**CHAPTER I**

**INTRODUCTION**

This chapter presents: (a) background, (b) the problem of the study, (c) the objective of the study, (d) the significances of the study, (e) the research of hypotheses, and (f) the criteria of testing the hypothesis.

* 1. **Background**

English is an international language. It is used by many people in the world for different purpose such as to communicate to other people from different countries. According to Richard (2002, p. 2), English is the language of globalization, international communication, commerce and trade media, pop culture, different motivation for learning, it come to play language. So it is important for people to learn English, because English is used in every aspect of the society life.

However, in Indonesia English is a foreign Language. English is taught from elementary school until University level. English is also as a major subject too beside Indonesian Language, Religion, Mathematic and Natural Science. According to Braine (2011, p. 79), English has been described as the first foreign language in Indonesia and it is officially taught to students in secondary school. Students learn English as a mean to broaden their knowledge about science, technology, culture and arts. It is stated that the of teaching English in Indonesia is to utilize the language to broaden the students’ reasoning horizon as well as to improve their communicative competence.

There are four language skills that students have to know and learn. There are listening, speaking, reading, and writing. Among them, reading is the important academic language skill for foreign language students (Kyzykeva, 2006, p. 1). It means that, reading is the important skill for students to learn because English is a foreign language in teaching learning process.

According to McNamara (2010, p. 15), reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Students have to master reading, because students will get any kind of information needed in order to help them acquire knowledge. It is clear that reading is a fundamental requirement that can influence the student’s achievement.  Reading is really crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read.

In teaching English at Junior High Schools, the teachers teach the language based on KTSP which is known as School-based Curriculum. This curriculum states that the aim of teaching English at Junior High School is to develop four components of language skills: listening, speaking, reading and writing. It is supported by Heaton (1991, p. 8) that four major skills in communicating through language are often broadly defined as listening and speaking, reading and writing.

Besides that, based on School-based KTSP of Junior High School especially for the eighth grade students, there are many kinds of reading text, namely narrative, descriptive and recount text. One kind of text is narrative. According to Siregar (2011, p. 8), narrative text is a text to amuse, entertain, and deal with actual or imaginary experience in different ways. Narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols. Students need to know how narrative texts work and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain, to gain and hold a reader's interest, however, writers of memoirs and novels often relate complex stories that examine universal ideas, events, and issues. In addition, speakers, advertisers, and politicians use stories to persuade us to accept or reject an idea.

Based on preliminary study through interview to the English teacher and some eighth grade students of SMP NU Palembang, the writer found that the students faced difficulties in comprehending the text, especially the narrative text. The first, the eighth grade students’ average score for the students’ reading tests in 2013-2014 is 5.00 (which is below standard score of 7.00) and the test is reading comprehension test consist of multiple choice question. Therefore, the writer thinks that English teaching and learning at SMP NU Palembang should be modified and varied in terms of teaching strategies. The second, the students are lack of vocabulary, they do not know the meaning of words. The third, the students cannot understand the content of the text, the students cannot find the information from the text. It means that the students just read without knowing what the text was about, and it can make them get bored in reading process and not motivated. The last is about the students’ background knowledge of text. Most of them have less knowledge when the teacher asks them about the text because the students are sometimes lazy to spend much time in reading.

One way to help students understand English passages is by finding strategies in reading. Reading strategies play important role to facilitate the students to read efficiently. So, the teacher should develop an appropriate technique to improve students reading comprehension. One of teaching strategies that could help the students comprehend reading text is RSQC2 (recall, summarize, question, connect, comment). It is a technique can be used to middle school , and this technique can be used by the teacher to improve the students’ comprehension about the material.

According to Angelo and Cross (1993, p. 334) RSQC2 is proposed to be applied in teaching reading. RSQC2 can help students process by recall and analysis the story. Also, (Angelo and cross, 1993, p. 344) propose that, this strategy can be used for narrative text considered suitable for students in the junior high school level. To comprehend the elements of the story the students are assigned to make RSQC2 based on story given.

Based on explanation above, the writer is interested in conducting a research study entitled **“**Teaching reading narrative text by using RSQC2 (Recall, Summarize, Question, Connect, and Comment) technique to the eighth grade students of SMP Nahdhatul Ulama’ Palembang**”.**

* 1. **Research Problem**

The problem of the study is formulated as follows:”Is there any significant difference on the eighth grade students’ narrative reading between those who were taught by using RSQC2 (Recall, Summarize, Question, Connect, and Comment) technique and those who were not at SMP Nahdhatul Ulama’ Palembang”?

* 1. **Objective of the Study**

The objective of the study is to find out whether or not there is a significant difference on the eighth grade students’ narrative reading between those who were taught by using RSQC2 (Recall, Summarize, Question, Connect, and Comment) technique and those who were not at SMP Nahdhatul Ulama’ Palembang ?

* 1. **Significance of the Study**

This study is expected to valuable input and contribution to some parties: 1.The Teachers of English

This study is expected to vary their strategies in teaching narrative reading comprehension especially for RSQC2 strategy

2. The students

This study will help reduce the difficulties the students have in their reading comprehension especially for narrative reading text and the students can develop their reading by using RSQC2 strategy. The students are expected to be motivated and improve their background knowledge of reading text.

3. The Researchers

This study can be used as references for other researchers to get information about RSQC2 strategy.

* 1. **Hypotheses of the Study**

According to Frankel and Wallen (2012, p. 83), hypothesis is a prediction of the possible outcomes of a study. Hypothesis of this study are proposed as Alternative Hypothesis (Ha) and Null Hypothesis (Ho) and as follows:

**Ho :** There is no significant difference on the eighth grade students’ narrative reading by using RSQC2 (Recall, Summarize, Question, Connect, and Comment) technique at SMP Nahdhatul Ulama’ Palembang.

**Ha :** There is a significant difference on the eighth grade students’ narrative reading by using RSQC2 (Recall, Summarize, Question, Connect, and Comment) technique at SMP Nahdhatul Ulama’ Palembang.

* 1. **Criteria of Testing the Hypotheses**

To prove research problem, testing research hypothesis is required as follows:

* 1. If the p-output (sig. 2-tailed) is lower than 0.05, and t-output is higher than t-table with df:78 (1.665) the null hypothesis (H*o*) is rejected, and the alternative hypohesis (H*a*) is accepted.
  2. If the p-output (sig. 2-tailed) is higher than 0.05, and t-output is lower than t-table with df:78 (1.665) the null hypothesis (H*o*) is accepted, and the alternative hypohesis (H*a*) is rejected.

.

**CHAPTER II**

**LITERATURE REVIEW**

This chapter presents: (a) theoretical descriptions, (b) previous related study, and (c) research setting.

**2.1 Theoretical Descriptions**

This part deals with: (1) concept of teaching, (2) concept of reading, (3) concept of reading comprehension, (4) concept teaching reading comprehension, (5) concept teaching by using Recall, Summarize, Question, Connect, and Comment (RSQC2), (6) procedure of RSQC2 strategy,and (7) advantage of RSQC2 strategy, and (8) concept of narrative.

* + 1. **Concept of Teaching**

Teaching is how the teachers giving a learning materials to students in the classroom. According to Harmer (2007, p. 107) teaching is “transmissions” of knowledge from teacher to students. Teaching can be defined as giving instruction, skills or knowledge to someone or to make someone understand something while teaching English is how the teacher is transferring the language and skill the students in the classroom. According to Brown (2007, p. 8), teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge.

