THE EFFECT OF USING SOMEBODY WANTED BUT SO THEN (SWBST) STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT SMAN 1 JETIS

THESIS

By

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ABSTRACT

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Key Word: Reading Comprehension, Narrative Text, and Somebody Wanted But So Then (SWBST) Strategy

This research was conducted based on several reasons. First, students still face some problem with their capacity in comprehending. They only read the text but didn't comprehend the meaning of the text. The result is they cannot find the topic and the explicit information from the text. Second, students are more concerned with answering questions than obtaining the information contained in the text. They only need answers to the questions given by the teacher. Another reason is the teacher did not apply varied strategies that make them underestimate reading activities. Therefore, SWBST is considered strategy to apply in teaching reading comprehension. The chart will help to identifying the plot element, conflict and resolution. It will make them easily take information from the text.

The research statement of this research is as follow: Is there any significant difference effect in reading comprehension of narrative text between students who are taught by using SWBST Strategy and who are not taught by using SWBST Strategy at the tenth-grade students of SMAN 1 Jetis? The objective of this study is to find out the significant difference score in reading comprehension of narrative text between students who are taught by using SWBST Strategy and who are not taught by using SWBST Strategy at the tenth-grade students of SMAN 1 Jetis

This research was conducted in SMAN 1 Jetis. It applied quantitative research. The design was quasi- experiment. Control and experiment class was used in this research. The population was tenth-grade students and took 52 students as sample that divided into clusters. The researcher collected the data using test and document. After completing the data, researcher fulfill the indicators and calculated of the hypothesis used t-test formula.

The result of the research showed the value of t_0 is higher than t_t . With df=50 and in 5% significance value is obtained (3.640 > 2.009). So Ha was accepted and Ho was rejected. It can be concluded that there is any significant effect of using Somebody Wanted But So Then (SWBST) strategy on students reading comprehension of Narrative Text at SMAN 1 Jetis. In order for the teaching and learning process to get the maximum result, teachers must use the right strategy so

that goal of learning can be realized. One of which is by used SWBST strategy in reading comprehension.

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iii

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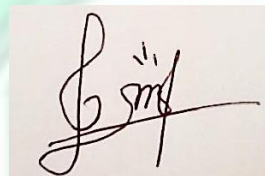
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CHAPTER 1

INTRODUCTION

A. Background of the Study

Reading becomes the main highlight of studying a foreign language. Through reading, we get many things like finding information that we want to find or just for pleasure our self. Therefore reading plays an important role.[1] Reading is followed by comprehension because to get information from the text the readers have been able to comprehend what they read. Reading comprehension is the process of making meaning from a text.[2] So, in reading activity readers, ought to understand which means from the text. Furthermore, Klinger state that reading comprehension is the process of conduct meaning from their background knowledge and fluency. Reading will be better if the comprehension is also good.[3] With comprehension, students surely will catch the background knowledge from the text. From the statement above, comprehension becomes an important skill if we want to catch the background knowledge when we read some text.

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[1] C.J Richards and A.W. Renandya, *Methodolgi Current Practice* (Cambridge: Cambridge University Press, 2002), p.273.

[2] Gary Wolley, *Reading Comprehension Assisting Children with Learning Difficulties* (London: Springer, 2011), p. 15.

[3] Janette K. Klinger, et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guliford Press, 2007), p.2

For this reason, students must be accustomed to reading. Through reading comprehension, it's very easy for students to obtain information from the text that they read. Understanding the content of the text is the goal of reading. Most of students can read fluently, but they are totally incapable understand the contents of the text. In other words, students were only concerned with the fluently and ignored the content of the text. For that, students must be able to catch the content of text so the purpose of reading can be achieved.

Based on preliminary research, the researcher discovers that the students still face the problem in reading. First, they are lack potential in reading comprehension especially in narrative text. They are thinking that reading is not an interesting activity especially if the text is long it makes them usually don't have the desire to do it. From the observation in the class, the researcher found that students only read the text but didn't comprehend the meaning of the text. The result is when they finishing reading, they cannot find the topic and the explicit information from the text.

Second, most of students only focus on finishing the question related to the text than comprehend it. They did not try to express meaning from the text but only need answers to the questions. It makes them want to end their reading activity quickly.[4]

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[4] Observation in SMAN 1 Jetis, Ponorogo Regency on September 12th , 2019.

Third, Teacher didn't applied varied strategy in teaching reading comprehension. The researcher interviewed some students about the reading activity. In their opine reading English text is uneasy and makes them bored easily and the worse if they need to read more than one paragraph, they hard to catch the information. Reading learning activities are only passed by reading. The teacher did not provide a specific method or strategy for understanding reading and absorbing the information contained in the text. Students also did not receive special treatment to improve their reading ability. So they feel like reading is monotonous activities. The researchers also interviewed the English teacher there, Mrs. Sulikah. She revealed that students' attention to reading activities was lacking. Such students lack motivation when given that material. One of the students' complaints was that the text was too long to make students dislike it. She adds that students have difficulty with their reading and comprehending the text. Besides, the reason they still low in reading comprehension because they were not capable to realize the textual content well. In other words, they did not know what they read.[5]

Started from the problems, the thing that has to priorities is how to make students interested in reading comprehension. To make them realize the aims of reading and didn't just being able to answer the question. In this case, the teacher plays an important role in the learning process. Teachers as

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[5] Interview to Mrs.Sulikah. An English teacher of SMAN 1 Jetis on September 19th 2019.

facilitators must be able to create good leaning conditions and improve the ability of students to listen to the lesson and master the educational goals that they must achieve. To fulfill the goals, teachers are required to be able to manage the learning process. Teachers must be good at choosing the right strategy with learning material. So, the learning activity will be more interesting and enjoyable.

Somebody Wanted But So Then (SWBST) is one of the reading strategies that form in chart organizer. It has a different name, depending on their genre content being studied. It's useful for students who have difficulty in understanding reading. Somebody Wanted But So Then Strategy helps students understand the diverse plot factors of conflict and resolution. It can be done either during or after reading. Inactivity students have to complete a chart that identifies a certain point.[6] So it will help students generalize, find out the main idea also related to the cause and effect. Furthermore, According to Rich, Somebody Wanted But So Then (SWBST) is a simple strategy that helps students to summarize. This technique succeeds on both counts, and it's suitable for fiction texts.[7] It means that Somebody Wanted But So Then (SWBST) is helpful for students who are having difficulties in reading. They will easily take information from the text that they read.

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[6]June Preszler, *on target: more strategies to guide learning grade 4-12* (Rapid City: Black Hill special service cooperative, 2006), p. 18

[7] Rich Wormeli, *Summarization in Any Subject 50 Techniques to Improve Student Learning* (USA: Association for Suppervision and Curriculum Development, 2005), p.146.

Base on the explanation above, the researchers attempt to investigate the significant effect on student reading comprehension of narrative text between the student who is taught by Somebody Wanted But So Then (SWBST) strategy and who are not taught by using Somebody Wanted But So Then (SWBST) strategy at SMAN 1 Jetis. Therefore, the researcher wants to conduct research with the title **"The Effect of Using Somebody Wanted But So Then (SWBST) Strategy on Students' Reading Comprehension of Narrative Text at SMAN 1 Jetis"**

B. Limitation of the Study

To make the study deeper, there are limitations to the study:

1. The tenth-grade students of SMAN 1 jetis become the subject of this research.

2. The object of this study is the effect of using Somebody Wanted But So Than strategy on students' reading comprehension of narrative text.

3. Somebody Wanted But So Then (SWBST) strategy became a special treatment.

C. Statement of Problem

Based on the background of the study, the researcher formulates the research question:

Is there any significant difference effect in reading comprehension of narrative text between students who are taught by using SWBST Strategy and who are not taught by using SWBST Strategy at the tenth-grade students of SMAN 1 Jetis?

D. The objective of the Study

The objective of this study is to find out the significant difference score in reading comprehension of narrative text between students who are taught by using SWBST Strategy and who are not taught by using SWBST Strategy at the tenth-grade students of SMAN 1 Jetis.

E. Significance of the Study

The results of this study were expected to be useful:

1. Theoretically

   This study can be a reference for the theory especially in the significance of using SWBST Strategy in learning reading.

2. Practically

   a. For the teacher, they can apply this strategy during reading activity in the class. They can help the student enhance reading comprehension.

b. For the students, this strategy can increase their motivation to read English text and help them to comprehend the text well. They would feel enjoyable in reading English text

c. For the Researchers, it can be referenced for another researcher who wants to do the same subject research and solve them especially reading.

F. Organization of the Study

In making it easier for readers to understanding this research, here is the following organization of each chapter along with an explanation:

Chapter I: The introduction that explains the background of the study, and then focuses on study continues with the problem of the statement, objective, and significance of the study, for the last is an organization of the study.

Chapter II: Present review of related literature consists of theoretical analysis that explains like the nature of reading, the component of reading, reading comprehension, narrative text, the definition of Somebody Wanted But So Then (SWBST) strategy, the advantages of Somebody Wanted But So Then (SWBST) strategy, the process of Somebody Wanted But So Then

(SWBST) strategy. Continue with previous research that related, theoretical framework, and hypotheses.

Chapter III: The Research method. It explains about research design that used population and sample in the research, instrument, and technique of data collection, and data analysis.

Chapter IV: Research findings and discussion. Explain the location where used to do research, interpret the data that founded, analyze it then discuss the result.

Chapter V: Presents closing. It consists of a conclusion and recommendation.

CHAPTER II

PREVIOUS RELATED STUDY, LITERATURE REVIEW, THEORITICAL FRAMEWORK, AND HYPOTHESIS.

A. Previous Related Study

The researcher found out some studiesthat related to this research.

