Arjuna (2013) “ The Implementation of Using SQ3R Technique On The Students’ ability in Finding Topic Sentence of Text At MAS PAB I Sampali Medan”. The polpulation was 178 students. The sample was`30 students from class XI of MAS PAB 1 Sampali. The instrument of collecting data used interview, observations, documentation and test. The qualitative data were taken from observation sheet, interview and photos. The quantitative data were taken from analyzing score test and t-test formula. Finally the result of this research showed that the mean of cycle I was 69,3 and cycle II was 78,6. The percentage of students who get point up 70 above also grow up. In the pre test only 6 students (20%) who got point 70 above. It means that there was improvement about 46,6%. In the post test II there was 28 students (93,3%) whot got point 70 above. It can conclude that SQ3R technique was able to improve students ‘ ability in finding topic sentence of text.

C. Thought Framework

In English, there are four skills that should be mastered, they are: listening, speaking, reading and writing. In those skills, two of language component namely vocabulary and structure also play very important function in order to be understood in the context communicating with one another.

Reading is a process of a reconstruction the meaning. Reading is sometimes being not understanable well by the people, many of them think that reading is only about uttering the words printed in the texbooks silently

or loudly depending on they are reading for themselves or the other people. Knowledge derived from reading. When people understand what they read, they have already acquired some knowledge.

Reading text include its kinds is used to help the students to develop those skills, especially in reading. It is proved by the ability in comprehending the text

Reading comprehension is the mental process by which readers take the words encoded by a writer and use them to construct an interpretation of what they think the writer intended to convey. As reading is one of the language skills that should be acquired by the students, therefore it is necessary to find an effective technique in teaching reading comprehension in order to let the students achieve better understanding in reading text.

Strategy is one of the influence the result important factors to make good plan to reach out for the purpose in teaching learning process, because strategy of teaching can influence the result of learning. This active learning strategy expose about the general components of instructional material and procedure to get purposes which prepared by the teacher. In teaching learning process the teacher must be able to choose the suitable teaching strategy to the students' ability to comprehend a text.

There are many ways to achievement students reading comprehension skills. Those are using clues from the context to figure out meanings of unknown words to them, using clues to identify personalities, beliefs, motivations and beliefs of characters, using the reading to provide clues and information about the setting or venue, working to try to understand the

relationships about one character to another. Students also need a technique which is fun for them and understandable. For them to implement it, the students will love reading when they can enjoy it. PARTS technique as one of the reading techniques can help the students to achievement their reading comprehension skill. PARTS technique is a powerful reading technique which provides strong reading background as a key before reading activity. So, the students know what they should do in reading. The PARTS technique can be applied in every kind of genre text. Five steps of using PARTS technique will support that the students can use this technique to improve their reading comprehension skill.

D. Hypothesis

Hypothesis for this research are:

Ha = There is a significant effect of the students' ability to comprehend reading text is taught by using PARTS strategy.

Ho = There is no significant effect on the students, ability to comprehend reading text that is taught by using PARTS strategy.

BAB III

RESEARCH METHODOLOGY

This chapter presents about research methodology. It consists of time and place of study, method and design of study, population and sample of study, instrument of study, technique of collecting data, technique of data analysis and statistical hypothesis.

A. Time and Place of the Study

The research is conducted in April 2018. The study is conducted at SMP N 4 Tanjung Tiram on Jl. Beringin Desa Bogak Kec. Tanjung Tiram, for the 8th grade students. There were some considerations why SMP N 4 Tanjung Tiram makes as the location of the researcher, such as:

1. The school is easy to reach for the purpose of the data collection.
2. The headmaster of his school agreed if the researcher is to improve the teaching learning quality.
3. The teachers of the school agreed there is the researcher in SMP N 4 Tanjung Tiram.

B. Research Design of the study

The object is taught by using two methods on the students' of the 8th grade in SMP N 4 Tanjung Tiram. This study would classified experimental research and control group. The experimental group which received the treatment using PARTS strategy, meanwhile the control group was the group which received the treatment

using conventional method. In conducting the researcher, the researcher expected the PARTS strategy give a good effect in reading comprehension.

The data will be taken and analyzed quantitative to find the effect of using PARTS strategy (Preview, Anticipating, Reading and Re- Reading, Think Critically, and Summarizing) on the students' achievement in reading comprehension .

Table I. The design of this study is illustrated as follows:

Group	Pre-test	Treatment	Post-test
Exprimental Group(EG)	✓	PARTS strategy	✓
Control Group(CG)	✓	Conventional method	✓

C. Population and Sample

1. Population

“Populasi adalah keseluruhan objek yang akan/ingin diteliti” (population are the objects will be researched)³⁰. The population of this study was the students in the 8th Grade SMP NEGERI 4 TANJUNG TIRAM. The population of this researcher is second year students' in academic 2017/2018.

³⁰ Syahrum and salim,(2011), *metodologi penelitian kualitatif*, (Bandung: cita pustaka media, p. 113).

