

**THE EFFECT OF PROBABLE PASSAGE STRATEGY  
IN TEACHING READING A RECOUNT TEXT TOWARD STUDENTS'  
READING COMPREHENSION AT SMA N 2 PAYAKUMBUH**

**THESIS**

*Submitted as Partial Fulfillment of Requirements to Obtain  
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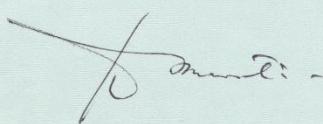
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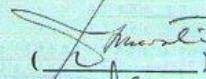
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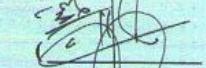
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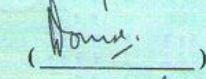
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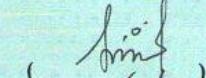
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## ABSTRAK

Fadilah, Rahmi. 2015. “ The Effect of Using Probable Passage Strategy in Teaching Reading a Recount Text Toward Students’ Reading Comprehension at SMA N 2 Payakumbuh”. *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini dilakukan di SMAN 2 Payakumbuh untuk mengetahui apakah ada pengaruh positif dari strategi *probable passage* dalam memahami teks *recount*. Jenis penelitian ini adalah penelitian eksperimen dengan desain yang disebut *non-equivalent control group*. Populasi dari penelitian ini adalah siswa kelas X SMA N 2 Payakumbuh tahun ajaran 2013/2014 yang terdiri dari sepuluh kelas. Sampel penelitian ini terdiri dari dua kelas yaitu X MIA 4 sebagai kelas eksperimen dan XI MIA 7 sebagai kelas control dengan menggunakan teknik cluster sampling. Instrument yang digunakan adalah *reading comprehension test*. Tes dilakukan sebanyak dua kali; *pre-test* dan *posttest*.

Data dari penelitian ini berupa nilai *reading comprehension test* siswa dari kedua kelompok sampel yang dianalisis secara statistik menggunakan rumus *t-test*. Ditemukan bahwa *t*-hitung sebesar 5,64 sedangkan *t*-tabel sebesar 1,9994, yang berarti *t*-hitung > *t*-tabel pada taraf signifikansi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan strategi *probable passage* dalam pembelajaran dapat memberikan dampak yang lebih baik terhadap kemampuan siswa dalam memahami bacaan dari pada strategi *brainstorming* yang biasa digunakan oleh guru.

Kata kunci : *Probable Passage*, Pemahaman membaca, teks *recount*

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Pre-reading is one of the stages in teaching reading that must be done by teacher and students in order to begin a reading section. According to Yopp (2001:18) pre reading activity will help the students to connect their background knowledge with the real text. If the students can connect with the text, including the idea, information, or what the text will talk about, it will help them to comprehend the text itself. Therefore, pre-reading activity is important for the students to comprehend the text easily.

There are many pre reading strategies that teachers usually use. One of them is predicting strategy which is used by the teacher in order to introduce the text to the students. Smith in Debat (2006:12) mentions that “predicting is core of reading.” All of core idea and information that the text will talk about, it will be informed in predicting strategy before the students are introduced to the real text. Therefore, before reading, the student should have a prediction about what they are going to read and understand as well as comprehend about the text in the reading section. In addition, McWhorter (2009:33) says that prediction is made based on people experiences about what they are going to read, as well as their background knowledge and also familiarity with the topic. If the students have something in their mind, such as what this text will be about or what will happen in the text, it will be easier for students to get the point of the text and also ge

general idea about the text itself. Thus, it can increase their comprehension in reading section.

Regarding of what Debat and McWhorter say about predicting strategy, predicting has advantages to increase the reading comprehension of the students. Based on the preliminary research in school, the teacher uses predicting strategy as a pre reading activity to the students in order to help them to achieve comprehension. The predicting strategy that the teacher used is brainstorming. Brainstorming is one of the predicting strategies that use the work of brain to introduce a text. The teacher uses pictures and words as a brainstorming media in school.

Brainstorming strategy has several advantages in teaching reading. First, brainstorming strategy provides an easy and quick class activity. According to Osborn in Reiss (2012:56) brainstorming strategy is a strategy that is used to introduce a new topic with asking students to think about and tell what they are already know about the topic before it is actually introduced. The teachers only need picture or words to introduce the topic before the students get the real text in the reading section. It makes the class activity in brainstorming strategy easy and quick, but still gives a contribution to learning process.

Second, the brainstorming strategy encourages student's creative thought. This strategy encourages students to think creatively, the students will think out of the box to share their ideas about the text based on picture or words that is given by the teacher.

The last, brainstorming strategy makes students connected with the text. By using picture and words in this strategy, the student will have connection with the

text through prediction about what they are going to read in the passage that will be given by the teacher.

Even though the teacher has already used this brainstorming strategy as a pre-reading strategy, but that strategy is not really effective to increase the level of comprehension of the students especially in the genre of recount text. It can be seen through more than fifty percent of the students got under standard mark in reading section in midterm in the question about the text in recount text itself.