First, the research was conducted by Dian Tika Cahyanti. She conducted a thesis entitled "The Implementation of Somebody Wanted But So Then (SWBST) strategy in Increasing Students' Reading Comprehension Achievement at SMP Negeri 15 Bandar Lampung". The aim of her research is to find out whether there is an improvement in students' comprehension achievement after taught using Somebody Wanted But So Then (SWBST) strategy and which aspect of reading skills increased the most. The result of her research showed that there was an improvement in students' reading comprehension achievement after being taught using SWBS strategy. It is proven by the mean score that being increase from pre-test (28.50) to posttest (55.32). Supporting detail was finding as an aspect of reading skill that increases the most.[8]

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[8] Dian Tika Cahyanti, *"The Implementation of Somebody Wanted But So (SWBS) Strategy in Increasing Students' Reading Comprehension Achievement at SMP 15 Bandar Lampung"*, (Thesis, Lampung University 2016)

Second, the research was conducted by Suci Kumala Sari with the title "The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text". In this study Somebody Wanted But So Then (SWBST) strategy become one of a semantic mapping strategy in teaching reading comprehension. It's combined with list-group-level and think-aloud that used in narrative text. From her research, those strategies make the reading activity more interesting and enjoyable. The result was students reading comprehension achievement increase with these combination strategies. The result is t-value higher than the t_t (8.939>2.00). So it established that the employment of semantic mapping strategy is effective as a strategy to enhance teaching reading comprehension. [9]

Third, the research was conducted by Rahayu "the effectiveness of Somebody Wanted but so then strategy toward students' reading comprehension at senior high school". This research adding proves that SWBST is an effective strategy. While she does the research she faces the problem where the students are having difficulty in determining the detail of the text. It makes them did not get a clue of content from the story they read. After that, she applies this strategy to them. And the result they could get the

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[9] Suci kumala sari, *"the effectiveness of using semantic mapping strategy in reading comprehension at smpn 6 semarang"*, (Thesis Semarang State University, 2013)

clue of content from the story that they read. It's also making their reading achievement improve.[10]

The last is research with entitle " The Influence of Using Somebody Wanted But So Strategy toward Students' Reading Comprehension in Narrative Text at the Eighth Grade of SMPN 22 Bandar Lampung in The Academic Year of 2018/2019". The research was conducted by Rizki Anggraini. She applies Somebody Wanted But So strategy to solve the problem where the students reading is under average. In collecting the data she used multiple-choice tests and administering the pretest and posttest. After computed the data it was obtained that (Sign. < α= 0.027 < 0.05). In short, Somebody Wanted But So Strategy has influences in students reading comprehension.[11]

From the previous research above we can see that Somebody Wanted But So Then (SWBST) strategy is effective in reading comprehension. The difference is in the first previous research, the aim of research to know the implementation of Somebody Wanted But So Then (SWBST) in students reading comprehension achievement and aspects of reading that increase the

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[10] Tri Rahayu, *"The Effectiveness of Sombebody Wanted But So Then (SWBST) Strategy Toward Students' Reading Comprehension at Senior High School", (*Thesis STKIP PGRI Sumatra Barat, 2014).

[11] Rizki Amggraini, *"The Influence OF Using Somebody Wanted But So Strategy Towards Students' Redaing Comprehension in Narrative Text at The Eighth Grade of SMAN 22 Bandar Lampung in The Academic Year of 2018/2019",* (Thesis, State Islamic University of Raden Intan Lampung, 2019).

most. Meanwhile, this research has the aim to know the effect of Somebody Wanted But So Then (SWBST) on students' reading comprehension. Then, the difference in second previous research is her research used Somebody Wanted But So Then (SWBST) strategy as part of semantic mapping but this research only uses Somebody Wanted But So Then (SWBST) strategy to know the effect in students reading comprehension of narrative text. The last previous researches apply it in junior high school but in this research, it applies to senior high school.

B. Literature Review

1. Concept of Reading

a. Nature of Reading

Reading is essential for us due to the fact through reading we will add our insight and knowledge. Besides that, in order to find out which meaning of the text we also can train our brain.

Reading is a process of readers to construct meaning by combining facts from the text and their background knowledge.[12] Reading is an activity to gain specific information. Reading is an understanding of ideas, and a series of activities carried out by readers

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[12] Neil J. Anderson, David Nunan, *Practical English Language Teaching: Reading* (New York: McGraw Hill, 2008), p.2

and not just reading and answering questions. Reading is an intended process of information from the text and the knowledge possessed by the reads has a major role in forming meaning.

According to Morreillon, reading is a process that needs an excellent deal of observation and talent.[13] Grabe added that reading is the activity receiving and deciphering information encoding language from the printed text.[14] Based on the explanation above, reading is some steps of receiving the meaning from what they read. Reading an activity that needs a lot of practice it can't be done instantly and have to be conducted regularly to get the ability. If we examined more deeply reading is a complicated matter. Not only to say a word, but also must use visual, thinking, psycholinguistics, and metacognitive activities.

Robert rude add that reading isn't simply express the words, reading should continuously be that means obtaining process. Several children can read the words and passage perfectly, on the other side they are can't answer a question in making inferences for distinguishing the main ideas.[15] Each text has a different meaning. The

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[13] Moreillon, J, 2009, *Collaborative strategies for teaching reading comprehension* (American united atates of America: Library association, 2009), p.10

[14] William Grabe, *Reading In A Second Language* (New York: Cambridge University Press, 2009), p.57

[15] Robert Rude, et.el, 2015, *how to teach reading* (Entwisle: The Worit of Reading), p.10

more you read it meant you'll get better perceive. In another word, if you have a good reading habit you'll be easy to catch the information from the text. Starting the meaning whole of text then gathering the meaning of the context. Reading purposed to conduct the meaning of the text.

Based on that statement can conclude that reading is where understanding ideas become an important thing. Reading an activity in which a reader uses their cognitive act in a process to build the meaning and get information about the text.

b. **The Kinds of Reading**

The kinds of reading will help readers to know what the purpose of reading. There are kinds of reading:

1) Intensive reading is a sort of reading textual content to get knowledge. Intensive reading is pointed to the construction of reading text which takes in the classroom. This type is often called passage reading. The teacher asks students to extract the information from the genre text.

2) Extensive reading is when the readers usually read for pleasure and outside of the classroom. These reading types allow the students to select what they want to read and share their reading experience.

The reader will face longer text and try to require the ability to understand the overall meaning. They should focus on the overall comprehension of characters and events. The aim is just to get entertaining by the text.[16]

c. **The Purpose of Reading**

Reading activities basically aim to find and obtain messages or understand meaning through reading. The purpose of reading will affect the type of reading that is selected, for example, fiction or nonfiction.

According to Klinger, the aim of reading is to connect each word, vocabulary, spelling, then relate it to our previous experience so that meaning is formed.[17] In addition, Grabe and Stoller state that the purpose of reading as follows:[18]

1) Reading to search for simple information and reading to skim

Reading to search for simple information is general reading ability where we focus on scanning the specific word, information, or a few typical phrases.

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[16] Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Pearson Education Limited, 2007), p. 283-286.
[17] Janette K. Klinger, et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guliford Press, 2007), p.2
[18] William Grabe and Fredrica L. Stoller, *Teaching and Researching Reading,*(New York: Longman, 2002), p.11

Reading to skim is a useful skill and become part of many reading tasks. It needs combination strategies in guessing the important information.

2) Reading to learn from text

Reading to learn is commonly needed more carefully than general reading comprehension. In further, it makes stronger inference demands than general comprehension to connect text information with basic knowledge.

3) Reading to integrate information, write and critique texts

Reading to integrate information requires an additional decision about the importance of complementarity, supporting or conflicting information, and restructuring of a rhetorical frame to accommodate information from several sources. Meanwhile, both reading to write and reading to critique need skill to pick critique and create info from text.

4) Reading for general comprehension

Reading for general comprehension, once accomplished by a talented fluent reader, requires terrible speedy and illustration of main ideas and efficient coordination of many processes under restricted time.

From the statement above can be concluded that the purpose of reading is being able to capture messages, information, fact, or main ideas. More clearly if we want to understand what we read we have to read the detailed things.

d. The Component of Reading

According to Brown, there are some components of reading[19]:

1) Main idea (topic)

The main of paragraph is what the author wants you to know about the topic. The main idea usually expressed as complete thought and indicated the author message. Main idea can be in the beginning, middle or end of the paragraph.

2) Expression in context

Expression is the act of saying or showing how we feel using word or action. The examples of expression are happy, sad, disappointed and other.

3) Detail conclusion

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[19] H. Doglas Brown, *Language Assessment Principle And Classroom Practices* (San Fransisco: University Press, 2004), p. 206

Detail conclusion is implied detail of the text. In reading the readers is required to be able to conclude in detail about the text that has been read.

4) Grammatical features

Grammatical features are related to the grammar from the text, kind of text and tense that used.

5) Discovered for a specifically stated detail

Derail is a small part of something. Detail in reading itself understands the text fundamentally by finding things (information) in the text.

6) Discovered hidden fact

Text sometimes has information that is not directly written. So that it allows readers to find for themselves what kind of information a writer wants to tell.

7) Supporting idea

Supporting idea is a sentence that supports the main idea. Supporting idea helps explain or describe related to the main idea.

8) Vocabulary in the context.