According to Richards (2002, p. 6), teaching is viewed as something that is constructed by individual teacher to integrate theory and practice in teaching and learning process for students. It is in line with what Islam, the people are suggested to teach in appropriate ways such as dialogue surah Ma’idah ayat 76 :

**الْكَافِرِينَ الْقَوْمَ يَهْدِي لَا اللَّهَ إِنَّ النَّاسِ مِنَ يَعْصِمُكَ وَاللَّهُ رِسَالَتَهُ بَلَّغْتَ فَمَا تَفْعَلْ لَمْ وَإِنْ رَبِّكَ مِنْ …**

Means: “Messenger, announce that which has been revealed to you from your Lord, and if you do not, then you have not conveyed His message. And Allah will protect you from the people. Indeed, Allah does not guide the disbelieving people”(Surat al- Maidah :176).

From the holy verse of Al-Qur’an above, the writer interpreted that Allah SWT asks us to learn all of God’s creations where Allah is the most generous who knows everything. He’s worthless, he wasn’t created, but the creator. Allah SWT gives knowledge. He is the source of education and knowledge through Al-quran. Angel (Malaikat), Zikir, Fikir, and so on were intermediaries to acquire the knowledge. Allah SWT taught us to know something that we haven’t known yet by sending the intermidiaries. The source of knowledge and education are from Allah SWT. Indeed, the men were from being notv

From the definition above, it can be assumed that teaching reading is not only giving a text to students but also building their consciousness of reading skill and an interaction to apply knowledge between teacher to the students.

* + 1. **Concept of Reading**

Berry (2005, p. 1), states that reading is a thinking activity. This process involves getting meaning from the printed word or symbol. Reading is an activity to get much knowledge. People are blind without reading because knowledge and information are got from reading. To understand what has been read, readers need to comprehend it.

Moreover, Ruddel (2005, p. 31), says that reading is the fact constructing meaning while transacting with text. In order word, the reader makes meaning through the combination of prior knowledge and previous experience when they read and they have to involve the comprehension to get information in the text.

Richards & Renandya (2002, p. 277), says that reading receives a special focus in teaching. There are three reasons for this: First, many foreign language students often have reading as one of their most important goals. Second, written text serves as various pedagogical purposes. Third, reading is a skill which is highly valued by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teacher.

From those definitions, the writer concluded that reading is a process of interaction between the reader and the text which includes constant process of guessing, decoding written symbol that involves reacting to a written text in order to get information from the text.

* + 1. **Concept of Reading Comprehension**

According to Wilhelm (2012, p. 1), reading comprehension is the capacity to perceive and understand the meanings communicated by texts. The readers require comprehension to be an active constructor of meaning. Reading is a transaction in which the reader brings purposes and life experiences to bear to converse with the text. This meeting of the reader and the text results in the meaning that is comprehension.

Moreover, Linse (2005, p. 71) define reading comprehension as an ability to understand a text by the readers. The readers do not only read the text but also understand what the readers read or what the text talking about. It needs their knowledge to provide the information so they know the message of the text itself. From those statements, it is concluded that reading and comprehension are two things united to be one, they cannot be separated, they are unity. When readers loose one of the elements, they do not do comprehending yet.

According to Pang, Muaka, Bernbardt & Kamil (2003, p. 6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Thus the writer assumes that reading comprehension is reading by comprehending the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

* + 1. **Concept of Teaching Reading Comprehension**

Teaching is the process of transferring knowledge which is done between teacher and students. It is related to Brown’s (2007, p. 7), opinion teaching is showing and helping someone or understand to learn how to do something, giving instruction, guiding in the study something, providing with knowledge, causing to know or understanding.

Phatak (2010, p. 1), suggest that teaching reading comprehension is empowering people with the tools for learning. Most teacher of English think that it is necessary to concentrate on the teaching of comprehension to meet the specific needs of the students, the teacher of English could apply certain strategies that should be useful in adding variety and brightness to the comprehension lesson.

Moreover, there are many considerations in teaching and assessing reading. Teacher must be aware of the progress that students are making action and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the next and to be able to learn from them. Reading is a skill that will empower everyone who learn it. They will able to benefit from the store of knowledge. Good teaching enables pupils to learn, appropriate assessment will improve their comprehension and senses together. Therefore, a good selected of material to be taught should be more variety in accordance to the teaching process for English for Young Learners.

* + 1. **Concept of Narrative Text**

Narrative is one of the genres of reading text of Junior High School’s curriculum that or inform or embody the writers’ reflection on experience, and to nourish and extend the readers’ imagination. It is supported by Yudantoro (2010, p. 6), that the purpose of the narrative text is to amuse/entertain the readers with a story that deals with complications or problematic events. Narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myths, and epic) and its plot consists of climax of the story then followed by the resolution. Dardjis & Anwar (2010, p. 274), state that narrative text contains plays, fables, legends, myths, fairy tales, novels, folk tales, and narrative poems.

Keraf (1991, p. 136), says that “Narrative as a story tells or describes an action in the past time clearly, so narrative is tried to answer the question: what happened?”. Narrative as a story, so it is should have the element that can make the story more interesting to the reader such as a conflict and conclusion the story.

It is supported by Pardiyono (2007, p. 10), who says that “narrative text is a kind of the text which is appropriately used to tell a story or a past experience focusing and problematic, experience and resolution and attending to give the reader the amusement and the oral lesson.

Narrative text is usually built up by generic structures as written by Yudantoro (2010, p. 7), also states the generic structure of narrative text. There are orientation (a set of characters, a plot), complication (solution of problem), and re-orientation (a closing remark, optional). In addition, Dardjis & Anwar (2010, p. 274), argues that there are five generic structures of narrative text:

* + - 1. Orientation : where the reader is told *who* is in the narrative, *what* is happening, *when* it is happening and *where* it is happening;
      2. Complication : where something happensthat trigers *off* a whole series of events, thus *complicating* the narrative;
      3. Sequence of events : where the reader is shown how the characters *react* to the complication, both in action and in inner thoughts;
      4. Resolution : where the complication is *resolved,* bringing the sequence of events to an *end*; and

In addition, Dardjis & Anwar (2010, p. 275), add the features of narrative text:

1. Characters, settings, and actions are described in detail (using adjectivals and adverbials);

2. Events are sequenced by means of connectores, examples *first, next, meanwhile, on Sunday*;

3. The past tense is normally used, except in the case of direct speech; and

4. Mainly action verbs are used (run, jumped) to described what happens, but other verbs are used to describe the mental states of participants (felt, thought) and also what they say (whispered, shouted, bellowed).

* + 1. **Concept of RSQC2 Technique**

In teaching reading, many strategies can be used by the teacher in the classroom. RSQC2 Technique is a technique in teaching reading that can help the teacher to improve students’ reading comprehension skill. According to Angelo and Cross (1993, p. 344) RSQC2 is a modular classroom technique in which teacher can use the whole thing or select individual components to administer. In this technique teacher guides students quickly through simple recall, summary, analysis, evaluation and synthesis exercises focusing on the material. From the theory above, the writer concludes that RSQC2 is an technique that used by the teacher to evaluate the students’ understanding, analysis, recall and synthesis about the material from the text that they have read. In this technique, teacher allows students to make summary about the material in the text based on their own words. If they have made a good summary, they have understood the material.

* + 1. **Advantages of RSQC2 Technique**

Angelo and cross (1993, p. 346), states that RSQC2 technique provides some advantages for both teacher and students.