2. Sample

“ Sampel adalah proporsi kecil dari populasi yang dipilih untuk observasi dan analisis” (sample is small proportion of a population selected for observation and analysis)³¹. In selecting sample, the writer use “cluster Random Sampling” by choosing two classes. “ Cluster random sampling digunakan ketika populasi tidak terdiri dari individu,tetapi kelompok” (cluster random sampling is used when the population is not consists from individuals, but groups or cluster)³².

The sample of this research were VIII-A VIII-B. Those classes consisted of 29 and 23 students in each class. The total of population is about 52 students’. The sample of the study is only two classes of 8th grade students’. The researcher used purposive sampling to determine sample that took in first class is VIII-A as the experimental group and second class is VIII- B as control group. The writer finally got both of class VIII-A and VIII-B from the English teacher’s recommendation because both of class had the same characters and both of class have got the material reading.

³¹ Suharsimi Arikunto (2010), *Prosedur Penelitian: Suatu Pendekatan Praktek*, (jakarta: PT rineka cipta), p 131

³² Syahrums and Salim, op.cit, p 116-117

D. Instrument of Research

The researcher collected the data by test as research instrument. There were three tests: pre-test, treatment and post-test. The writer gave the same test for experimental and control group. The writer gave items tested to 30 subjects to measure validity and reliability in pre-test and post-test. There were 30 items of multiple choices. The score in each correct answer will scored 1, and the incorrect answer will scored 0 . The students' will get 100 point if all the answer correct.

E. Scoring the Test

In scoring the test, the researcher ranged the score from 0-100 by counting the correct answer with the following formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S= score of the test

R= number of the correct answer

N= number of the test items

F. The Procedure of Research

There are some procedures that are used in collecting the data for this research, they are: pre-test, treatment, and post-test. Each for the procedures was described as follows:

1. Pre-test

The pre-test given before the treatment. Both experimental and control group were given the same pre-test. This test used to find the students'

reading comprehension both group. The result of the test were administrated and compared between two groups if they were in the same level of the reading comprehension.

2. Treatment.

The treatment conducted after given the pre-test. The experimental group was taught by using PARTS strategy while the control group with the conventional strategy. Both experimental and control groups were taught with the same material.

3. Post test

After the treatment completed, both experimental and control group is given a post –test. Post test is conducted to see the effectiveness of the treatment based on the score. The post-test used the same multiple choice test and the same difficulties with the pre-test.

G. The validity and Reliability of the test

In conducting a research, the validity and reliability of the test is very important. It purposes to know both the accuracy of measurement and the consistency of the text. Before given the test, firstly the instrument should be tried out the other students'. It is better to know whether the test is reliable and valid or not to the sample.

1. The validity of the test

The test is valid if it measures what is supposed to be measured. The study concerned with how well the test measured the subject matter and learning outcomes covered during treatment.. The validity that used in this

study is content validity. Content validity is degree to which the sample represented the content that the test was designed to measure. Thus, by applied content validity, the writer will know whether the test items were valid or not to behavioral objectives. The researcher used the formula as follow as:

$$R = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{\{\sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Where :

R = Product moment coordination

n = The number of samples

$\sum xy$ = The total score of x multiplied with the score of y

$\sum x$ = The sum of score x

$\sum y$ = The sum of score y

$\sum x^2$ = The total score squared of x

$\sum y^2$ = The total score squared of y

$(\sum x)^2$ = The sum of score squared x

$(\sum y)^2$ = The sum of score squared y

The following is the range of validity based on Arikunto statements :

0,00-0,20 validity is very low

0,21- 0,40 validity is low

0,41- 0,60 validity is sufficient

0,61- 0,80 validity is high

0,81- 1,00 validity is very high

2. The reliability of the test

“ Reliability didefinisikan sebagai konsistensi dan stabilitas data atau temuan” (reliability is often defined as the consistency and stability of data or findings)³³. So the reliability of the test is one characteristic of a good test. Reliability refers to the consistency of measurement. It means that a test give the same result when it given to different people to measure the same thing.

To obtain the reability of the test, the researcher used Kuder Richardson 21 formula (KR₂₁) as the following:

$$R = \frac{n}{n-1} \left(1 - \frac{M(n-M)}{nS^2} \right)$$

Where:

R = Reliability coefficient of test.

n = The number of test items.

M = Mean of the score.

S = Standard deviation of the score.

³³ Sugiyono (2014), *metode penelitian*,(Bandung: alfabeta), p364

The reliability of the test can be categorized as follows:

0,00- 0,20	: negligible
0,21-0,40	: low
0,41-0,60	: moderate
0,61-0,80	: substantial
0,81-1,00	: high to very high

H. The technique for Collecting Data

The technique of collecting data are given by means which there were two sources of data collected:

1. Data of pre-test that given before the class treatment of control and experimental groups.
2. Data post-test that given after the class treatment of control and experimental groups.

I. The Technique for Analyzing Data

To analyze the data in order to found out the difference means of scores of both experimental and control group, the researcher used the t-test:

$$T = \frac{M_a - M_B}{\sqrt{\left(\frac{da^2 + db^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

Where:

T = the effect

Ma = the mean of experimental group

Mb= the mean of control group.

Da= the standard deviation of experimental group.

Db= the standard deviation of control group.

Na= the total sample of experimental group.