Vocabulary is more than list of target language words but has intimately interrelated with grammar. It means that the reader could develop his guessing ability to the word which is not

familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

It can be concluding that in the beginning reading must be consent on the main topic. To the additional understanding of the text that students read they need to understand the detail of the textual content. Then they'll be confirming the detail of supporting ideas and what the vocabulary within the context is.

e. Teaching Reading in Senior High School

1). Diagnosis of Needs in Teaching Reading

Diagnosis needs or needs analysis is the first step to decide the purpose of teaching and what learners really need Learners' language needs maybe relatively easy to determine, particularly if learners need to learn a language for very specific purpose.[20]

The aspect that need to be achieved by students in the current 2013 curriculum there are religious, social, knowledge and skill competence. Basic competence in learning reading is student being able to identify social function, text structure and linguistic elements of text rather lengthy in the lives and activities of students

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[20] Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 52-53.

every day.[21] In 2013 English Curriculum is bringing back the true goal of English teaching, that is;

a) "Meaningfulness and communicative function". With the goal of English teaching is the development of communicative competence in the English language,

b) Shift from teacher-centered to students-centered.

c) Students learn the social function, text structure, and lexicon grammar.

d) Students learn English by observing, questioning, exploring, associating, and communicating.

e) Students use authentic or near-authentic texts, spoken and written from various sources.

f) Students can learn English from activities, real text, and using the language.

2). Formulating Specific Objectives in Teaching Reading

Specific objective describe the particular knowledge, behaviors, and skill that the learner will be expected to know in the end of course. The components of specific objective are performance, conditions, and criterion.

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[21] Permendikbud No. 64 tahun 2013, Standar Isi Pendidikan Dasar dan Menengah, 82

Based on that the indicators students must achieved in reading learning process are; identify the social function, structure of the text, linguistic element and capturing meaning in narrative text.

3). Selecting Content in Teaching Reading

The choice of a particular approach to content selection will depend on subject-matter knowledge, the learners' proficiency levels, and current views on second language learning and teaching, conventional wisdom, and convenience.[22]

4). Organizing Content in Teaching Reading

Syllabuses are predominantly concerned with choices necessary to organize the language content of a course. The condition of language need analysis is the direction how the syllabus planning project will go. Syllabuses itself consist of course expectations, requirements, ground rules, readings assessment, exam, and final project.

5). Selecting Activities in Teaching Reading

a) **Strategy**

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[22] Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 147-148.

Strategy is a way how teacher presenting language point to students. Teacher can applied varied strategy in teaching reading but must be appropriate one. A strategy that appropriate can make students develop their reading ability.

b) **Exercises**

In selecting exercise it needed special criteria and kinds of principles. This requires material developers to be able to determine the form of training that will be used first.

6). Evaluation

Evaluation is a disciplined inquiry to determine the worth of programs, procedures or objects. Evaluation is applied while research tends to be basic, produces information to make decisions and need have as its objective the generation of knowledge.

On Education Act number 66 mentioned that the result of evaluation supported many principles: objective, coherent, economical, transparent, responsible and instructive.[23] Then, in curriculum 2013, the most suitable technique to use is authentic assessment.

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[23] Permendikbud No. 66 tahun 2013, Standar Penilaian Pendidikan Dasar dan Menengah, 3.

2. Concept of Reading comprehension

Reading can be said as a process to get the information contained in the text. Reading comprehension is part of reading skills. Reading comprehension is an effort to grow and hone critical reading skills.

Reading comprehension is primarily a matter of developing applicable, efficient comprehension strategies.[24]According to Westwood, reading comprehension is a vigorous thinking process that reader design constructs meaning to form a deeper understanding of the fact that conferred in an exceedingly in a text. In his opinion reading comprehension is the skill in an understanding language in written form.[25] Comprehension is one of the important aspects of reading activities because comprehension can improve reading skills itself. So, reading comprehension can be interpreted as the ability to understanding the contents if reading. Reading and comprehension were related because the purpose of reading is to comprehend what has been read. The reading activity becomes useless if the reader can't understand what they read. Reading comprehension is how deep we

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[24] H. Douglas Brown, *Principles Of Language Learning And Teaching* (New York: Addison Wesley Longman Inc, 2000), p. 199

[25] Westwood, *What Teacher Need To Know About Reading And Writing Difficulties* (Australia: ACER press, 2008), p. 31

understand the text is not how fast we read it.[26] So if you can finish reading so quickly but don't know the essence then it will be useless.

Hirai state that comprehension means that we learn to read, learning to read is entirely different. Both learning's to read and reading to learn are essential, but reading to learn is the ultimate goal, particularly for content-area instruction.[27] The purpose is to make someone become critical reader so can perceive the full of the content. On leading to comprehension students need knowledge, abilities, and the right strategies. It is seen as the process where the writer writes their experience and want to make the readers get what they meant. If students can comprehend the text they will be good readers.

Furthermore, reading comprehension is the knowledge that readers get from arrange and extract of text.[28] Reading comprehension focus on increasing theoretically knowledge of the reading text. In another word, reading comprehension means understanding text conceptually. The ability of the reading comprehension of each reader

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[26] Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Intervention, and Technologies* (New York: Lawrence Erlbaum Associates, 2007), p.4

[27] Debra L. Cook Hirai, et. Al, *academic language/literacy strategies for adolescent : a "how to" manual for education* (New York: Routledge, 2010), p. 75

[28] John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension* (New Jersey: LEA Publisher, 2004), p.229

is different. It can be influenced by both internal and external factors. More like their interest, ability, the text level, or the situation.

Based on the statement above it can be concluded that reading comprehension is that comprehending or understanding the text that has been read. It related to the previous knowledge and strategy use that find main ideas, the meaning of the text, and information which contains in text.

3. **Concept of Narrative Text**

English has many genres of texts. Each of them has different characteristics too. In this research researcher only focus on the narrative text.

a. **Definition of Narrative Text**

Gamble and Yates state that Narrative text is part of an event that related to each other. The narrative is defined as the act, process, or skill of telling a story. Other than that, the story can the readers imagine it and can entertain them. It deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[29] It means that narrative is a text that gives information to readers about an event or something action. Narrative

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[29] N. Gamble & S. Yates, *Exploring Children's literarure* (New Delhi, India: SAGE Publication Inc., 2002) , p. 20

text is type of reading that contains a story. Narrative contains includes important story elements such as time, character, and events. The important thing in narrative text is time. The character is the subject discussed, while the event is the things experienced by the characters. In general, narrative is intended to affect an emotional aspect. Readers can imagine the story by themselves.

In addition, Narrative text is a time period of the recounting of events and the organizing of some relation among them.[30] In the text, there are time sequences where the characters get involved in various conflicts. The story is a result of imagination from the writer. In narrative text, the story starts from the introduction, collection of the problem until finding the resolution. The narrative text itself needing more focus in reading because has several events that connect. Furthermore, Pathan states that stories will develop students' informative skills, expand their language awareness, and also attract the students' attention.[31]

Narrative itself consists of 2 kinds, fiction, and nonfiction. Fiction is a story that comes from the imagination or the author's own

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[30] Andrew Tennett and Nicholas Royle, *An Introduction to Literature, Criticism and Theory (3ʳᵈ Edition)* (Britain: Pearson logman, 2004), p.293

[31] M.M, Pathan, *Advantages of using short stories in ELT Classroom and the Lbya EFL Learners' Perceptions toward them for developing reading comprehension skill* (Libya: The University of Libya, 2012), p. 26

experience. On the contrary, nonfiction is a story that actually happened in the past.[32] So, not all of narrative text is imagination. There is a story that really happened. It would be better if before we start reading we must know what kinds of narrative text we read.

From the statement above, Narrative is genre of the text that has a purpose to entertain readers. The plots are beginning with orientation then appear the complication and end with resolution or some time it added coda. Narrative text can be fictional or non-fictional.

b. Types of Narrative Text

Narrative text is difference in fiction and nonfiction. And here are some types of the story:

1) Fantasy is a fiction story where contains something that is out of logically. Usually, it's elated to magic, hero, special character, or something else.

2) Fable stories where animals can behaviors like humans. The story consists of some moral values.

3) Mystery is where focus on the character in solving some crime or the odd incident that happened in the plot of story. Here character

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[32] Santi V. Busemi, A Reader for Developing Writers (New York: Mc Graw-Hill Inc, 2002), p.341.

explains the event that leads to a clue, find the truth, and solve the problem.

4) Fairy tales is story where the event has really happened in the past or not.

5) Myth where the story about the word of supernatural or gods.

6) Realistic fiction is where the story is from author imagination but has possible to happen in the certain time and situation.

7) Folktale is a story that tells from generation to generation. The author is anonymized.

8) Legend a story that is considered to happen by the community. The story is perceived both by teller and listener.

9) Science fiction is story based on an imagination that development of science.

10) Romance where the plot is focused on romantic love.[33]

According to the statement, there are lot types of narrative text. The narrative text that will develop in this research is legend. Legend itself consists of some complex story plot and has its own moral message that is worth taking.

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[33] M. Anderson & K. Anderson, Text Types in English 2 (Machmillan Education Australia PTY, Ltd, 2003), p. 8.

c. **Generic Structure**

According to Gamble and Yates, there are four elements in narrative text:[34]

1) Exposition: the character are introduced and the scene is set

2) Complication: the complicated that the character must face. This revolves around conflicts or problems that affect the setting, time, and characters. The character in progress to reaching his/her goals.

3) Climax: the point of the story where the complicated in the highest.

4) Resolution: serve a solution for the complication. It this part the conflict can turn better or become worse.

In the short, narrative is a kind of text that tells a story which contains a series of event or chronology. The aim is to entertain readers.