1. First, it can helps the teacher in assessing the students’ comprehension related to the material.
2. Second, it helps teacher to give a good feedback on students work and activity.
3. Third, it is useful for the students to build their comprehension about the material and summarize the information by their own words.
4. Fourth, it helps students to improve their reading by making connection between their own ideas with information in the material.
   * 1. **Procedures of RSQC2 Technique**

Angelo and Cross (1993, p.344), proposed the teaching procedure of RSQC2 technique as follows:

1. Recall

Teacher asks students to make a list (in words or simple phrases) of what the recall as the most important, useful or meaningful points from the material. In this section, the teacher will show the reading text and the students will make a list in words or simple phrases about the important points of the text.

1. Summarize.

Teacher directs students to summarize as many of the most important points as they can into one summary sentence that captures the essence of the material. After having the list in words, the teacher asks the students to summarize the words in the list into one summary sentence about the text.

1. Question

Teacher then asks students to write one or two question that remained un answered of the text. For this section, the students will require to jot down one or two unanswered question.

1. Connect

Teacher asks students to explain (in one or two sentences written in as many minutes) the connection between the main point of the material and the entire course. And the teacher will ask the students to explain the summary of the text that they have made and the major goal of the course in this section.

1. Comment

Teacher invites the students to write an evaluative comment about the class. After listening to one or two students explanation, the teacher will invite several other students to write an evaluative comment about the class.

* 1. **Previous Related Study**

There were three previous studies which are related to writer’s present study as follows:

Firstly, the thesis which is entitled “Using RSQC2 method teaching reading comprehension of narrative text second grades students of junior high school Padang Sumatera Barat”, This study was written by Winarti in 2013. This study was conducted to see whether or not there was significant difference in reading comprehension achievement between who are taught by using RSQC2 and conventional method. The result of this study proved that there was a significant difference between the students who were taught by using the RSQC2 and conventional method.

There are similarities between the previous study and the writer’s presented study. The similarities are both writers are focused on reading and RSQC2. And the difference is on the sampling data.

Secondly, the thesis entitled “Improving the Reading Comprehension of the Eighth Grade students of SMP N 4 Pagaran” written Manalu in 2012. The objective of this study was to find out the improvement of students, achievement on reading comprehension through PQ4R technique. In analyzing the quantitative data, the mean of the students’ score for the test I cycle I was 53.62, the mean score of test II in cycle II was 73.28, the mean of test III in cycle II was 75.65. The conclusion is that PQ4R can improve the students’ achievement in reading comprehension narrative text.

There is similarity and differences between the previous study and presents study. The similarity is both studies focused on reading narrative text and the difference is use strategy, the previous related study PQ4R and the presents using RSQC2.

Finally, the thesis entitled “Improve Students’ Reading Comprehension on Narrative text by Using SQ3R to the Eighth Grade Students of SMP N 1 Srengat” written Intan in 2011. The aim of this study was to find out whether or not there was significant improvement in Reading Comprehension after the students of SMP N 1 Srengat were taught by Using SQ3R. The result showed that there was significant improvement (<.000) in students reading comprehension after they were taught using SQ3R strategy.

There are similarities and difference between previous study. The similarities are the sample of this study and reading. Both writer use the Eighth students and focused on reading and the difference is use strategy, the previous related study PQ4R and the presents using RSQC2.

* 1. **Research Setting**

This study is conducted in SMP NU Palembang. It is located on Jalan Ahmad Yani 9 Ulu Plaju Palembang South Sumatera Province. There are about 810 students from VII grade untill IX grade. In this study, the writer focused on doing research to the eighth grade students. In the eighth grade, there are five classes (VIII.1, VIII.2, VIII.3, VIII.4, and VIII.5) which consist of around 39-40 students in each class. Class VIII.2 (40 students), and VIII.3 (40 students) was chooses of the research.

Nahdhatul Ulama Palembang has many facilities. They are used to support teaching, learning and other school activities such as meeting room for teachers and others are sufficient. Furthermore, other facilities in the classroom as blackboards, desks, chairs, and others are good. SMP Nahdhatul Ulama Palembang owns sports facilities such as a futsal field and volley ball field and it is in good condition with some equipment. SMP Nahdhatul Ulama Palembang also provides indoor facilities that support the educational process at the school.

**CHAPTER III**

**RESEARCH METHOD**

This chapter presents: (a) method of research, (b) variables of research, (c) operational definitions, (d) population and sample, (e) technique for collecting data, (f) technique for analyzing data, and (g) technique for analysis the data.

* 1. **Research Method**

In this research, the quasi-experimental design was used. Fraenkel and Wallen (1990, p. 242) explain that quasi-experimental design does not include the use of random assigment. It means that the subject research was taken non randomly from the population but it was taken in all subjects from the group naturally. The pretest-posttest non-equivalent group design indicate that the experimental and control groups have not been equated by randomization-hence the term ‘non-equivalent’. In this research, the researcher has chosen pretest-posttest non-equivalent group design.

The figure is suggested by Cohen, Monion, & Morrison, (2007, p. 283) as follows:

Experimental Group O1 X O2

Control Group O3 O4

O1 : Pretest in experimental group

O2 : Posttest in experimental group

X : Treatment in experimental group by using RSQC2

O3 : Pretest in control group

O4 : Posttest in control group

* 1. **Research Variables**

In this study there are two kinds of variables, they are independent variable and dependent variable. According to Cresswell (2012, p. 121), independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.The independent variable of this study is RSQC2 technique.

Then, Creswell (2012, p.121), mentions that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. The dependent variable of this study is the narrative reading.

* 1. **Operational Definitions**

Operational definition is the ones that define a term by stating the action, process, or operational used to measure or identify examples of it.

To avoid misunderstanding, some terms used in this study is necessary to define. They are as follows:

1. **Reading**

Reading is the process of knowledge from the printed source. Reading is dynamic skill, so it need to practice and develop the reading skill to obtain improvement on reading activities.

1. **Narrative Text**

Narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myths, and epic) and its plot consists of climax of the story then followed by the resolution

1. **RSQC2 Technique**

This is one of the technique to help students learn about reading skill.RSQC2 technique is used to make someone able to comprehend the materials. In this study, the term of RSQC2 is defined as a technique that bring about the eighth grade of SMP NU Palembang better ability in reading comprehension.

* 1. **Population and Sample**
     1. **Population**

Fraenkel, et. al (1990, p. 66), says that a population is the group to which the results of the study are intended to apply. The population of this study all the eighth grade students of SMP Nahdhatul Ulama’ Palembang in the academic year 2014/2015. The eighth grade students consist of 5 classes, every class has 40 students. The total number of the eight classes is 200 students. So, there are 200 students used as population of the research. Then, population of the research is presented in table 1.

**Table 1**

**Population of the Study**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **CLASS** | **Male** | **Female** | **TOTAL STUDENTS** |
| **1** | **VIII 1** | **6** | **34** | **40** |
| **2** | **VIII 2** | **22** | **18** | **40** |
| **3** | **VIII 3** | **24** | **16** | **40** |
| **4** | **VIII 4** | **26** | **14** | **40** |
| **5** | **VIII 5** | **28** | **12** | **40** |
| **TOTAL** | |  |  | **200** |

*(Source: SMP Nahdhatul Ulama Palembang in academic year 2014/2015*

* + 1. **Sample**

Fraenkel, et. al. (2012, p. 122), state that sample is one of the most important steps in the study process is the selection of the sample of individuals who participate (be observed or questioned) which refers to the process of selecting these individuals. Then, Creswell (2012, p. 146), states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study, the writer used purposive sampling. According to Frankel, et. al (2012, p. 100), purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. In this technique of sampling, the researcher selects the participants because the average score are about same. The total sample of the this study is 80 students from 200 populations. 40 students as experimental taught using RSQC2, and 40 students as control group without treatment, and the writer chose both of class based on the result of pretest in mean score of descriptive statistic. The average pretest score of class VIII.3 is higher than VIII.2. Then the sample of this study presented in Table 2.