Nb= the total sample of control group.

J. Statistical Hypothesis

Statistical hypothesis should be applied in order to know the result of observation about the sample. It could be constructed as follows:

$$H_0 : \mu_x = \mu_y$$

$$H_a : \mu_x \neq \mu_y$$

Where:

H_0 : null hypothesis

H_a : alternative hypothesis

μ_x : the mean score of the students' teach by using PARTS strategy

μ_y : the mean score of students' teach by using conventional method.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Description of Data

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a reading text which the total score 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students' in the experimental group by using PARTS strategy while control group without using PARTS strategy.

After conducting the research, the research got the data of students' scores in pre test and post test from both experimental and control group.

Table II. The Score of Pre Test and Post Test of Experimental Group.

NO	Students' Initial	Scores	
		Pre test (X1)	Post test (X2)
1	AR	66	79
2	ADL	59	79
3	ANN	73	92
4	ARI	53	79
5	BS	53	79
6	CS	59	79
7	DWD	66	86
8	EWH	66	86
9	IL	66	86
10	KP	59	86
11	MS	53	79
12	MF	66	86
13	MAR	73	79
14	MA	73	83
15	MF	66	79
16	MR	73	86

17	MW	59	79
18	MY	66	83
19	NR	73	86
20	NRN	79	92
21	PA	73	86
22	RA	79	100
23	RRN	73	92
24	SA	66	83
25	SA	73	86
26	SNT	73	86
27	YH	79	92
28	YH	66	79
29	ZF	73	86
TOTAL		1956	2453
MEAN		67,44	84,58

Based on the table above, the students' achievement in reading text in experimental group showed the lowest score pre test was 53, and the highest score of pre test was 79 and the mean of pre test was 67,44. On the other hand the lowest score of post test was 79, and the highest score of post test was 100 and the mean of post test was 84,58.

Table III. The score of Pre Test and Post Test of Control Group

NO	Students' name	Scores	
		Pre Test (Y1)	Post Test (Y2)
1	AIDRIS	53	66
2	AFINA	59	79
3	ASRIL	66	79
4	AULIA	79	86
5	AYUNI	53	73
6	BAYU	73	79
7	GUNAWAN	59	79
8	HAIKNAL	53	79
9	HAMBALI	66	79
10	KHAIRUL	73	86
11	MHD ROBY	79	86

12	MHD SYAFTI	66	79
13	MUTIA	79	86
14	PAIZA	66	73
15	PUTRI	53	79
16	RABBIL	59	73
17	RISKA	66	79
18	RISKI	59	79
19	ROZATUL	59	73
20	SITI AISYAH	73	86
21	SITI NURHALIZAH	79	86
22	SRI WAHYUNI	66	79
23	WIDYA PUTRI	79	92
	TOTAL	1517	1835
	MEAN	65,95	79,78

Based on the table above, the students' score in reading text in control group showed the lowest score of pre test was 53, and the highest score of pre test was 79 and the mean of pre test 65,95. On the other hand the lowest score of post test was 66, and the highest score of post test was 92 and the mean of post test 79,78.

Based on the explanation above, it shows that the students' score in experimental group was higher than students' score in control group, where in pre test (67,44) and the score in post test (84,58). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of students' score between pre test and post test.

B. Data Analysis

1. Normality Testing

Normality testing used to determine if a data set is well-modeled by normal distribution and to compare how likely it is for a random variable underlying the data set to be normally distributed.

1.1.Normality Testing of Exprimental Group

Table IV. Frequency Distribution of Pre Test in Experimental Group

No	Xi	Fi	FiXi	Xi ²	FiXi ²
1	53	3	159	2809	8427
2	59	4	236	3481	13924
3	66	9	594	4356	39204
4	73	10	730	5329	53290
5	79	3	237	6241	18723
TOTAL		29	1956	22216	133568

Based on the data above, the result of FiXi² is 133568 and FiXi is 1965.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

Where: \bar{x} = Mean of Variable x

$\sum FiXi$ = Total number of score

$\sum Fi$ = Number of sample

So,

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

$$= \frac{1956}{29}$$

$$= 67,44$$

b. Variant

Where :

$$S^2 = \text{variant}$$

$$N = \text{Number of sample}$$

So'

$$S^2 = \frac{N \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$= \frac{29 \times 133568 - (1956)^2}{29(29-1)}$$