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[34] N. Gamble & S. Yates, *Exploring Children's literarure* (New Delhi, India: SAGE Publication Inc., 2002) , p. 39

Table 2.1

Example narrative text and generic structure

Once upon a time, there was a beautiful princess named Dewi Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of the sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.	**Exposition**
The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to became a king in the future. She asked the King to send his daughter away. The King did not agree.	**Complication**
Dewi Mutiara called a black wizard tor curse Kadita. She wanted kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure the illness of his daughter. The King did not want her daughter to be a rumour, so he sent his daughter away.	**Climax**
The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feelings about her stepmother. She walked for almost seven days and seven nights. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam. Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or the Queen of South Ocean.	**Resolution**

d. **Language features of Narrative Text**

Each kind of text has its language features. The language features of narrative text are:

1) Frequently use action verbs

2) Temporal connective.

3) Form in the past tense.

4) Play the sentence structure.[35]

4. **Concept Somebody Wanted But So Then Strategy**

a. **Definition Somebody Wanted But So Then strategy**

Somebody Wanted But So Then (SWBST) strategy have several name, depending on their genre content being studied. The strategy is one of the examples of a graphic organizer. It's useful for students who have difficulty in understanding reading. Somebody Wanted But So Then Strategy helps students understand the diverse plot factors of conflict and resolution. It can be done either during or after reading. In the activity, students have to complete a chart that

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[35] Peter Knapp, Megan Walkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales, 2005), p.221.

identifies a certain point.[36] Furthermore, Rich states that Somebody Wanted But So Then (SWBST) is a simple strategy that can be used to help students summarize. This technique succeeds on both counts, and it's suitable for fiction texts.[37] It means that Somebody Wanted But So Then (SWBST) is helpful for students who are having difficulties in reading. While using this strategy students will easy to take information from the texts that they read. Students will be able to generalize, recognize cause and effect relationships, and find main ideas. The goals are to make the students understood the content of the story and can create a summary by their own statement.

Table 2.2

Somebody Wanted But So Then Strategy

Somebody	Wanted	But	So	Then
Who is the main character/person?	What did the character/person want?	What was the problem?	How did the character/person try to solve the problem?	What was the resolution/out coming?

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[36]June Preszler, *on target: more strategies to guide learning grade 4-12* (Rapid City: Black Hill special service cooperative, 2006), p. 18

[37] Rich Wormeli, *Summarization in Any Subject 50 Techniques to Improve Student Learning* (USA: Association for Suppervision and Curriculum Development, 2005), p.146.

From the explanation above it can be concluded that Somebody Wanted But So Then (SWBST) strategy can help students to identify the main idea of the text, recognize the cause and effect of the event that happened in the text. They can use this strategy as a guide when reading some text. In short, it can make students easy to understand the text well.

b. **Procedure Somebody Want But So Then (SWBST) Strategy**

According to Preszler, there are steps on Somebody Want But So Then (SWBST) strategy[38]:

Step 1:

Create the chart of Somebody Want But So Then (SWBST) strategy than select reading text. Asking students to create column chart: somebody (the main character), wanted (event), But (conflict/ problem), So (resolution), then (ending).

Step 2:

In the beginning, ask them to do it with a simple test where students can find the information for Somebody Want But So Then (SWBST) strategy.

Step 3:

Then let them do it independently after they practice as a class.

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[38] Ibid, p. 19

Step 4:

For the next step asking students to write summary paragraphs based on their charts.

In practice the researcher makes some modifications to the procedure this relates to situation and condition.

- Teacher explain tree basic element that all story has:
- The teacher explains about somebody wanted but so then strategy
- Students work in a team that consists of 4-5
- Teacher gives some story and student analysis the story with their team an fulfill notes using somebody wanted but so then
- The students asked to tell the event from the story and write it on the board.

c. **Advantages and disadvantages Somebody Want But So Then (SWBST) strategy.**

Advantages of Somebody Want But So Then (SWBST) strategy[39]:

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[39] Ibid, p.19

a) The strategy helpful the readers to determine an important part of the text and make a summary of it. So it very recommended for struggling readers.

b) Groups can help and explain different situation.

c) Students more active in class.

d) Students can get more information from the text and enthusiasm in reading discussion.

e) Students more understood the text.

In addition that is advantages of Somebody Want But So Then (SWBST) strategy on other side there disadvantages of this strategy. While they are read and write down the summary it will take a lot of time.[40] It will much better if before we begin activities we must know the available of the time.

C. Theoretical framework

Reading is an important process for students to get information. The students should be able to comprehend the text well so they can get the best and right information. But in fact, students have to face some problems in understanding the text. Any factor that can be problems like the level of text, the student's interest, and the teaching strategy.

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[40] Ibid, p.19.

One of the solutions from the problem is teachers could apply the suitable strategy that could increase their reading ability. Using chart organizer like Somebody Want But So Then (SWBST) strategy as a visible representation of text can make teaching and learning activity become fun, interesting, and pleasing within the class. This strategy effective to help students comprehend the text and make them take part in learning.

So by using this strategy, students will be able to find the representation of the concept, main idea, and relationship among the topic from the texts that they read. Then, they can comprehend the information from the text well.

D. Hypothesis

There are two hypotheses in this study that are alternative hypothesis and null hypothesis:

1. Ho : There is no significant score in reading comprehension between students who are taught using Somebody Wanted But So Then (SWBST) strategy and those who are not taught using Somebody Wanted But So Then (SWBST) strategy.

2. Ha : There is significant score in reading comprehension between students who are taught using Somebody Wanted But So Then (SWBST) strategy

and those who are not taught using Somebody Wanted But So Then (SWBST)strategy.

CHAPTER III

RESEARCH METHODS

A. Research Design

Research design is a way to conduct something that aims to guide the researchers. The researchers apply an experimental method to conduct this research. An experimental design is a general model that uses independent variables to get the result of the study.[41] The result of the study can be clearly explained, because researchers establish different treatment.[42] This design is very suitable to see the difference that it wants to measure between classes. This study using a quasi-experimental research design to find out the effect of using Somebody Wanted But So Then SWBST strategy toward reading comprehension. Quasi-experimental is a design that links the manipulation of independent variables without determines a random subject for treatment class.[43]

In this study using two groups, there are experimental and control groups. Both of them taught the same topic of the lesson. The difference is the experimental group was treated using Somebody Wanted But So Then

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[41] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *(8th edition), introduction to research in education,* (Canada: Wadsworth Cengange Learning, 2010), p. 301

[42] Jack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluate Reasearch in Education* (New York: McGraw-Hill Companies, Inc., 2012), p.11.

[43] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2012), p.309

(SWBST) strategy while the control group was treated without Somebody Wanted But So Then (SWBST) strategy. The researchers use pretest and posttest to make a judgment about the effect of the treatment.

Table 3.1
Quasi-Experimental Design

Class	Pre-test	Treatment	Post-test
Class Experimental	O_1	X	O_2
Class Control	O_1	-	O_2

Description:

O_1: The distribution pre-test

X: Treatment

O_2: The distribution post-test

Based on the rationalization above, this research used 2 classes of the tenth grade of SMAN 1 Jetis Ponorogo. X MIPA 2 as the experiment class while X MIPA 1 as the control class. The experiment class is a class that is taught using SWBST Strategy meanwhile control class is class that didn't taught using SWBST strategy. The researcher utilized pre-test and post-test in this research. In the experiment class, pre-test was utilized to comprehend the reading comprehension ability of the students before taught used SWBST strategy and post-test was utilized to measure the impact of SWBST strategy.

Besides that, in control class pre-test and post-test are used to measure the students' reading comprehension ability in which didn't taught used SWBST strategy.

B. Population and Sample

1. Population

Population is a collection of individuals with the same characteristic.[44] Population is overall of item approximately which statistics desired. The second semester of the tenth-grade students at SMAN 1 Jetis in 2019/2020 academic year chooses as population. There are 77 students in 3 classes.

Table 3.2
Population of the Research

NO	Class	Genders		Total
		Male	Female	
1.	X MIPA 1	7	19	26
2.	X MIPA 2	6	20	26
3.	X IPS	5	20	25
Total		18	59	77

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[44] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 142.

2. Sample

Sample can be said as a subgroup of the target population that aims to generalize it.[45] It concludes that a sample is a subset of the population. Based on the design of the research, the researcher has chosen a sample by using cluster random sampling. Cluster random sampling select based on the group not individually. All the members of the selected group have similar characteristics. Classrooms become a cluster of cluster sampling in education.[46] There were 2 classes as a sample. X MIPA 2 as the experimental and X MIPA 1 as the control class. Each of class consists of 26 students. The whole sample is 52 students.

C. Research instrument

1. The instrument of data Collection

Instruments are all the tools used to collect the data needed by researcher. A test used as the instrument of this research. A test could be a set of questions or exercises accustomed to the accomplishment or capability of the individual. The form of the test is multiple-choice items. After that, the test will be analyzed and given score. The test will be conducted to both sample class before and after the treatment. The test

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[45] Ibid., 142.
[46] Donald Ary et.al., *Introduction to Research In Education, 8th ed* (Belmont, CA:Wadsworth, 2010), 154

will consist of 30 questions. The question based on indicators of reading narrative text comprehension. The researcher used three-step of research: pre-test, treatment, and post-test. After constructing the instrument, the researcher will try the pre-test and post-test. The requirement of the instrument is valid and reliable. An instrument is valid and reliable if it measures what to be measured.