**Table 2**

**Sample of the Study**

|  |  |  |
| --- | --- | --- |
| NO | GROUP CLASS | TOTAL |
| 1 | VIII. 2 (experimental group ) | 40 |
| 2 | VIII. 3 (control group) | 40 |
| TOTAL | | 80 |

* 1. **Techniques for Collecting Data**
     1. **Tests**

According to Brown (2004, p. 3), test is a method of measuring a person’s ability, knowledge, or performance in a given domain. Based on the statement, the writer can say that test is conducted to measure the students’ ability or students’ learning achievement. In this study, the writer used pretest and posttest.

In collecting the data, the writer used reading comprehension test in the form of multiple choice. The total numbers of question are forty in multiple choice questions from each consist of four options namely (a, b, c, and d).There are some narrative texts in the test. The purpose of the test is to know the result in teaching reading by using RSQC2 method. The test items in the pretest were the same as those of protest, because the purpose of giving them is to know the progress of student reading comprehension scores before and after treatment**.**

1. **Pretest**

The pretest is the test that given before giving some treatments. According to Creswell (2012, p. 297), A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The purpose of giving pretest to the students is to know the students’ ability in learning writing before implementing RSQC2 technique.

1. **Posttest**

Posttest given after conducting treatment to experimental group taught using RSQC2 and no treatment for the control group. According to Creswell (2012, p.297), A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.

* 1. **Research Instrument Analysis**

Research instrument is test-question items designed for students’ pretest and posttest activities. The test-question items which are used for students’ pretest is the same as it is given for students’ posttest activities. Before they are implemented as research instrument, it should be analyzed or checked for their validity, readability, and reliability tests.

* + 1. **Validity Test**

Fraenkel et. al. (2009, p. 147), observe that validity is the most important idea to consider when preparing or selecting an instrument for use. To measure validity of the test, content validity is used. The writer checks curriculum and syllabus to analyze content validity. The term “validity” as used in research, refers to the appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. There are three kinds of validity test to be administered for research instrument. They are:

* + - 1. **Construct Validity**

Fraenkle, et. al.(2012, p.148), states that construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument. Furthermore, Brown (2004, p.25), states that construct validity is a major issue in validating large-scale standardized tests of proficiency. The writer ask his lecturers Winny A Riznanda, M.Pd as validator I, Benni Wijaya, M.Pd as validator II, and Eka Sartika, M.Pd as validator III, to estimate her instruments. The validator state that the instruments was appropriated to her research.

* + - 1. **Validity Test of Each Question Item**

Validity test of each questions item were used to indicate whether test item of the instrument in each question is valid or not. To know whether it is valid or not, the score of significant (t-output) should be compared with the score of t-table product moment.

Inorder to know the validity of each question item, the writer did try out the test item to 40 students (VIII.1) of SMP NU Palembang on March 18, 2015. The question consisted of 60 questions. To assess the validity test, the writer used Pearson Correlation Program in SPSS 16. From the result of analysis it was found that there were only forty one test item that could be used as the instruments. Therefore, nineteen test items were deleted. Nineteen test items were deleted because they were not valid, they were number 1, 2, 4, 5, 14, 15, 19, 21, 22, 24, 25, 26, 36, 38, 47, 48, 57, 58, 59. The result analysis of each questions item is displayed in Table 3.

**Table 3**

**The Result Analysis of Each Questions Item**

|  |  |  |  |
| --- | --- | --- | --- |
| **Test Items** | **Sig.(2-tailed) of Pearson Correlation** | **r-table** | **Result** |
| Item1 | 0 | 0.320 | Invalid |
| Item2 | .037 | 0.320 | Invalid |
| Item3 | .961 | 0.320 | **Valid** |
| Item4 | .101 | 0.320 | Invalid |
| Item5 | .278 | 0.320 | Invalid |
| Item6 | .340 | 0.320 | **Valid** |
| Item7 | .504 | 0.320 | **Valid** |
| Item8 | .587 | 0.320 | **Valid** |
| Item9 | .961 | 0.320 | **Valid** |
| Item10 | .815 | 0.320 | **Valid** |
| Item11 | .718 | 0.320 | **Valid** |
| Item12 | .650 | 0.320 | **Valid** |
| Item13 | .528 | 0.320 | **Valid** |
| Item14 | .280 | 0.320 | Invalid |
| Item15 | .161 | 0.320 | Invalid |
| Item16 | .870 | 0.320 | **Valid** |
| Item17 | .718 | 0.320 | **Valid** |
| Item18 | .718 | 0.320 | **Valid** |
| Item19 | .202 | 0.320 | Invalid |
| Item20 | .390 | 0.320 | **Valid** |
| Item21 | .228 | 0.320 | Invalid |
| Item22 | .001 | 0.320 | Invalid |
| Item23 | .594 | 0.320 | **Valid** |
| Item24 | .160 | 0.320 | Invalid |
| Item25 | .071 | 0.320 | Invalid |
| Item26 | .304 | 0.320 | Invalid |
| Item27 | .406 | 0.320 | **Valid** |
| Item28 | .504 | 0.320 | **Valid** |
| Item29 | .504 | 0.320 | **Valid** |
| Item30 | .900 | 0.320 | **Valid** |
| Item31 | .644 | 0.320 | **Valid** |
| Item32 | .793 | 0.320 | **Valid** |
| Item33 | .587 | 0.320 | **Valid** |
| Item34 | .505 | 0.320 | **Valid** |
| Item35 | .394 | 0.320 | **Valid** |
| Item36 | .168 | 0.320 | Invalid |
| Item37 | .393 | 0.320 | **Valid** |
| Item38 | .047 | 0.320 | Invalid |
| Item39 | .714 | 0.320 | **Valid** |
| Item40 | .483 | 0.320 | **Valid** |
| Item41 | .919 | 0.320 | **Valid** |
| Item42 | .483 | 0.320 | **Valid** |
| Item43 | .780 | 0.320 | **Valid** |
| Item44 | .870 | 0.320 | **Valid** |
| Item45 | .505 | 0.320 | **Valid** |
| Item46 | .779 | 0.320 | **Valid** |
| Item47 | .047 | 0.320 | Invalid |
| Item48 | .215 | 0.320 | Invalid |
| Item49 | .505 | 0.320 | **Valid** |
| Item50 | .340 | 0.320 | **Valid** |
| Item51 | .393 | 0.320 | **Valid** |
| Item52 | .779 | 0.320 | **Valid** |
| Item53 | .779 | 0.320 | **Valid** |
| Item54 | .393 | 0.320 | **Valid** |
| Item55 | .779 | 0.320 | **Valid** |
| Item56 | .961 | 0.320 | **Valid** |
| Item57 | .280 | 0.320 | Invalid |
| Item58 | .301 | 0.320 | Invalid |
| Item59 | .228 | 0.320 | Invalid |
| Item60 | .870 | 0.320 | **Valid** |

* + - 1. **Content Validity**

Fraenkel et. al. (2012, p.148), states that content validity refers to the content and format of the instrument. The content and format must be consistent with the definition of variable and sample of subject to be measured. In order to know if the content of the test item is appropriate, the writer checked the content of test to the curriculum and syllabus of the school and the result showed that the test is suitable and can be used. In this study the writer used four texts were taken from junior high school book. The test of specification table can be seen in Table 4.