$$= \frac{3873472 - 3825936}{812}$$

$$= \frac{47536}{812}$$

$$= 58,54$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{58,54}$$

$$= 7,65$$

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

Table V. Normality Testing of Pre Test in Experimental Group

No	Score (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	f(Zi)-S(Zi)
1	53	3	3	-1,88	0,0301	0,1034	-0,0733
2	53	3	3	-1,88	0,0301	0,1034	-0,0733
3	53	3	3	-1,88	0,0301	0,1034	-0,0733
4	59	4	7	-1,1	0,1357	0,2413	-0,1056
5	59	4	7	-1,1	0,1357	0,2413	-0,1056
6	59	4	7	-1,1	0,1357	0,2413	-0,1056
7	59	4	7	-1,1	0,1357	0,2413	-0,1056
8	66	9	16	-0,18	0,4286	0,5517	-0,1231
9	66	9	16	-0,18	0,4286	0,5517	-0,1231
10	66	9	16	-0,18	0,4286	0,5517	-0,1231
11	66	9	16	-0,18	0,4286	0,5517	-0,1231
12	66	9	16	-0,18	0,4286	0,5517	-0,1231
13	66	9	16	-0,18	0,4286	0,5517	-0,1231
14	66	9	16	-0,18	0,4286	0,5517	-0,1231
15	66	9	16	-0,18	0,4286	0,5517	-0,1231
16	66	9	16	-0,18	0,4286	0,5517	-0,1231
17	73	10	26	0,72	0,7642	0,8965	-0,1323
18	73	10	26	0,72	0,7642	0,8965	-0,1323
19	73	10	26	0,72	0,7642	0,8965	-0,1323
20	73	10	26	0,72	0,7642	0,8965	-0,1323
21	73	10	26	0,72	0,7642	0,8965	-0,1323
22	73	10	26	0,72	0,7642	0,8965	-0,1323
23	73	10	26	0,72	0,7642	0,8965	-0,1323
24	73	10	26	0,72	0,7642	0,8965	-0,1323
25	73	10	26	0,72	0,7642	0,8965	-0,1323
26	73	10	26	0,72	0,7642	0,8965	-0,1323
27	79	3	29	1,51	0,9345	1	-0,0655
28	79	3	29	1,51	0,9345	1	-0,0655
29	79	3	29	1,51	0,9345	1	-0,0655
TOTAL	1956	Lo= -0,0655					
MEAN	67,44	Lt= 1,61					

a. Finding Z score

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_1 = \frac{53 - 67,44}{7,65} = -1,88$$

$$Z_2 = \frac{59 - 67,44}{7,65} = -1,10$$

$$Z_3 = \frac{66 - 67,44}{7,65} = -0,18$$

$$Z_4 = \frac{73 - 67,44}{7,65} = 0,72$$

$$Z_5 = \frac{79 - 67,44}{7,65} = 1,51$$

b. Finding S(Zi)

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_1) = \frac{3}{29} = 0,1034$$

$$S(Z_2) = \frac{7}{29} = 0,2413$$

$$S(Z_3) = \frac{16}{29} = 0,5517$$

$$S(Z_4) = \frac{26}{29} = 0,8965$$

$$S(Z_5) = \frac{29}{29} = 1$$

From the table above, it can be seen that Liliefors observation or $Lo = -0,065$ with $n = 29$ and at real level $\alpha = 0,05$ from the list of critical value of Liliefors table $Lt = 1.161$. It is known that the coefficient of $Lo (-0,065) < Lt (1,161)$. So it can concluded that the data distribution of the students' ability in reading text normal.

Table VI. Frequency Distribution of Post Test in Experimental Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	79	10	790	6241	62410
2	83	3	249	6889	20667
3	86	11	946	7396	81356
4	92	4	368	8464	33856
5	100	1	100	10000	10000
TOTAL		29	2453	38990	208289

Based on the data above, the result of $F_i X_i^2$ is 208289 and $F_i X_i$ 2453. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where: \bar{x} = Mean of Variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum fiXi}{\sum fi}$$

$$= \frac{2453}{29}$$

$$= 84,58$$

b. Variant

Where :

$$S^2 \quad = \text{variant}$$

$$N \quad = \text{Number of sample}$$

So'

$$S^2 = \frac{N \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$= \frac{29 \times 208289 - (2453)^2}{29(29-1)}$$

$$= \frac{6040381 - 6017209}{812}$$

$$= \frac{23172}{812}$$

$$= 28,53$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{28,53} = 5,34$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students' is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

Table VII. Normality Testing of Post Test in Exprimental Group

NO	SCORE	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	79	10	10	-1,04	0,1492	0,3448	-0,1956
2	79	10	10	-1,04	0,1492	0,3448	-0,1956
3	79	10	10	-1,04	0,1492	0,3448	-0,1956
4	79	10	10	-1,04	0,1492	0,3448	-0,1956
5	79	10	10	-1,04	0,1492	0,3448	-0,1956
6	79	10	10	-1,04	0,1492	0,3448	-0,1956
7	79	10	10	-1,04	0,1492	0,3448	-0,1956
8	79	10	10	-1,04	0,1492	0,3448	-0,1956
9	79	10	10	-1,04	0,1492	0,3448	-0,1956
10	79	10	10	-1,04	0,1492	0,3448	-0,1956
11	83	3	13	-0,29	0,3859	0,4482	-0,0623
12	83	3	13	-0,29	0,3859	0,4482	-0,0623
13	83	3	13	-0,29	0,3859	0,4482	-0,0623
14	86	11	24	0,26	0,6026	0,8275	-0,2249
15	86	11	24	0,26	0,6026	0,8275	-0,2249
16	86	11	24	0,26	0,6026	0,8275	-0,2249
17	86	11	24	0,26	0,6026	0,8275	-0,2249
18	86	11	24	0,26	0,6026	0,8275	-0,2249
19	86	11	24	0,26	0,6026	0,8275	-0,2249
20	86	11	24	0,26	0,6026	0,8275	-0,2249
21	86	11	24	0,26	0,6026	0,8275	-0,2249
22	86	11	24	0,26	0,6026	0,8275	-0,2249
23	86	11	24	0,26	0,6026	0,8275	-0,2249
24	86	11	24	0,26	0,6026	0,8275	-0,2249
25	92	4	28	1,38	0,9162	0,9625	-0,0463
26	92	4	28	1,38	0,9162	0,9625	-0,0463
27	92	4	28	1,38	0,9162	0,9625	-0,0463
28	92	4	28	1,38	0,9162	0,9625	-0,0463
29	100	1	29	2,88	0,998	1	-0,002
TOTAL	2453	L0= 0,002					
MEAN	84,58	Lt= 0,06					