Table 3.3
Instrument indicators

No	Indicators	Number of Try out items	Number of Pretest item	Number of posttest item
1	Factual information of the text	1,2,3,4,5,6,9,10,11 ,13,15,16,17,18,19 ,20,22,23,25,26,28 ,29,30	1,2,3,4,6,8,10,11,1 2,13,15,16,17,19,2 0	1,2,3,4,6,8,10,11,12 ,13,15,16,17,19,20
2	The meaning of vocabulary from the text	12,21,24	7,14	7,14
3	Identify the reference from the text	7,14	4,9	4,9
4	Moral value from the text	8,27	5,18	5,18

Total items	30	20	20

In grading the students' work, the researcher mistreatment the standards as follows:

    a) 1 point to the right answer

    b) 0 point to the wrong answer

2. Validity and Reliability of the instrument

a. Validity test

Validity is an important quality of the test. Brown stated that validity suggests that the extent to those inferences made up of assessment outcomes are acceptable, meaningful, and helpful in terms of the aim of the assessment.[47] It means validity is instrument-level measurement. In all research methodology, validity is useful in eliminating many confounding variables.[48] In highlight make the study more accurate. Before the test was given to sample the researcher gave try out to students of tenth grade who are not chosen as a sample in this research. The aim is to obtain the validity and reliability of the

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[47] H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Longman, 2000), 22.

[48] Geoffrey Marczyk, David DeMatteo, David Festinger, *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc., 2005), p.158.

test. It can be qualified valid if it measured accurately what it was supposed to measure. To find out the validity of the test researcher using Pearson formula in SPPSS. The test can be categorized valid if the result of r-arithmetic > r-table. The result was presented in bellow.

Table 3.4
Item Validity of Instrument for Reading Comprehension Test

No Item	r-arithmetic	r-table	Qualified
1.	0.542	0.361	Valid
2.	0.763	0.361	Valid
3.	0.565	0.361	Valid
4.	0.366	0.361	Valid
5.	0.481	0.361	Valid
6.	0.763	0.361	Valid
7.	0.590	0.361	Valid
8.	0.544	0.361	Valid
9.	0.322	0.361	Invalid
10.	0.340	0.361	Invalid
11.	0.676	0.361	Valid
12.	0.529	0.361	Valid
13.	-0.224	0.361	Invalid
14.	0.815	0.361	Valid
15.	0.694	0.361	Valid
16.	0.555	0.361	Valid
17.	-0.043	0.361	Invalid
18.	0.454	0.361	Valid
19.	O.379	0.361	Valid
20.	0709	0.361	Valid
21.	0.446	0.361	Valid
22.	0.535	0.361	Valid
23.	0.490	0.361	Valid
24.	0.347	0.361	Invalid
25.	0.564	0.361	Valid
26.	-0.207	0.361	Invalid
27.	0.459	0.361	Valid
28.	0.342	0.361	Invalid
29.	0.407	0.361	Valid

30.	0.440	0.361	Valid

From the table, we can know that the test that consists of 30 question items that were examined before and got 23 items that were valid. Then, the invalid items were removed. Than 20 valid items was taken as the instrument.

b. **Reliability test**

Test reliability is outlined because the extent to that the result may be advised seamless and unchangeable.[49]It appoint to the consistency of the outcome of the test. During this context, it refers to the quantified accuracy of the test. In sum, it refers back to the consistency of the outcome of the result. The researcher uses reliability to measure the consistency, accuracy, dependability of scores from a tryout of pretest result. Cronbach's Alpha formula that computed by using SPSS 23 was used to know the reliability of the instrument. The result can be seen in the table below.

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[49] James Dean Brown, *Testing in Language Program a Comprehension Guide to English Language Assessment,* (America: McGraw-Hill, 2005), 175.

Table 3.5

Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.877	30

Based on the table the result showed that alpha was 0.877. Then the r_{table} at 5% grade of significance is 0.361. It can be conclude that $0.361 < 0.877$. In other words, the instrument was reliable because the value of $r_{obtained}$ was higher than r_{table}.

Table 3.6
The reliability coefficients

Reliability coefficient	Category
0.800 – 1.000	Very high
0.600 – 0.799	High
0.400 – 0.599	Sufficient
0.200 – 0.399	Low
0.000 – 0.199	Very low

Based on the table and seeing from the outcome of SPSS, the reliability value of the instrument was very high.

D. Data Collection Technique

1. Test

Test is a set of worksheets given to an individual to find out their basic response by giving those grades. This score as a standard for what want to be measure based on individual abilities.[50] The kind of test is a narrative reading question. The test was multiple choices which consist of 20 questions.

The test as given twice in both groups sample. First, they are given a pre-test. Pre-test is given before treatment and the students did not teach the material yet. It is to know their basic knowledge in reading. Second, students were given a post-test. Pro-test was given after treatment. It was aimed to measure the differences of the students' achievement in reading comprehension of the experimental class that taught using Somebody Wanted But So Then (SWBST) Strategy and control class that did not teach using that strategy.

2. Documentation

Documentation is an instrument of getting facts through annotation, transcript, books, newspaper, magazine, order paper, and

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[50] Donald Ary, et al, *Introduction to research in Education, 8ᵗʰ ed* (Canada: Wardsworth Cengage Learning, 2010), 201.

etc. Documentation is an authentic paper that contains facts.[51] It means that documentation supports the researcher to obtain the data to fulfill research. Documentation help researcher to get information about the detail of SMAN 1 Jetis

E. Data Analyzing Technique

In order to find out whether or not there is a significant effect of using Somebody Wanted But So Then (SWBST) strategy on students' reading comprehension the data were analyzed statistically. The first step is the fulfillment of the assumption than continue to analyze the data.

1. Fulfillment of the Assumption

a. Normality test

Normality aims to recognize the significant accuracy from the sampling distribution of what's being tested.[52] It means that this assumption is quantifying the normality distribution from both individual groups. Kolmogrov-Sminov from SPSS (*Statistical Packagefor Social Science*) 23 versions were using for normality of test. There are steps to do normality:

[51] A. S. Hornby, *Oxford Advance Learner's Dictionary. Sixth edition*, (New Delhi: New Age International (P) Ltd, 2006), p. 82.

[52] Andy Field, *Discovering Statistical using IBM SPSS Statistical 5th edition* (London: Saga Publication Ltd, 2009), p.325.

1. Open SPSS Program then fills the variable view with write down the name of the variable and then input the data.

2. Click analyze, choose Non-parametric test and click Sample K.S

3. Enter the data into test variable than click continue and Ok

The formulas are:

Ho= the categories of data have normal

Ha= the categories of data don't normal

And for the criteria acceptance of hypotheses test are:

Ho is accepted if Sig. $>\alpha = 0.05$

Ha is accepted if Sig. $< \alpha = 0.05$

b. **Homogeneity test**

Homogeneity means that the variance of the outcome variable ought to be strong in any respect tiers of the predictor variable. In short, as you undergo degrees of the predictor variable, the variance of the outcome is constantly.[53] The aim is to know the homogeneity of the data. Levena Statistics test formula by SPSS 23 version was used for this test. There is the step:

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[53] Andy Field, *Discovering Statistical using IBM SPSS Statistical 5th edition* (London: Saga Publication Ltd, 2009), p.333.

1. Open SPSS program, then fill the variable view with write-down X as a result pre-test or post-test and Y as the kind of class than enter the data.

2. The next steps Click analyze choose compare mean than click one way ANOVA

3. The last steps enter the X to the dependent list, Y to the factor list, and click option checklist homogeneity of variance test then Ok.

The formulas are:

H_0= the categories of data have homogenous

H_a= the categories of data haven't homogenous

And for the criteria acceptance of hypotheses test are:

If Sig. >α = 0.05 it means H_0 is accepted.

If Sig. < α= 0.05 means H_a is accepted.

2. Hypothetical Test

To investigate whether there is effect SWBST strategy on students' reading comprehension the researcher analyzes the data with independent sample T-test. The aim is to determine the mean between two independent groups with a specific value in the case of one-sample t-test.[54] SPSS

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[54] Ajai S. Gaur, Sanjaya S. Gaur, *Statistical Methods for Practice and Research a Guide to Data Analysis using SPSS* (New Delhi: Sage Publication, 2009), p.53.

(*Statistical Packagefor Social Science*) 23 version is media to do statistical computation. And here the steps:

1. Start with open SPSS, change the value in the variable view by changing the name, decimals, value, and measure. After that input the data.

2. Next, click analyze choose compare mean click independent after that click sample t-test.

3. Input the variable X *in test variables* and Y in *grouping variable* on the dialog box of an independent sample t-test.

4. The last click define groups write down 1 in *group 1* and 2 in *group 2*, then click continue and OK.

The hypotheses that proposed are:

Ho: There is no significant effect in reading comprehension between students who are taught using Somebody Want But So Then (SWBST) strategy and those who are not taught using Somebody Want But So Then (SWBST) strategy.

Ha: There is significant effect in reading comprehension between students who are taught using Somebody Want But So Then (SWBST) strategy and those who are not taught using Somebody Want But So Then (SWBST) strategy.

While the condition acceptance or rejection of hypotheses test are:

Null Hypothesis is accepted if $t_0 <$ t-table or Sig. $> \alpha = 0.05$

Alternative Hypothesis is accepted if $t_0 >$ t-table or Sig. $< \alpha = 0.05$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Location and Time of the Research

1. General Location

This research was done at SMAN 1 Jetis in the academic year 2019/2020. It is located on Sukawati street, Kutuwetan, Jetis, Ponorogo. These schools stand on 6.000 m^2 wide area. Currently, SMAN 1 Jetis have 8 classes with complete facilities, many laboratories, mosque, teacher office, library, yard, toilet, canteen, and other facilities that can make pleasure for all of the people at SMAN 1 Jetis. They have used K13 (Curiculum 2013). This curriculum makes students as learning center and teacher as facilitator. Besides that SMAN 1 Jetis is implementing a *double track* program. In this program, students are given additional skills in between teaching and learning activities.

In the educational process, this school was supported by professional educators. These have an effect on school performance in an effort to enhance the standard of education. SMAN 1 Jetis have 22 teachers and 8 official employees. SMAN 1 Jetis have 192 students in the academic year 2019/2020.