Recount text is a genre of text that is used to tell what happen in the past. This text has social function to retell event for the purpose of informing or entertaining. Because of that, in order to comprehend recount text, the students need to know several aspects which is important in recount text. The main aspects are vocabulary of the text and background knowledge of the text.

Based on the interview with to the teacher and student, there are several problems that they face in reading section especially in recount text. The first one is the students' lack of vocabulary. Students feel they will be difficult to comprehend a recount text when they have so many difficult words in the text. It is a line with a research that has been done by Palita Thongyon and Thanyapa Chiramanee (2011) about the effect of using picture, words, and questioning in brainstorming strategy as the strategy that teacher uses for pre-reading activity. The result of that research was found that the group that received the pre reading strategy by using pictures or word in brainstorming strategy performed significantly better than the group that received pre-reading questioning activity. However, the suggestion about this research is that brainstorming by using picture and also questioning cannot improve the students' vocabulary well.

The second problem is many students act as a passive reader when they read a recount text. According to Beers (2003:87) these students only open a book, look at words, and do not have prediction about what they are reading. The students only wait for instruction from the teacher in brainstorming strategy when reading a recount text; that means the teacher is active, but the students is passive. This passiveness will influence to their comprehension in reading a recount text.

Lastly, the students only have limited information about the recount text that can be measured by the teacher. At the beginning of the reading a recount text, the students have to have to activate their background knowledge of the text, so the students need wider information to comprehend in reading a recount text.

Based on explanation above, the researcher sees that probable passage as a predicting strategy can increase the comprehension level of the students in reading. Probable passage strategy is a strategy to learn reading through predicting which uses in pre-reading activity. This is an instructional strategy to teach reading through prediction, discussion, and writing that can help student to make prediction, access background knowledge, and increase the vocabulary about what might occur in reading. That is way in this research; it was used probable passage strategy in pre reading activity to increase the comprehension of the students especially in recount text in senior high school.

## **B. Identification of the Problem**

From the explanation above, there are some researchable problems that can be identified. The problem that would be solved is students 'reading comprehension is low. There are three main problem that cause students' comprehension in

reading is low; First, the students is lack of vocabulary, Second the students act as a passive reader, so they only wait for teacher instruction without being an active reader. The last, the students only have limited information about the text that can be measured by the teacher that means the students have lack of background knowledge of the text, so they are difficult to get reading comprehension.

### **C. Limitation of the Problem**

The discussion of this problem would be limited to see the better effect of using probable passage strategy than brainstorming strategy in teaching reading at grade X of SMA N 2 Payakumbuh. The text that was used in this research is recount text. This text is taught in grade X at SMA N 2 Payakumbuh where the researcher conducted this research.

### **D. Formulation of the Problem**

The problem of this research was formulated in the following questions: “Does probable passage strategy give better effect than brainstorming strategy toward students’ reading comprehension in senior high school?”

### **E. Purpose of the Research**

The purpose of this research is to find out and explain whether there is a better effect of using probable passage strategy toward students` reading comprehension in senior high school.

## **F. Significance of the Research**

It is expected that this research will give contribution to the field of reading in English teaching and learning. There are two significances of the research; it can be seen theoretically and practically. First, theoretically, the theories of reading provide useful information to the reader about the use of probable passage strategy especially for recount text. Second, practically, the finding of the research may help teacher find solution to overcome problems in reading section by using probable passage strategy.

## **G. Definition of Key Terms**

1. Reading comprehension: The students 'ability to construct the meaning or important ideas of the text based on their background knowledge and experiences.
2. Probable passage strategy: An instructional strategy to teach reading through prediction, discussion, and writing that can help student to make prediction, access background knowledge, and increase the vocabulary about what might occur in reading.
3. Brainstorming strategy: A pre reading strategy to activate students' background knowledge by using brain through words, picture and question.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

As stated in the design of the research in chapter 1, this research is conducted to find out the better effect of using probable passage than brainstorming strategy in teaching reading a recount text at the grade X SMA N 2 Payakumbuh. Based on findings in the previous chapter, the researcher can support the alternative hypothesis ( $H_1$ ) and reject the null hypothesis ( $H_0$ ). In the other word, it can be concluded that probable passage strategy gives better effect than brainstorming strategy toward students' reading comprehension of grade X SMA N 2 Payakumbuh enrolled in 2014/2015 academic year when reading a recount text.

#### **B. Suggestions**

Based on the research done, it has been proven that the use of probable passage strategy gives positive effect toward students' comprehension in reading a recount text. However, there are several suggestions to English teacher and the next researcher, as follow:

1. It is expected that teachers can teach and help students to use probable passage strategy in reading in order to be strategic readers.
2. It is expected to the next researchers who apply probable passage strategy not only for recount text but also to another text that suitable with probable passage's frame such as descriptive and narrative.

3. For the next researchers, it is suggested to have more meetings to achieve better result. It is also suggested to do research at the beginning of the semester so that the continuation of treatment will not be disturbed.

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