a. Finding Z Score

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_1 = \frac{79 - 84,58}{5,34} = -1,044$$

$$Z_2 = \frac{83 - 84,58}{5,34} = -0,29$$

$$Z_3 = \frac{86 - 84,58}{5,34} = -0,26$$

$$Z_4 = \frac{92 - 84,58}{5,34} = 1,38$$

$$Z_5 = \frac{100 - 84,58}{75,34} = 2,88$$

b. Finding S(Zi)

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_1) = \frac{10}{29} = 0,344$$

$$S(Z_2) = \frac{13}{29} = 0,4482$$

$$S(Z_3) = \frac{24}{29} = 0,8275$$

$$S(Z_4) = \frac{28}{29} = 0,9655$$

$$S(Z_5) = \frac{29}{29} = 1$$

From the table above, it can be seen that Liliefors observationor $L_o = -0,002$ with $n = 29$ and at real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 1,161$. It is known that the coefficient of $L_o (-0,002) < L_t (1,161)$. So it can be concluded that the data distribution of the students' ability in reading text normal.

1.2. Normality Testing of Control Group

Table VIII, Frequency Distribution of Pre Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	53	4	212	2809	11236
2	59	5	295	3481	17405
3	66	6	396	4356	26136
4	73	3	219	5329	15987
5	79	5	395	6241	31205
TOTAL		23	1517	22216	101969

Based on the data above, the result $\sum F_i X_i^2$ is 101969 and $\sum F_i X_i$ is 1517. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where: \bar{x} = Mean of Variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum fiXi}{\sum fi}$$

$$= \frac{1517}{23}$$

$$= 65,95$$

b. Variant

Where :

$$S^2 \quad = \text{variant}$$

$$N \quad = \text{Number of sample}$$

So'

$$S^2 = \frac{N \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$= \frac{23 \times 101969 - (1517)^2}{23(23-1)}$$

$$= \frac{2345287 - 2301289}{506}$$

$$= \frac{43998}{506}$$

$$= 86,95$$

C. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{86,95} = 9,32.$$

After getting the calculation of mean, variant and standard deviation, then the next step is to find out the normality of the test. It means that the test was given to the students' is observed by Liliefots test. The calculation of normality reading text paragraph can be seen in the following table:

Table IX. Normality Testing of Pre Test in Control Group

NO	SCORE	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	53	4	4	-1,38	0,0838	0,1739	-0,0901
2	53	4	4	-1,38	0,0838	0,1739	-0,0901
3	53	4	4	-1,38	0,0838	0,1739	-0,0901
4	53	4	4	-1,38	0,0838	0,1739	-0,0901
5	59	5	9	-0,74	0,2296	0,3913	-0,1617
6	59	5	9	-0,74	0,2296	0,3913	-0,1617
7	59	5	9	-0,74	0,2296	0,3913	-0,1617
8	59	5	9	-0,74	0,2296	0,3913	-0,1617
9	59	5	9	-0,74	0,2296	0,3913	-0,1617
10	66	6	15	0,05	0,699	0,6521	0,0469
11	66	6	15	0,05	0,699	0,6521	0,0469
12	66	6	15	0,05	0,699	0,6521	0,0469
13	66	6	15	0,05	0,699	0,6521	0,0469
14	66	6	15	0,05	0,699	0,6521	0,0469
15	66	6	15	0,05	0,699	0,6521	0,0469
16	73	3	18	0,75	0,7734	0,7826	-0,0092
17	73	3	18	0,75	0,7734	0,7826	-0,0092
18	73	3	18	0,75	0,7734	0,7826	-0,0092
19	79	5	23	1,4	0,9192	1	-0,0808
20	79	5	23	1,4	0,9192	1	-0,0808
21	79	5	23	1,4	0,9192	1	-0,0808
22	79	5	23	1,4	0,9192	1	-0,0808
23	79	5	23	1,4	0,9192	1	-0,0808
TOTAL	1517	Lo= - 0,0092					
MEAN	65,95	Lt= 0,18					

a. Finding Z Score

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_1 = \frac{53 - 65,95}{9,32} = -1,38$$

$$Z_2 = \frac{59 - 65,96}{9,32} = -0,74$$

$$Z_3 = \frac{66 - 65,95}{9,32} = -0,005$$

$$Z_4 = \frac{73 - 65,95}{9,32} = 0,75$$

$$Z_5 = \frac{79 - 65,95}{9,32} = 1,40$$

b. Finding S(Zi)