2. **Profile of SMAN 1 Jetis**

   a. **The profile of SMAN 1 Jetis**

   The Name of the School   : SMAN 1 Jetis

   The Address   : Sukawati street, Kutuwetan village at

   jetis district Ponorogo

   Contact   : (0852) 3140044

   Email   : smansatujetisponorogo@gmail.com

   Website   : sman1jetis-ponorgo.sch.id

   Graduated Accreditation : B

   Headmaster   : Drs. H. Mukh. Aslam Ashuri, M.M

   b. **Vision and Mission of SMAN 1 Jetis**

   Vision

   Graduates who become righteous, smart personality, cultured,

   scientist, independent person, and have a global-minded.

   Mission

   1. To make the faith and loyalty to the almighty God.

   2. Embody mutual respect and polite to the parents, teachers, and

      society.

   3. To make the ability to develop a culture of learning for self-

      improvement.

4. Realizing the ability to think logically, critically, creatively and

    innovatively as well as developing science and technology.

c. **Structure organization of SMAN 1 Jetis**

    The organization structure of SMAN 1 Jetis as follow

Table 4.1
The organization structure of SMAN 1 Jetis

1.	Headmaster	Drs. H. Mukh. Aslam Ashuri, M.M.
2.	Curriculum assistant	Sri Murdiati, S.Pd.
3.	Infrastructure assistant	Drs. Zaenal Fanani, S.Pd.
4.	Students assistant	Siti Rohmatin, S.Pd.
5.	Head of Library	Siti Rohmatin, S.Pd.
6.	Head of Manager	Heru Budi C, S. Pd.

3. **Research Schedule**

Table 4.2
Experiment Class Schedule

Date	Activities
February, 10th 2020	Pre-test
February, 14th 2020	First treatment
February 21th, 2020	Second treatment
February, 27th 2020	Post-test

Table 4.3
Control Class Schedule

Date	Activities
February, 10th 2020	Pre-test
February, 17th 2020	First meeting
February, 24th 2020	Second meeting
February, 27th 2020	Post-test

B. Data Description

The tenth grades of SMAN 1 Jetis Ponorogo in the academic year 2019/2020 become population with 52 students as a sample. Then the sample divided into 2 groups. Those were X MIPA 2 as experiment class who taught using SWBST Strategy and X MIPA 1 as control class who not taught using SWBST Strategy. Each group consists of 26 students.

1. Procedure of Experiment

In this research X MIPA 2 takes as experiment class. There are some procedures when doing research.

In the beginning, before starting the research pre-test was given to make students inhomogeneity. It forms of 20 multiple choice items consist of 4 narrative texts. With limited time (40 minutes). It was held on February, 10th 2020.

On February, 14th 2020 the first treatment of SWBST strategy was held. The material was a narrative text. They used SWBST strategy to read and comprehend the text. On February 21[th,] 2020 the next treatment held, the students still taught with the same strategy with different text.

The last, students was given a post-test. It was held on February 27th 2020. It aimed to know whether the SWBST strategy is work out or not in teaching reading comprehension.

2. Procedure of Control

For the control class, the researcher took X MIPA 1. In giving the material the researcher used a method that usually teacher use. The students were asked to read the text either aloud or silent after that they do assignment related to the text. The meeting, procedures, material and test were the same with the experiment class. The difference is that treatment was used in teaching.

In teaching reading usually teacher use the conventional method. It very helps in adding acknowledge. The weakness is the students will be bored and not interesting. There are steps in using the conventional method:

a) Students are given text and ask to read it.

b) They try to interpret the text meaning and answer the exercise.

c) The teacher and students examine the text together.

C. Specific Findings

1. Pre-test of Students' Reading Comprehension

Table 4.4

Students' Pre-test Score

No	Students Code	Pre-test	
		Experiment	Control
1.	St A	75	80
2.	St B	50	65
3.	St C	60	60
4.	St D	45	70
5.	St E	60	65
6.	St F	75	80
7.	St G	60	65
8.	St H	60	75
9.	St I	85	65
10.	St J	70	75
11.	St K	40	65
12.	St L	50	85
13.	St M	65	75
14.	St N	40	65
15.	St O	55	65
16.	St P	50	70
17.	St Q	80	60
18.	St R	80	70
19.	St S	65	75
20.	St T	80	70
21.	St U	70	60
22.	St V	80	75
23.	St W	85	70
24.	St X	50	50
25.	St Y	65	50
26.	St Z	80	75

The result frequency distribution pre-test of experiment class can be seen on the table below.
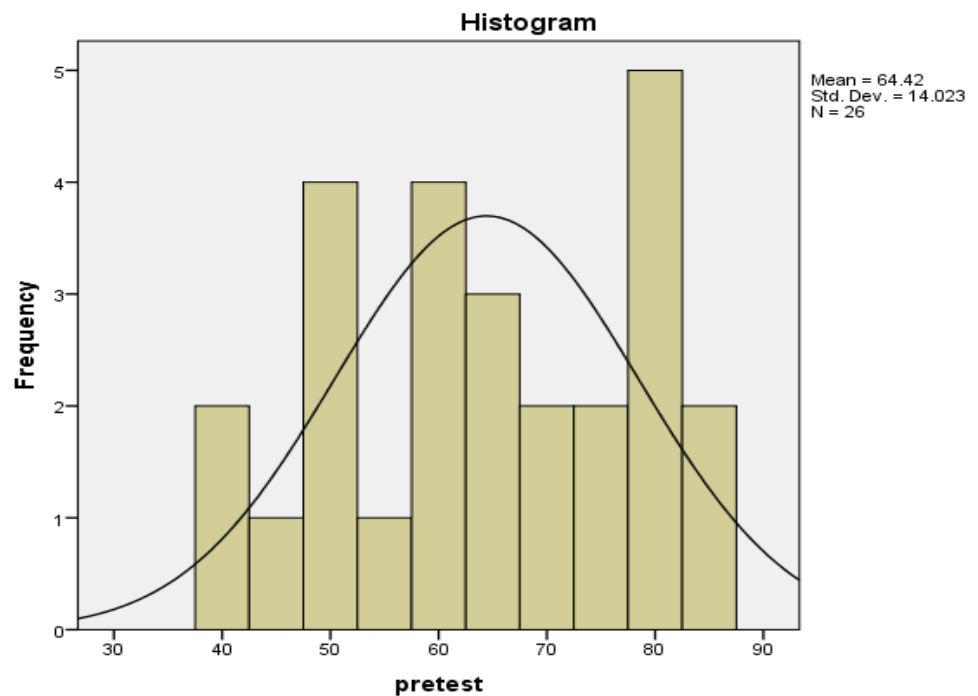
Table 4.5

Frequency Distribution Pre-test of Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	7.7	7.7	7.7
	45	1	3.8	3.8	11.5
	50	4	15.4	15.4	26.9
	55	1	3.8	3.8	30.8
	60	4	15.4	15.4	46.2
	65	3	11.5	11.5	57.7
	70	2	7.7	7.7	65.4
	75	2	7.7	7.7	73.1
	80	5	19.2	19.2	92.3
	85	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

From the table we can know that:

a. 2 students got score 40 (7.7 %)

b. 1 students got score 45 (3.8 %)

c. 4 students got score 50 (15.4 %)

d. 1 students got score 55 (3.8 %)

e. 4 students got score 60 (15.4 %)

f. 3 students got score 65 (11.5 %)

g. 2 students got score 70 (7.7 %)

h. 2 students got score 75 (7.7 %)

i. 5 students got score 80 (19.2 %)

j. 2 students got score 85 (7.7 %)

Figure 4.1
Histogram Pre-test of Experiment Class

From the histogram it founded Mean= 64,42 and SD= 14,023. The

categorized are:

a. Good   : > M + SD (64.42 + 14.023 = 78.44)

b. Medium   : Between M - SD to M + SD (50-78)

c. Low   : < M – SD (64.42 – 14.023=50.39)

Table 4.6

The Categorization Pre-test of Experiment Class

No	Category	frequency	percentage
1	Good	7	27%
2	Medium	16	61.5%
3	Low	3	11.5%
	Total	26	100%

The result of pre-test in experiment class show that 27% is categorized good, 61.5% is categorized medium and 11.5% is categorized low.

Meanwhile, the frequency distribution pre-test of control class can be seen on the table below.
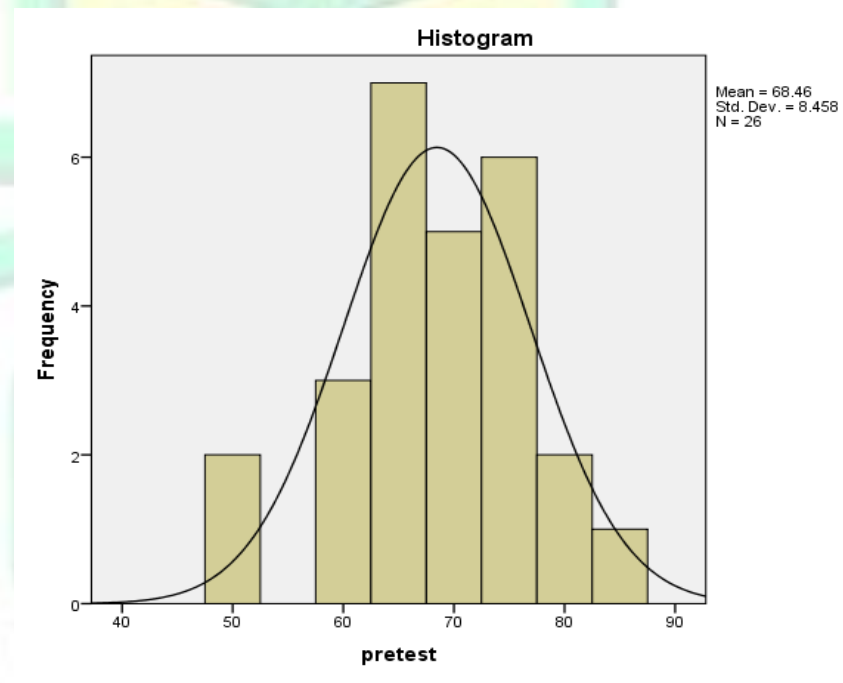
Table 4.7