**Table 4**

**Specification of Test**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Kompetensi Inti** | **Kompetensi Dasar** | **Indicator** | **Aspect** | **Material** | **Number of Item** | **Test** |
| Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar | Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar | Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount*  Mengidentifikasi berbagai makna teks *narrative / recount* | Main idea  Detail  Cause  Sequence    Inference | Narrative text  “Snow White “  The Rats and the Elephants  Cinderella  The Grasshopper and the Ants | 9, 13, 27, 33, 35  1, 2, 6, 18, 19, 22, 25, 28, 38, 40  3, 4, 5, 7, 11, 12, 14, 21, 34, 36,  15, 16, 18, 23, 29,  8, 10, 17, 24, 26, 30, 31, 32, 37, 29 | 5  10  10  5  10 |
| Total |  | | | | | 40 |

* + 1. **Reliability Test**

Reliability test is to measure whether research instrument used for pretest and posttest activities is reliable or not. Fraenkel and Wallen (1990, p.136) state that the test score is considered reliable whenever the reliability coefficient of test score should be at least 0.70 or preferable is higher.

To find out the reliability of the test, the writer tried out the test to the same students from the same school. The tests consisted of 40 questions. The students’ scores of try out analysis were displayed in appendix A.

Then, the test was analyzed by using in test is analysis using Split half found in SPSS 16 program. The result shows that the coefficient reliability of the reading test item was 0.731 which was higher than 0.70. Since the result of reliability of test was higher than 0.70, it can be concluded that reading test was reliable for this study. The result of reliability analysis measured using Guttman Split Half is displayed in Table 5.

**Table 5**

**Result of Reliability analysis Using split Half**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Number of Test** | **N** | **Pearson Correlation** | **Sig.** | **Result** |
| **1** | **Test 1** | **40** | **0.731** | **0.000** | **Reliable** |

* + 1. **Research Treatments**

Treatment refers to any process designed to find out that something is workable, effective, and valid. The writer conducted the experiment by applying RSQC2 technique to the sample, the eleventh grade students of SMP NU Palembang in the academic year 2015-2016.

Research treatments are designed for twelve meeting including pretest and posttest activities. The treatments is given in experiment groups. Before treatments are done in experiment group, readibility test of teaching materials should be done. Every week, the students get six meetings. Each meeting is 35 minutes. Every meeting is for treatment by giving them a narrative text.

* + - 1. **Readability Test**

Readability test is done to know the appropriate level of reading texts for students’ class level in comprehending the reading texts. It means that the readability test is done to put the reading texts in an appropriate class meeting based on the difficulty level of each reading text during research treatments. Readability test is measured using online readability test which is accessed *from http//www.readibility testFormula.com*.

There are seven categories in reading text level. They are: (a) very easy level whenever the result of flesch reading ease score is within 90-100, (b) easy text level whenever the result of flesch reading ease score is within 80-89, (c) fairly easy text level when the result of flesch reading ease score is within 70-79, (d) standard text level when the flesch reading ease score is within 60-69, (e) fairly difficult text level when the flesch reading ease score is within 50-59, (f) difficult text level the flesch reading ease score is within 30-49, (g) very confusing text level the flesch reading ease score is within 0-29. The result of text can be seen in Table 6. The result of analysis text treatment readability can be seen in Table 6, and the result of analysis text instrument readability can be seen in Table 7.

**Table 6**

**The Result of Readability test for Research Treatments**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Text Title | Text Type | Number of Sentence | Words per Sentence | Character per word | Flesh Reading case Score | Text Level |
| 1 | The Wind and the Sun | Narrative text | 56 | 3.2 | 3 | 96.5 | Very Easy |
| 2 | The Fox and the Crow | Narrative text | 61 | 2.5 | 4 | 94.4 | Very Easy |
| 3 | Why Do Hawks Hunt Chicks? | Narrative text | 53 | 3.5 | 4 | 93.5 | Very Easy |
| 4 | The Lion and the Here | Narrative text | 49 | 3.2 | 5 | 92.8 | Very Easy |
| 5 | The Donkey and the Wolf | Narrative text | 53 | 2.8 | 4 | 92.7 | Very Easy |
| 6 | Painting the Wall | Narrative text | 54 | 3.3 | 6 | 91.3 | Very Easy |
| 7 | The Ant and the Dove | Narrative text | 56 | 3 | 5 | 91 | Very Easy |
| 8 | The Lion and The Rabbit | Narrative text | 63 | 3.9 | 4 | 90 | Very Easy |
| 9 | Th Crow and the Oyster | Narrative text | 61 | 2.4 | 4 | 89.3 | Easy |
| 10 | The Lion and the Mosquito | Narrative text | 64 | 4.9 | 6 | 86.2 | Easy |

**Table 7**

**The Result of Readability Test for Research Instrument**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Text Title | Text Type | Number of Sentence | Words per Sentence | Character per word | Flesh Reading case Score | Text Level |
| 1 | Snow White | Narrative text | 6 | 5.1 | 6 | 92.6 | Very Easy |
| 3 | Cinderella | Narrative text | 7 | 5.2 | 5 | 85.7 | Very Easy |
| 4 | The Grasshopper and the Ants | Narrative text | 5 | 5.1 | 6 | 92.7 | Very Easy |
| 2 | The Rats and The Elephants | Narrative text | 8 | 6.3 | 5 | 76.5 | Fairly  Easy |

* + - 1. **Research Teaching Schedule**

Treatment was given after pretest. It is done to know the effect of students’ post-test. In this study the writer do treatment by using RSQC2 technique for experimental group and teacher method for control group. Experimental and control group were taught for 12 meetings with different text title, the teaching for both two group is the same, the difference is the strategy that was used. It is done to find out significant different reading achievement between the experimental group and control group. The text were taken from English book for junior high school, eighth grades with title “practice your English and LKS wajar”. The teaching schedule and time allocation for experimental group was presented in table 8.

**Table 8**

**Teaching Material for Research Treatment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Teaching Schedule | Reading Text | Text Type | Research Meetings | Time Allocation |
| 1 | 19 May 2015 | The Wind and the Sun | Narrative text | 1st | 2x40 |
| 2 | 20 May 2015 | The Fox and the Crow | Narrative text | 2nd | 2x40 |
| 3 | 21 May 2015 | Why Do Hawks Hunt Chicks? | Narrative text | 3rd | 2x40 |
| 4 | 22 May 2015 | The Lion and the Here | Narrative text | 4th | 2x40 |
| 5 | 23 May 2015 | The Donkey and the Wolf | Narrative text | 5th | 2x40 |
| 6 | 24 May 2015 | Painting the Wall | Narrative text | 6th | 2x40 |
| 7 | 25 May 2015 | The Ant and the Dove | Narrative text | 7th | 2x40 |
| 8 | 26 May 2015 | The Lion and The Rabbit | Narrative text | 8th | 2x40 |
| 9 | 27 may 2015 | Th Crow and the Oyster | Narrative text | 9th | 2x40 |
| 10 | 28 May 2015 | The Lion and the Mosquito | Narrative text | 10th | 2x40 |

* 1. **Techniques for Analyzing Data**

All of the data analyses were measured using SPSS version 16 software. The writer analyze the data from the test (pre-test and post-test) between two groups (experimental and control groups). In analyzing the data, the writer used some techniques as follows:

* + 1. **Data Descriptions**
       1. **Distribution of Frequency Data**

In distributions of frequency data, the students’ score frequency, percentage is achieved. In frequency statistic the writer was analyzed the pretest and posttest score in control group, and the pretest and post test scores in experimental group.