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_1) = \frac{4}{23} = 0,1739$$

$$S(Z_2) = \frac{9}{23} = 0,3913$$

$$S(Z_3) = \frac{15}{23} = 0,6521$$

$$S(Z_4) = \frac{18}{23} = 0,7826$$

$$S(Z_5) = \frac{23}{23} = 1$$

From the table above, it can be seen that Liliefors observation or $Lo = -0,0092$ with $n = 23$ and at real level $\alpha = 0,05$ from the list of critical value of Liliefors table $Lt = 0,18$. It is known that the coefficient of $Lo (-0,0092) < Lt (0,18)$. So it can be concluded that the data distribution of the students' ability in reading text normal.

Table X. Frequency Distribution of Post Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	66	1	66	4356	4356
2	73	4	292	5329	21316
3	79	11	869	6241	68651
4	86	6	516	7396	44376
5	92	1	92	8464	8464
TOTAL		23	1835	31786	147163

Based on the data above, the result of $F_i X_i^2$ is 147163 and $F_i X_i$ is 1835. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where: \bar{x} = Mean of Variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

$$= \frac{1835}{23}$$

$$= 79,78$$

b. Variant

Where :

$$S^2 \quad = \text{variant}$$

$$N \quad = \text{Number of sample}$$

So'

$$S^2 = \frac{N \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$= \frac{23 \times 147163 - (1835)^2}{23(23-1)}$$

$$= \frac{3384749 - 3367225}{506}$$

$$= \frac{17524}{506}$$

$$= 34,63$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{34,63} = 5,88.$$

After getting the calculation of mean, variant and standard deviation then the next step is to find out the normality of the test. It means that the test was given to the students' is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

Table XI. Normality Testing of Post Test in Control Group

NO	SCORE	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	66	1	1	-2,34	0,0096	0,043	-0,0334
2	73	4	5	-1,15	0,1251	0,2173	-0,0922
3	73	4	5	-1,15	0,1251	0,2173	-0,0922
4	73	4	5	-1,15	0,1251	0,2173	-0,0922
5	73	4	5	-1,15	0,1251	0,2173	-0,0922
6	79	11	16	-0,13	0,4483	0,6956	-0,2473
7	79	11	16	-0,13	0,4483	0,6956	-0,2473
8	79	11	16	-0,13	0,4483	0,6956	-0,2473
9	79	11	16	-0,13	0,4483	0,6956	-0,2473
10	79	11	16	-0,13	0,4483	0,6956	-0,2473
11	79	11	16	-0,13	0,4483	0,6956	-0,2473
12	79	11	16	-0,13	0,4483	0,6956	-0,2473
13	79	11	16	-0,13	0,4483	0,6956	-0,2473
14	79	11	16	-0,13	0,4483	0,6956	-0,2473
15	79	11	16	-0,13	0,4483	0,6956	-0,2473
16	79	11	16	-0,13	0,4483	0,6956	-0,2473
17	86	6	22	1,05	0,8531	0,9565	-0,1034
18	86	6	22	1,05	0,8531	0,9565	-0,1034
19	86	6	22	1,05	0,8531	0,9565	-0,1034
20	86	6	22	1,05	0,8531	0,9565	-0,1034
21	86	6	22	1,05	0,8531	0,9565	-0,1034
22	86	6	22	1,05	0,8531	0,9565	-0,1034
23	92	1	23	2,07	0,9803	1	-0,0197
TOTAL	1835	Lo= -0,0197					
MEAN	79,78261	Lt= 0,18					

a. Finding Z Score

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_1 = \frac{66 - 79,78}{5,88} = -2,34$$

$$Z_2 = \frac{73 - 79,78}{5,88} = -1,15$$

$$Z_3 = \frac{79 - 79,78}{5,88} = -0,132$$

$$Z_4 = \frac{86 - 79,78}{5,88} = 1,05$$

$$Z_5 = \frac{92 - 79,78}{5,88} = 2,07$$

b. Finding S(Zi)

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_1) = \frac{1}{23} = 0,0434$$

$$S(Z_2) = \frac{5}{23} = 0,2173$$

$$S(Z_3) = \frac{16}{23} = 0,6956$$

$$S(Z_4) = \frac{22}{23} = 0,9565$$

$$S(Z_5) = \frac{23}{23} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0,0197$ with $n = 23$ and at real $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 0,18$. It is known that the coefficient of $L_o (-0,0197) < L_t (0,18)$. So it can be concluded that the data distribution of the students' ability in reading text is normal.

2. Homogeneity Testing

2.1. Homogeneity Testing of Pre Test

$$F_{obs} = \frac{S_1^2}{S_2^2}$$

Where: $S_1^2 =$ the biggest variant

$S_2^2 =$ the smallest variant

Based on the variants of both samples of pre test found that:

$$S_{ex}^2 = 58,54 \quad N = 29$$

$$S_{co}^2 = 86,95 \quad N = 23$$

So :

$$F_{obs} = \frac{58,54}{86,95} = 0,67$$

Then the coefficient of $F_{obs} = 0,67$ is compared with F_{table} , where F_{table} is determined at real $\alpha = 0,05$ and the same numerator $dk = N - 1 = 29 - 1$ that was exist dk numerator 28, the denominator $dk = n - 1$ ($29 - 1 = 28$). Then F_{table} can be calculated $F_{0,05(28;22)} = 1,99$

So $F_{obs} < F_{table}$ or $(0,67 < 1,99)$ so it can be concluded that the variant is homogenous.