Frequency Distribution Pre-test of Control Class

Pretest				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	7.7	7.7	7.7
	60	3	11.5	11.5	19.2
	65	7	26.9	26.9	46.2
	70	5	19.2	19.2	65.4
	75	6	23.1	23.1	88.5
	80	2	7.7	7.7	96.2
	85	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

From the table we can know that:

a. 2 students got score 50 (7.7%)

b. 3 students got score 60 (11.5%)

c. 7 students got score 65 (26.9%)

d. 5 students got score 70 (19.2%)

e. 6 students got score 75 (23.1%)

f. 2 students got score 80 (7.7%)

g. 1 students got score 85 (3.8%)

Figure 4.2
Histogram Pre-test of Control Class

From the histogram it founded Mean= 68,46 and SD= 8,456. The categorized are:

a. Good   : > M + SD (68,46 + 8,456 = 76,91)

b. Medium   : Between M - SD to M + SD (60-77)

c. Low   : < M – SD (68,46 - 8,456= 60)

Table 4.8

The Categorization Pre-test of Control Class

No	Category	frequency	percentage
1	Good	7	27.0%
2	Medium	11	42.3%
3	Low	8	30.7%
	Total	26	100%

The result of pre-test in control class show that 27.0% is categorized good, 42.3% categorized medium and 30.7% categorized low.

2. Post-test of Students' Reading Comprehension

Table 4.9

Students' Post-test Score

No	Students Code	Post-test	
		Experiment	Control
1.	St A	70	70
2.	St B	70	70
3.	St C	65	65
4.	St D	75	60
5.	St E	75	60
6.	St F	70	65
7.	St G	75	50

8.	St H	65	80
9.	St I	95	50
10.	St J	75	70
11.	St K	65	70
12.	St L	60	65
13.	St M	70	75
14.	St N	60	70
15.	St O	65	70
16.	St P	75	80
17.	St Q	80	60
18.	St R	85	50
19.	St S	80	50
20.	St T	75	60
21.	St U	80	65
22.	St V	80	60
23.	St W	75	50
24.	St X	60	75
25.	St Y	70	65
26.	St Z	85	65

The frequency distribution of post-test in experiment class can be seen

in the table below.

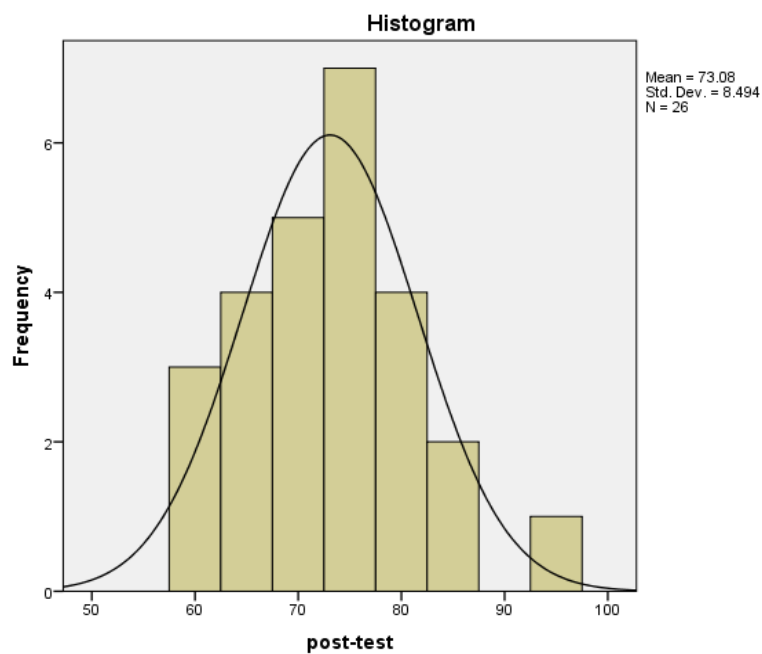**Table 4.10**

Frequency Distribution Post-test of Experiment Class

post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	11.5	11.5	11.5
	65	4	15.4	15.4	26.9
	70	5	19.2	19.2	46.2
	75	7	26.9	26.9	73.1
	80	4	15.4	15.4	88.5
	85	2	7.7	7.7	96.2

95	1	3.8	3.8	100.0
Total	26	100.0	100.0	

From the table we can know that:

a. 3 students got score 60 (11.5%)

b. 4 students got score 65 (15.4%)

c. 5 students got score 70 (19.2%)

d. 7 students got score 75(26.9%)

e. 4 students got score 80(15.4%)

f. 2 students got score 85 (7.7%)

g. 1 students got score 90 (3.8%)

Figure 4.3
Histogram Post-test of Experiment Class

From the histogram it founded Mean= 73.08 and SD= 8,494.

The categorized are:

a. Good   : > M + SD (73.08 + 8,494 = 81.57)

b. Medium   : Between M - SD to M + SD (65-81)

c. Low   : < M – SD (73.08 - 8,494= 64.58)

Table 4.11

The Categorization Post-test of Experiment Class

No	Category	frequency	percentage
1	Good	3	11.5%
2	Medium	20	77%
3	Low	3	11.5%
	Total	26	100%

The result of post-test in experiment class show that 11.5% is categorized good, 77% categorized medium and 11.5% categorized low.

Meanwhile, the frequency distribution post-test of control class can be seen on the table below.

Table 4.12

Frequency Distribution Post-test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	5	19.2	19.2	19.2
	60	5	19.2	19.2	38.5
	65	6	23.1	23.1	61.5

		70	6	23.1	23.1	84.6
		75	2	7.7	7.7	92.3
		80	2	7.7	7.7	100.0
		Total	26	100.0	100.0	

From the table we can know that:

a. 5 students got score 50 (19.2%)

b. 5 students got score 60 (19.2%)

c. 6 students got score 65 (23.1%)

d. 6 students got score 70 (23.1%)

e. 2 students got score 75 (7.7%)

f. 2 students got score 80 (7.7%)

Figure 4.4
Histogram Post-test of Control Class

Mean = 64.23
Std. Dev. = 9.021
N = 26
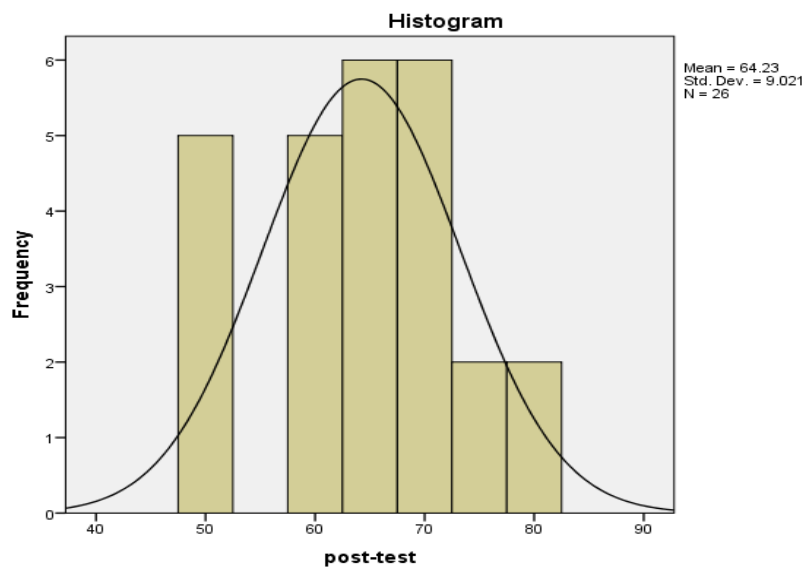
From the histogram it founded Mean= 64.23 and SD= 9.021. The categorized are:

d. Good   : > M + SD (64.23 + 9.021 = 73.25)

e. Medium   : Between M - SD to M + SD (55-73)

f. Low   : < M – SD (64.23 – 9.021= 55.20)

Table 4.13

The Categorization Pre-test of Experiment Class

No	Category	frequency	percentage
1	Good	4	15.4%
2	Medium	17	65.4%
3	Low	5	19.2%
	Total	26	100%

The result of post-test in control class show that 15.4% is categorized good, 65.4% categorized medium and 19.2% categorized low.

D. Data analysis

1. Normality and homogeneity

a. The result of normality testing

This test is used to discover whether the data are normally distributed or not. Kolmogrof-Smirnov table was used to decide the data in the normal distribution or not. Data can be called normal if the value of the statistic is higher than α (0.05). The table showed the outcome of normality test for both sample groups.

Table 4.14
Normality Test for Experiment Class

One-Sample Kolmogorov-Smirnov Test

		pre-test experiment	post-test experiment
N		26	26
Normal Parameters[a,b]	Mean	64.42	73.08
	Std. Deviation	14.023	8.494
Most Extreme Differences	Absolute	.136	.141
	Positive	.117	.141
	Negative	-.136	-.128
Test Statistic		.136	.141
Asymp. Sig. (2-tailed)		.200[c,d]	.196[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lowest- the true significance.

The table shows that data is normally distributed. The value of

Sig. (2-tailed) It was higher than α (0.200 > 0.05) and (0.196 > 0.05).