* + - 1. **Descriptive Statistics**

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students’ pretest and posttest scores in control and experimental groups.

* + 1. **Pre-requisite Analysis**
       1. **Normality Test**

According to Basrowi, (2007, p. 85) normality test is used to measure whether the obtained data normal or not. The data could be classified into normal when the p-output is higher than 0.05. In measuring normality test, one sample Kolmogorov Smrinov is used. The normality test is used to measure students’ pretest scores in control and experimental groups, and students’ posttest scores in control and experimental groups.

* + - 1. **Homogeneity Test**

Basrowi (2007, p. 106) state Homogeneity test used to measure the scores obtained whether it was homogen or not. He state that the score is categorize homogen when the p-output is higher than mean significant difference at 0.05 levels. The homogeneity test is use to measure students’ pretest and posttest scores in control and experimental groups.

* 1. **Hypothesis testing**

Independent sample t-test was used to compare the score of two independent groups on given variable. It measured a significant difference between two variables from students’ posttest score in experimental and control group. A significant difference is found whether the p-output lower than 0.05, and the t-output is higher than t-table (1.665).

**CHAPTER IV**

**FINDINGS AND INTERPRETATION**

This chapter writer presents: (a) findings and (b) interpretation.

* 1. **Findings**

The findings of this study were to find out (1) data descriptions, (2) pre-requisite analysis, and (3) testing hypothesis

* + 1. **Data Descriptions**

In data descriptions, distribution of frequency data and descriptive statistic were analyzed.

**4.1.1.1 Distribution of frequency Data**

In distribution of frequency data consist of (a) the result of pretest in experimental group, (b) the result of post-test in experimental group, (c) the result of pretest control group, and (d) the result of post-test in control group.

* + - * 1. **Students’ Pretest Scores in Experimental Group**

After the data from students’ pretest scores in control group was analyzed. It was found that the score 40 was got by 1 student (2.5%), the score 50 were by 5 students (12.5%), the score 55 were got by 10 students (25.0%), the score were got 56 was by 1 student (2.5%), the score 60 were got by 12 students (30.0%), the score 62 was got by 1 student (2.5%), the score 62.5 were got by 2 students (5.0%), the score 63 were got by 2 students (5.0%), the score 65 were got by 7 students (17.5%). The result of the pretest score in experimental group was described in Table 9.

**Table 9**

**Distribution Frequency Data on Students Pretest in Experimental Group**

| Valid |  | Frequency | Percent |
| --- | --- | --- | --- |
|  | 40 | 1 | 2.5 |
|  | 50 | 5 | 12.5 |
|  | 55 | 10 | 25.0 |
|  | 56 | 1 | 2.5 |
|  | 60 | 12 | 30.0 |
|  | 62 | 1 | 2.5 |
|  | 62.5 | 1 | 2.5 |
|  | 63 | 2 | 5.0 |
|  | 65 | 7 | 17.5 |
|  | Total | 40 | 100.0 |

* + - * 1. **Students’ Post-test in Experimental Group**

Result of students’ post-test score in experimental group was analyzed. It was found that the score 55 got by 1 students (2.5%), the score 65 were got by 6 students (15.0%), the score 70 were got by 15 students (37.5%), the score 75 were got by 8 students (20.0%), the score 80 were got by 8 students (20.0%), the score 85 were got by 2 students (5.0%). The result of the post-test score in experimental group was described in Table 10.

**Table 10**

**Result of Students’ Post-test scores in Experimental Group**

| Valid |  | Frequency | Percent |
| --- | --- | --- | --- |
|  | 55 | 1 | 2.5 |
|  | 65 | 6 | 15.0 |
|  | 70 | 15 | 37.5 |
|  | 75 | 8 | 20.0 |
|  | 80 | 8 | 20.0 |
|  | 85 | 2 | 5.0 |
|  | Total | 40 | 100.0 |

* + - 1. **Students’ Pretest Scores in Control Group**

After the data from students’ pretest scores in control group was analyzed. It was found that the score 50 were got by 2 students (5.0%), the score 55 were got by 3 students (7.5%), the score 60 were got by 12 students (30.0%), the score 62 was got by 1 students (2.5%), the score 65 were got by 18 students (45.0%), the score 67.5 were got by 3 students (7.5%), the score 68 was got by 1 students (2.5%). The result of the pretest score in control group was described in Table 11.

**Table 11**

**Result of Student’ Pretest Scores in Control Group**

|  | | | | | |
| --- | --- | --- | --- | --- | --- |
| Valid |  | Frequency | Percent | |
|  | 40 | 1 | 2.5 | |
|  | 50 | 5 | 12.5 | |
|  | 52.5 | 2 | 5.0 | |
|  | 55 | 2 | 5.0 | |
|  | 60 | 14 | 35.0 | |
|  | 62.5 | 2 | 5.0 | |
|  | 65 | 14 | 35.0 | |
|  | Total | 40 | 100.0 | |
|  | |

* + - * 1. **Students’ Post-test scores in Control Group**

After the data from students’ pretest scores in control group was analyzed. It was found that the score 55 were got by 3 students (7.5%), the score 57 was got by 1 students (2.5%), the score 60 were got by 2 students (5.0%), the score 62.5 were got by 2 students (5.0%), the score 65 were got by 8 students (20.0%), the score 67.5 were got by 3 students (7.5%), the score 70 were got by 10 students (25.0%), the score 72.5 was got by 1 student (2.5%), the score 75 were got by 8 students (20.5), the score 76 was got by 1 student (2.5%), the score 85 was got by 1 student (2.5%). The result of the post-test score in control group was described in table 12.

**Table 12**

**Result of Students’ Post-test in Control Group**

|  | Valid | Frequency | Percent |
| --- | --- | --- | --- |
|  | 55 | 3 | 7.5 |
|  | 57 | 1 | 2.5 |
|  | 60 | 2 | 5.0 |
|  | 62.5 | 2 | 5.0 |
|  | 65 | 8 | 20.0 |
|  | 67.5 | 3 | 7.5 |
|  | 70 | 10 | 25.0 |
|  | 72.5 | 1 | 2.5 |
|  | 75 | 8 | 20.0 |
|  | 76 | 1 | 2.5 |
|  | 85 | 1 | 2.5 |
|  | Total | 40 | 100.0 |

* + - 1. **Descriptive Statistics**

In descriptive statistics, it analyses (a) the result of pretest in pretest group, (b) the result of post-test in experimental group, (c) the result of pretest in control group, (d) the result of post-test in control group.

* + - * 1. **Students’ Pretest scores in experimental Group**

After the pretest scores in experimental group was measured to 40 students of the sample, it was found that the score of minimum was 40, the score of maximum was 65, mean score were 58.0375 and score of Std Deviation were 5.58201. The result analysis of descriptive statistic in control group was illustrated in table 13.