2.2.Homogeneity Testing of Post Test

$$F_{\text{obs}} = \frac{S_1^2}{S_2^2}$$

Where: S_1^2 = the biggest variant

S_2^2 = the smallest variant

Based on the variants of both samples of pre test found that:

$$S_{\text{ex}}^2 = 28,53 \quad N = 29$$

$$S_{\text{co}}^2 = 34,63 \quad N = 23$$

So :

$$F_{\text{obs}} = \frac{28,53}{34,63} = 0,82$$

Then the coefficient of $F_{\text{obs}} = 0,82$ is compared with F_{table} , where F_{table} is determined at real $\alpha = 0,05$ and the same numerator $dk = N-1 = 28$ that was exist dk numerator 28, the denominator $dk = n-1$ ($29-1= 28$). Then F_{table} can be calculated $F_{0,05(28;22)} = 1,99$

So $F_{\text{obs}} < F_{\text{table}}$ or ($0,82 < 1,99$) so it can be concluded that the variant is homogeneous.

3. Hypothesis Testing

Table XII. Mean of Post Test- Pre Test in Experimental Group

NO	SCORE POST TEST	SCORE PRE TEST	DECREASE
1	79	66	13
2	79	59	20
3	92	73	19
4	79	53	26
5	79	53	26
6	79	59	20
7	86	66	20
8	86	66	20
9	86	66	20
10	86	59	27
11	79	53	26
12	86	66	20
13	79	73	6
14	83	73	10
15	79	66	13
16	86	73	13
17	79	59	20
18	83	66	17
19	86	73	13
20	92	79	13
21	86	73	13
22	100	79	21
23	92	73	19
24	83	66	17
25	86	73	13
26	86	73	13
27	92	79	13
28	79	66	13
29	86	73	13
			497
MEAN			17,13793103

Table XIII. Mean of Post Test- Pre Test in Control Group

NO	POST TEST	PRE TEST	DECREASE
1	66	53	13
2	79	59	20
3	79	66	13
4	86	79	7
5	73	53	20
6	79	73	6
7	79	59	20
8	79	53	26
9	79	66	13
10	86	73	13
11	86	79	7
12	79	66	13
13	86	79	7
14	73	66	7
15	79	53	26
16	73	59	14
17	79	66	13
18	79	59	20
19	73	59	14
20	86	73	13
21	86	79	7
22	79	66	13
23	92	79	13
			318
MEAN			13,82608696

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$T = \frac{Mx - My}{\sqrt{\left(\frac{dx+dy^2}{nx+ny-2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$= \frac{17,13 - 13,82}{\sqrt{\left(\frac{5,34+5,87}{29+23-2}\right)\left(\frac{1}{29} + \frac{1}{23}\right)}}$$

$$\begin{aligned}
&= \frac{3,31}{\sqrt{\left(\frac{11,21}{29+21}\right)\left(\frac{1}{29+23}\right)}} \\
&= \frac{3,31}{\sqrt{\left(\frac{11,21}{50}\right)(0,03+0,04)}} \\
&= \frac{3,31}{\sqrt{(0,02242)(0,67)}} \\
&= \frac{3,31}{\sqrt{(0,015)}} \\
&= \frac{3,31}{0,123} \\
&= 27,58.
\end{aligned}$$

From the computation above, it can be seen that $t_{\text{obs}} = 27,58$. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that H_a is accepted if the $t_{\text{obs}} > t_{\text{tab}}$. In this study the calculation of the scores uses t-test for the degree of freedom 50 ($df = N+N-2$) at the level of significant 0,05 that the critical value is 2,008. So it can be seen that $t_{\text{tab}} = 2,008$.

After the scores were calculated, it was found that in this study the t_{obs} is higher than the t_{tab} . It can be seen as follow:

$$T_{\text{obs}} > t_{\text{tab}} (0,05) \text{ with } df \ 50$$

$$27,58 > 2,008$$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that reading text by using PARTS strategy effect students' ability in reading comprehension.