Table 4.15
Normality Test for Control Class

One-Sample Kolmogorov-Smirnov Test

		pre test control	post test control
N		26	26
Normal Parameters[a,b]	Mean	68.46	64.23
	Std. Deviation	8.458	9.021
Most Extreme Differences	Absolute	.149	.149
	Positive	.120	.135

	Negative	-.149	-.149
Test Statistic		.149	.149
Asymp. Sig. (2-tailed)		.143^c	.140^c

a. Test distribution is Nor,mal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the table, the value of Sig. (2-tailed) was higher than α (0.143 > 0.05) and (0.140 > 0.05).The data can be categorized into normal.

b. The result of homogeneity test

The aim of the test is to definite the homogeneous test. From the test we can know the homogeny from both groups that would cause the result of the significance that it was used as a condition to compute t-test. The result of calculating homogeneity can see in the below.

Table 4.16

The homogeneity of variance

Test of Homogeneity of Tests

nilai b.ing

Levene Statistic	df1	df2	Sig.
3.581	1	50	.064

The table showed that the index of significance is 0.064. It was higher than α (0.064 > 0.05). It concludes that both groups were homogeneous.

2. Hypothesis testing

After fulfill the assumption, it continues with testing the hypothesis. Independent T-test was used to analyze the data. The aim is to compare the students' reading score from experiment and control class that gives different treatment. The result of calculating data by using SPSS 23version can be seen below.

Table 4.17

Mean Score of Experiment class and Control class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
english score	experiment class	26	73.08	8.49an 4	1.666
	control class	26	64.23	9.021	1.769

Based on the table above, the experiment class gets 73.08 as their mean score beside that control class get 64.23.

Table 4.18

Independent Sample Test

Independent Sampthe les Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								Sthe td. Error	95% Confidence Interval of the Differentce	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference nce	Differe nce	Lower	Upper
english score	Equal variances assumed	.082	.776	3.640	50	.001	8.846	2.430	3.965	13.727
	Equal variances not assumed			3.640	49.820	.001	8.846	2.430	3.965	13.728

The table showed that the value of t_{test} is 3.640. Then the value of significant 5% of t_{table} of df=50 is 2.009. In short, 3.640 > 2.009. Moreover, Null Hypothesis rejected and Alternative Hypothesis accepted. It assumption that there was significant difference score between students who are taught by using SWBST Strategy and students who aren't taught using SWBST Strategy at tenth grade SMAN 1 Jetis in academic 2019/2020.

E. Discussion

Discussion have aim to answer the hypothesis that Somebody Wanted But So Then (SWBST) Strategy have effect on students' reading comprehension of narrative text for the tenth grade of SMAN 1 Jetis.

The aim of this research is to find suitable strategies that give some effect in teaching reading comprehension. In previous discussion one of the effective strategies is Somebody Wanted But So Then (SWBST). The examine is considered that this strategy is effective in reading comprehension.

The result was consulted to the t_t and t_0. The condition of acceptable hypothesis is if $t_0 < t_t$ null hypothesis was accepted then if $t_0 > t_t$ alternative hypothesis was accepted. After analysis the data it obtained t_t with df=50 and in 5% significance value was 2.009 and t_0 was 3.640. In short, alternative hypothesis was accepted. It means that there is any difference average coefficient between both group samples. It's showed that the reading ability of tenth-grade students of SMAN 1 Jetis is was better when they had been taught using SWBST strategy.

The finding was in line with theory of SWBST proposed by June who stated that Somebody Wanted But So Then (SWBST) is strategy that designed to help students easier in comprehend the text.[55] This strategy can help students identify a text by finding important points in content. The students

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[55]June Preszler, *on target: more strategies to guide learning grade 4-12* (Rapid City: Black Hill special service cooperative, 2006), p. 18

can arrange the important aspect of a concept or topic into a pattern using chart and make conclusion by using their background knowledge logically to obtain the information of the writer's writing both explicitly and implicitly mentioned.

Furthermore, its simple strategy that help students to draw conclusions from the text. Students will be able to generalize, recognize cause and effect relationships, and find main ideas. This strategy is suitable for fiction texts.[56] In conclusion, Somebody Wanted But So Then (SWBST) is help student who are struggle to understand text. They can use this strategy as a guide when reading some text. The chart helps them to identifying the plot element conflict and resolution. They will easily take information from the text that they read.

Based on the explanation, finally it can be said that there was a significant different effect in students' reading comprehension between students taught using SWBST Strategy and they who are not use it. It means that SWBST strategy was gave effect in students' reading comprehension especially in narrative text.

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[56] Rich Wormeli, *Summarization in Any Subject 50 Techniques to Improve Student Learning* (USA: Association for Suppervision and Curriculum Development, 2005), p.146.

CHAPTER V

CLOSING

A. Conclusion

In teaching reading especially on narrative text SWBST can be good solution of strategy that can be applied. Somebody Wanted But So Then (SWBST) Strategy make students easily to comprehend text. Based on the research to the tenth-grade students of SMAN 1 Jetis in Academic Year 2019/2020, it can be compare between their different average of post-test 73.03 (experimental class) and 64.23 (control class). So it can be said that with SWBST strategy students can increase their score.

From the previous chapter, it shows the value of t_0 is higher than t_t (3.640 > 2.009). It can be conclude that there is any significant effect of using Somebody Wanted But So Then (SWBST) strategy on students reading comprehension of Narrative Text at SMAN 1 Jetis.

B. Suggestion

1. The English teachers

   The researchers suggest the English teacher to apply Somebody Wanted But So Then (SWBST) Strategy to teaching reading

comprehension on narrative text. By using this strategy can make teaching reading are interesting.

2. The students

   The students should be aware of the importance of reading to get some information they need. They should not judge reading as boring activity. By using Somebody Wanted But So Then (SWBST) Strategy can help them to be more active and help them to practice in reading English text and discussing with their friends if they have problems in reading text.

3. The researchers

   After concluding and getting the result, the researcher expected that this study can be useful for the next researchers who are interested in this topic and hopefully the result of the research could be a reference.
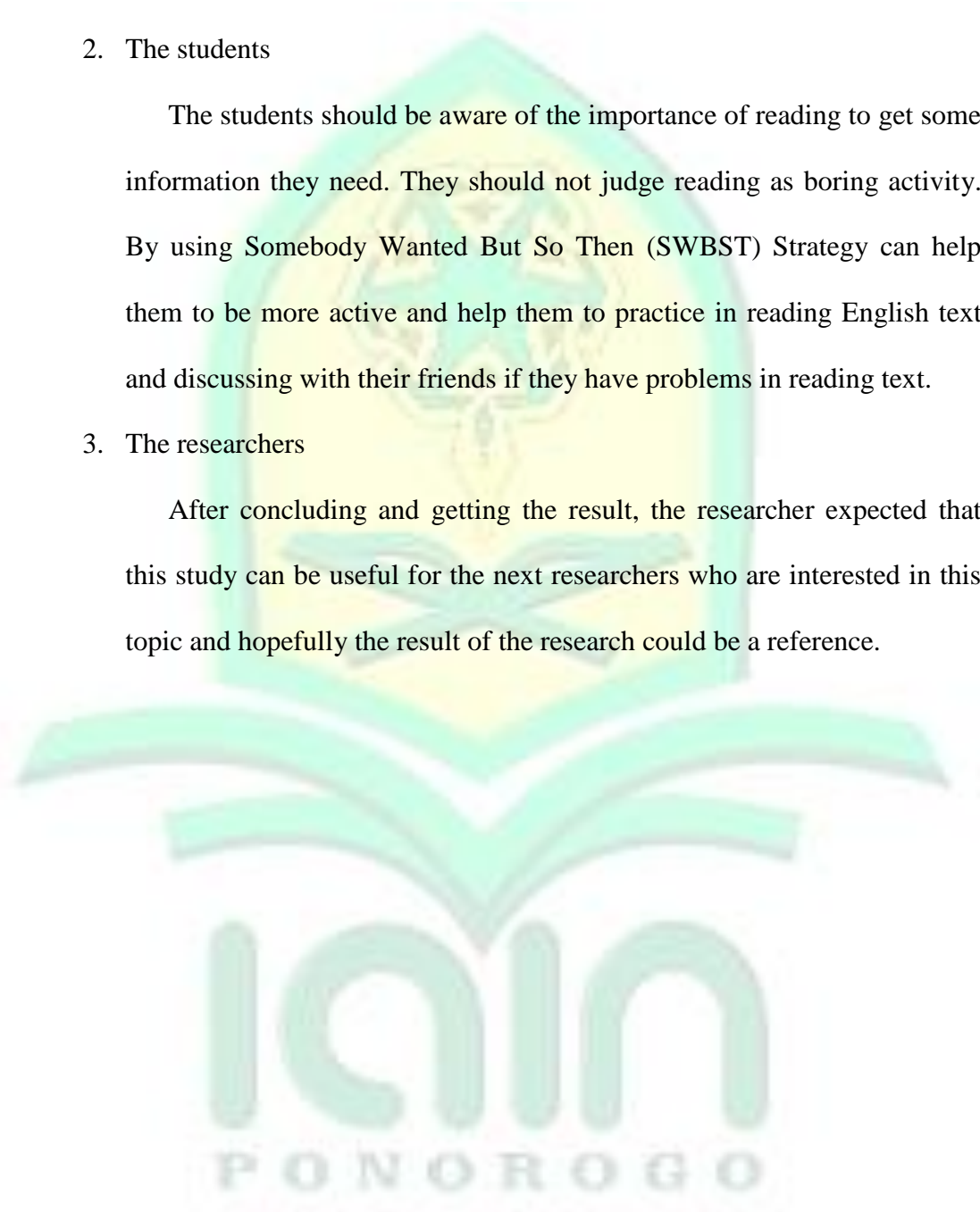
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