**Table 13**

**Descriptive Statistics of Students’ Pretest Score in Experimental Group**

| **Descriptive Statistics** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| pretest\_ex | 40 | 40.00 | 65.00 | 58.0375 | 5.58201 |
| Valid N (listwise) | 40 |  |  |  |  |

* + - * 1. **Students’ Post-test scores in Experimental Group**

After the post-test scores in experimental group was measured to 40 students of the sample, it was found that the score of minimum was 55, the score of maximum was 85, mean score was 72.6250, and score of Std Deviation was 6.30298. The result analysis of descriptive statistic in control group was illustrated in Table 14.

**Table 14**

**Descriptive Statistics of Students’ Post-test Score in Experimental Group**

|  | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| post\_ex\_des | 40 | 55.00 | 85.00 | 72.6250 | 6.30298 |
| Valid N (listwise) | 40 |  |  |  |  |

* + - * 1. **Students’ Pretest scores in Control Group**

After the pretest scores in control group was measured to 40 students of the sample, it was found that the score of minimum was 50, the score of maximum was 68.00, mean score was 62.1500, and score of Std Deviation was 4.40017. The result analysis of descriptive statistic in control group was illustrated in Table 15..

**Table 15**

**Descriptive Statistics of Students’ Pretest Score in Control Group**

|  | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| pretest\_co | 40 | 50.00 | 68.00 | 62.1500 | 4.400171 |
| Valid N (listwise) | 40 |  |  |  |  |

* + - * 1. **Students’ Post-test scores in Control Group**

After the post-test scores in control group was measured to 40 students of the sample, it was found that the score of minimum was 55, the score of maximum was 85, mean score was 68.0750, and score of Std Deviation was 6.59113. The result analysis of descriptive statistic in control group was illustrated in Table 16..

**Table 16**

**Descriptive Statistics of Students’ Post-test Score in Control Group**

| **Descriptive Statistics** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| posttest\_co | 40 | 55.00 | 85.00 | 68.0705 | 6.59113 |
| Valid N (listwise) | 40 |  |  |  |  |

* + 1. **Pre-requisite analysis**

In pre-requisite analysis, normality test and homogeneity were analyzed.

**4.1.1 Normality Test**

In normality test, the students’ pretest score in control and experimental group, and the students’ posttest score in control and experimental group were analyzed by using Kolmogorov Smirnov.

* + - 1. **Student’ Pretest Scores in Experimental Group**

After the result to the 40 sample of the students’ pretest in experimental group was measured, it was found that the normality was 1.343. From the result of the output, it can be stated that the students’ score in experimental group was normal since it was higher than mean significant different at 0.05. The result measuring the normality was displayed in Table 17.

**Table 17**

**Normality Test of Students’ Pretest Scores in Experimental Group Using Kolmogorov Smirnov**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Result** |
| 1 | Experimental | 40 | 1.343 | Normal |

* + - 1. **Students’ post-test Scores in Experimental Group**

After the result to the 40 sample of the students’ post-test in experimental group was measured, it was found that the normality and experimental was 1.337. From the result of the output, it can be stated that the students’ score in experimental group was normal since it was higher than mean significant different at 0.05. The result to measuring normality was displayed in Table 18.

**Table 18**

**Normality Test of Students’ Post-test Scores in Experimental Group Using Kolmogorov Smirnov**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Students’ Post-test** | **N** | **Kolmogorov Smirnov** | **Result** |
| 1 | Experimental | 40 | 1.337 | Normal |

**4.1.1.3 Students’ Pretest Scores in Control Group**

After the result to the 40 sample of the students’ pretest in control group was measured, it was found that the normality was 1.843. From the result of the output, it can be stated that the students’ score in control group was normal since it was higher than mean significant different at 0.05. The result measuring the normality was displayed in Table 19.

**Table 19**

**Normality Test of Students’ Post-test Scores in Control Group Using Kolmogorov Smirnov**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Result** |
| 1 | Control Group | 40 | 1.843 | Normal |

* + - 1. **Students’ post-test Scores in Control Group**

After the result to the 40 sample of the students post-test in control group was measured, it was found that the normality was 885. From the result of the output, it can be stated that the students’ score in control group was normal since it was higher than mean significant different at 0.05. The result measuring the normality was displayed in Table 20.

**Table 20**

**Normality Test of Students’ Post-test Scores in Control Group Using Kolmogorov Smirnov**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Students’ Post-test** | **N** | **Kolmogorov Smirnov** | **Result** |
| 1 | Control Group | 40 | 885 | Normal |

**4.1.4 Homogeneity Test**

In homogeneity test, there were two parts that would be described, the Student’ pretest score in control and experimental group and students’ post-test in control and experimental group.

* + 1. **Students’ Pretest Scores in Control and Experimental Groups**

Based on measuring homogeneity test using Lavene Statistics, it is found that p-output was 142. Since it was higher than 0.05, it can be stated that the students’ pretest score in control and experimental group are considered homogeny. Then the result of measuring homogeneity test of students’ pretest in control and experimental groups was displayed in Table 21.

**Table 21**

**Homogeneity Test on Students’ Pretest Scores in Control and Experimental Groups**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Sig.** | **Result** |
| **1** | **Experimental and Control Group** | **78** | **142** | **Homogen** |

* + 1. **Students’ Post-test Scores in Control and Experimental Groups**

Based on measuring homogeneity test using Lavene Statistics, it is found that p-output was 945. Since it was higher than 0.05, it can be stated that the students’ pretest score in control and experimental group are considered homogeny. Then the result of measuring homogeneity test of students’ post-test in control and experimental groups was displayed in Table 22.

**Table 22**

**Homogeneity Test on Students’ Post-test Scores in Control and Experimental Groups**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Students’ Post-test** | **N** | **Sig.** | **Result** |
| **1** | **Experimental and Control Group** | **78** | **945** | **Homogen** |

* 1. **Result Analysis in measuring a significant difference on students’ reading comprehension taught using RSQC2 technique and teacher’s method SMP NU Palembang**

In this study, independent t-test was used to measure the significant difference on students’ comprehension taught using RSQC2 and taught using teacher’s method. The analysis result of independent sample t-test is displayed in Table 23.

**Table 23**

**Result Analysis in Measuring a Significant Difference on Students’ Reading Comprehension Taught Using RSQC2 Technique and Teacher’s Method SMP NU Palembang**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RSQC2 Technique and Teacher’s Method of SMP NU Palembang** | **Independent Sample t-Test** | | | **Ho** |
| **T** | **Df** | **Sig (2-tailed)** |
| 3.155 | 78 | 0.002 | Rejected |

From the table analysis, it was found that the p-output was 0.002 and the t-value was 3.155. since the p-output was lower than 0.005 level and t-value was higher than critical value of t table (1665), it can be stated that there was a significant difference on students’ reading comprehension taught using RSQC2 technique and teacher’s method at the eighth grade students of SMP NU Palembang.

* 1. **Interpretation**

From the findings above, some interpretations were made as follows:

First, in doing this research, there were ten reading texts with different titles and the treatments have been done in 10 meetings, during the treatment RSQC2 technique has been applied by researcher, some problem that happened in the classroom, the first meeting the researcher found that the students had low motivation about reading, so for the first meeting the writer just focus on giving students motivation on reading. The writer applied the strategy to help the students to find the main idea in the text, to determine the meaning of unfamiliar word and to find explicit information.