C. Validity and Reliability of the Text

Table XIV. The Analysis Item for The Test of Validity

NO	X	Y	X ²	Y ²	XY
1	65	60	4225	3600	3900
2	70	65	4900	4225	4550
3	75	65	5625	4225	4875
4	70	65	4900	4225	4550
5	75	70	5625	4900	5250
6	80	70	6400	4900	5600
7	70	70	4900	4900	4900
8	75	70	5625	4900	5250
9	75	70	5625	4900	5250
10	75	65	5625	4225	4875
11	75	70	5625	4900	5250
12	75	70	5625	4900	5250
13	65	60	4225	3600	3900
14	65	60	4225	3600	3900
15	80	70	6400	4900	5600
16	75	70	5625	4900	5250
17	75	70	5625	4900	5250
18	75	70	5625	4900	5250
19	80	75	6400	5625	6000
20	80	70	6400	4900	5600
21	75	70	5625	4900	5250
22	75	60	5625	3600	4500
23	65	60	4225	3600	3900
24	75	65	5625	4225	4875
25	75	70	5625	4900	5250
TOTAL	1840	1680	135950	113350	124025

1. The Validity

$$R_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

$$R_{xy} = \frac{50(124025) - (1840)(1680)}{\sqrt{\{50 \cdot 135950 - (1840)^2\}\{50 \cdot 113350 - (1680)^2\}}}$$

$$R_{xy} = \frac{6201250 - 3091200}{\sqrt{\{6797500 - 3385600\}\{5667500 - (2822400)\}}}$$

$$R_{xy} = \frac{3110050}{\sqrt{(3411900)(2845100)}}$$

$$R_{xy} = \frac{3110050}{\sqrt{9707196690000}}$$

$$R_{xy} = \frac{3110050}{3115637,44}$$

$$R_{xy} = 0,99$$

It means 0,99 means that validity of the test was very high validity. It can be seen as in following statement of Arikunto.

0,00-0,20 validity is very low

0,21- 0,40 validity is low

0,41- 0,60 validity is sufficient

0,61- 0,80 validity is high

0,81- 1,00 validity is very high.

2. The Reliability

Table XV. The Calculation Data of Test Reliability

NO	X _t	X _t ²
1	12	144
2	12	144
3	14	196
4	12	144
5	12	144
6	12	144
7	13	169
8	13	169
9	13	169
10	13	169
11	12	144
12	13	169
13	12	144
14	13	169
15	12	144
16	13	169
17	12	144
18	13	169
19	13	169
20	14	196
21	13	169
22	15	225
23	14	196
24	13	169
25	13	169
26	13	169
27	14	196
28	12	144
29	13	169
	$\sum x_t = 373$	$\sum x_t^2 = 4815$

From the data above, the next step were finding out the total mean, total variance, and accounting the reliability of the suing KR₂₁ formula:

a. Mean

From the data above it know $\sum xt = 373$, and $N = 29$, so:

$$MT = \frac{\sum xt}{n}$$

$$= \frac{373}{29}$$

$$= 12,86$$

b. Total Variance

Before calculating test variance $\sum xt^2$ was calculated as below it known

$$\sum xt^2 = 4815, \sum xt = 373 \text{ and } N = 29$$

$$\sum xt^2 = \sum xt^2 - \left(\frac{\sum xt}{n}\right)^2$$

$$\sum xt^2 = 4815 - \left(\frac{373}{29}\right)^2$$

$$\sum xt^2 = 4815 - (12,86)^2$$

$$\sum xt^2 = 4815 - 165,37$$

$$\sum xt^2 = 4649,63$$

From the calculation above, it known that $\sum xt^2 = 4649,63$ and $N = 29$, the total variance was:

$$St^2 = \frac{\sum xt^2}{n}$$

$$St^2 = \frac{4649}{29}$$

$$St^2 = 160,31$$

- c. Calculation the reliability of the test by using the formula. Where N= 29, Mt = 12,86 , St² = 160,31 , so the reliability of the test was calculated as below :

$$R = \frac{n}{n-1} \left(1 - \frac{Mt (n-Mt)}{(n)(st^2)} \right)$$

$$R = \frac{29}{29-1} \left(1 - \frac{12,86 (29-12,86)}{(29)(160,31)} \right)$$

$$R = \frac{29}{28} \left(1 - \frac{12,86 (16,14)}{(4648,99)} \right)$$

$$R = 1,035 \left(1 - \frac{207,56}{4648,99} \right)$$

$$R = 1,035 (1- 0,044)$$

$$R = 1,035 (0,956)$$

$$R = 0,98 (\text{reliability is very high})$$

The following is the range of reliability based on Arikunto's statements:

0,00- 0,20 : reliability is very low

0,21-0,40 : reliability low

0,41-0,60 : reliability is sufficient

0,61-0,80 : reliability is high

0,81-1,00 : reliability is very high

Based on the calculation above, the result of reliability of test was 0,98 if on internal coefficient distance between 0,81- 1,00. It means the reliability of the test was very high.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

From the data obtained it is seen that the result of the students' ability in reading comprehension by using PARTS strategy is higher than that by using conventional strategy at the eight grade of SMP N 4 Tanjung Tiram. PARTS strategy is significant to be used in the effect on the students' achievement in reading comprehension . The result of t_{observed} is 27,58 and t_{table} is 2.008 ($t_{\text{observed}} > t_{\text{table}}$, $27,58 > 2.009$). It means that H_0 is rejected and H_a is accepted. There is a significant effect of using PARTS strategy on the students' achievement in reading comprehension.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers are suggested to use PARTS strategy in their teaching learning process in order to improve the students' reading ability.
2. The researchers who are interested in doing a research related to this study should try to apply PARTS strategy on different level of learners through different genre to prove the effectiveness of PARTS strategy on students' reading ability.

Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

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