Although the information was clear in the text, most of the students still had problem in allocating the answer question. In addition during learning process, there were some male students who made noise. Since they spoke in a loud voice, the other students tended lose their focus easily, and the room become less conducive for teaching and learning process. In doing research in experimental group showed that Recall, Summarize, Question, Connect and Comment (RSQC2) technique is the new strategy for the students. Regarding the previous meetings, the fourth and the next meetings, the teaching and learning process ran better, because the students had to understand what they should do to comprehend the text, start from make a list of difficult words as the important and useful or meaningful points from the text, and make a an opinion about the text. The students looked accustomed to RSQC2 strategy and make them feel enthusiasm, the class was more active than previous meetings, and they can relate their prediction to the text, it can make them easier to comprehend detailed information from the text.

It indicates that RSQC2 technique has significant difference in teaching reading comprehension in narrative text to the eighth grade students of SMP NU Palembang. It could be interpreted that there was a significant difference on students’ posttest score taught by using RSQC2 technique. According to Angelo and Cross (1993, p. 344) RSQC2 is a modular classroom technique in which teacher can use the whole thing or select individual components to administer. In this technique teacher guides students quickly through simple recall, summary, analysis, evaluation and synthesis exercises focusing on the material. From the theory above, the writer said that RSQC2 is a technique that used by the teacher to evaluate the students’ understanding, analysis, recall and synthesis about the material from the text that they have read. In this technique, teacher allows students to make summarize about the material in the text based on their own words. If they have made a good summary, they have understood with the material.

**CHAPTER V**

**CONCLUSSION AND SUGGESTION**

This chapter presents: (a) conclusion and (b) suggestions based on the findings and interpretation in the previous chapter.

* 1. **Conclusion**

Based on the findings and interpretation in the previous chapter, it can be concluded that there was significant difference from students’ posttest score in experimental and control group taught using RSQC2 technique and control group taught using teacher’s method. The result of teaching narrative text achievement in experimental group was significantly higher than control group. It can be seen from the result of experimental. So it can be concluded Ho (null hypothesis) was rejected and Ha (alternative hypothesis) was accepted. Although both of groups show the significant difference on students’ scores in experimental group was higher than the students’ scores in control group.

The experimental group got better reading comprehension achievement if it was compared to the students in control group. It could be seen from the means scores of each group where the mean scores of experimental group was 72.6250 and the means score of control group was 62.1500. Furthermore, students in experimental group, they could read the information in each paragraph to get better understanding of what it is about, apply their critical thinking and critical writing, find the question they formed. Start from make a list of difficult words as the important and useful or meaningful points from the text, and make an opinion about the text, that condition make they could focused well and flexible. Meanwhile, the students in control group could not read well, they tended to read based on the text that they had memorized. It could be seen from the result post-test after treatment got better progress in experimental group, but in control group the progress score was not so high. The researcher assumed that RSQC2 technique has increased the score in students reading comprehension because in can improve reading achievement of the students at SMP NU Palembang.

* 1. **Suggestions**

Based on the basis of the conclusions above and based on the study has been done. After implementing RSQC2 technique, the result of the reading test on the experimental group, shows the improvement after the treatment was conducted. So, the writer would like to give some suggestion as follows:

First, for the students the writer suggested can apply this strategy to active their prior knowledge and to build their idea in comprehending the text. Besides that, the students also should practice reading more. They should read kinds of books, especially English books.

Second, for the teacher the writer would like to share contribution for learning and teaching in order to develop the process of teaching and learning to be successful, especially in reading process. The used RSQC2 is a new solution for the teacher when they want to attract students’ attention.

Third, the researcher hopes that this strategy could be useful to other researcher to increase the students’ reading comprehension. It could also be reference to other researcher who take the research about teaching reading. The writer expects that through related study some innovation and improvement in teaching will be obtained.

Finally, the writer hopes that the result of this research can be useful contribution for educational department and for the reader. Hopefully, the reader will have more information and valuable suggestion about the use of RSQC2 technique in teaching reading.

**REFERENCES**

Angelo, T., & Cross, K. P. (1993). *Classroom assessment techniques*. San Francisco, CA: Jossey-Bass

Basrowi, & Soenyono. (2007). *Metode analisis data sosial.* Kediri: Cv Jenggala Pustaka Utama.

Berry, (2005). *Teaching reading around the world*. Netherlands: IEA.

Braine, G. (2011). *Teaching English to the world: History, curriculum and practice*.Mahwa, NJ: Lawrence Erlbaum Associates, Inc.

Brown, D. H. (2007). *Teaching by principles An interactive approach to language pedagogy*. London, UK: Routledge

Brown, D. H. (2007). *Principles of language learning and teaching.* Englewood Cliffs, NJ : Prentice hall

Creswell, J. W. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.

Cohen, L., Manion, L., & Morison, K. (2007). *Research Methods in Education* (6th ed.). New York, NY : Routledge.

Dardjis, D. F. S. & Anwar, A. (2010). *English SMA/MA grade XI natural and social science programmes.* Jakarta: Bumi Aksara.

Fraenkel, J. R. & Wallen, N. W. (2012). *How to design and evaluate research in education* (8th ed.). San Fransisco, CA: McGraw Hill, Inc.

Fraenkel, J. R. & Wallen, N. W. (1990). *How to design and evaluate research in education*. San Fransisco, CA: McGraw Hill, Inc.

Harmer, J. (2007). *How to teach English*. England: Pearson Longman.

Heaton. (1991). *Writing English language tests (new edition).* London, UK: Longman, Inc.

Intan, I. S, (2011). *Improving Students’ Reading Comprehension on Narrative Text by Using SQ3R Technique*. Unpublished Paper, Universitas Tanjung Pura

Keraf, G. (2001). *Argumentasi dan narasi*. Jakarta: PT. Gra. Madia.

Kyzykeeva. (2006). Teaching reading an in EFL classroom. London, UK: Routledge

Linse, C. (2006). *Practical your English teaching young learners*. New York, NY: Mc.Graw Hill Companies.

Manalu, M. (2012). *Improving Reading Comprehension by Using PQ4R of the Eighth Grade Students of SMP N 4 Pagaran*. Unpublished Paper, FMIPA Universitas Negeri Medan, Medan.

McNamara, D. S. (2007). *Reading comprehension strategy*. New Jersey, NJ: Lawrence Earlbaum Assosiated, Inc.

Pang, S. E., & Michael, L. K. (2003). *Teaching Reading.* Switzerland: The International Academy Education, IAE.

Pardiyono. (2007). *Teaching genre based writing*. Yogyakarta: CV. Andi Offset.

Phatak, O. (2010). *Teaching Reading Comprehension*. Retrieved From http://www.buzzle.com/articles/teaching-reading-comprehension.html

Richard, J. C. & Renandya, W.A. (2002). *Methodology in language teaching an methodology of curient practice.* New York, NY: Cambridge University.

Ruddell, M. R. (2005). *Teaching content reading and writing* (4th ed.). San Fransisco, CA: Wiley.

Siregar, S. (2011). *Statistika descriptive untuk penelitian*. Jakarta: PT Raja Grafindo Persada

Someto, H. (2003). *Kiat menguasai bahasa asing*. Jakarta: Puspa Swara

Wilhelm, J. (2012). *Understanding reading comprehension*. Singapore: Scholastic, Inc.

Winarti, D. (2010). *Teaching Reading Comprehension Narrative Text at Second Grade Students of Junior High School Padang Sumatra Barat*. Unpublished Paper. STKIP Padang Sumatra Barat

Yudantoro. E. (2010). *Rangkuman Bahasa Inggris SMA.* Jakarta: Gagas Media.