CHAPTER I

INTRODUCTION

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

A. Background

Language is a basic for human in communication. According to Scarino and Liddicoat (2009, p. 2), language is something that people do in their daily lives dan something they use to express, create and interpret meanings and also estblish and maintain social and interpersonal relationships. It is a means of communication for individuals that bring them into relationship with their environment. Language can become a bridge to connect one another that live in different places and cultures. Amberg and Vause (2012, p. 2) state that in every social context, language always becomes a means for communication. We express our feelings, thought, stimulate action and reaction through language. Therefore, without language people cannot live and communicate with each other.

One of the languages that people use in communication is English. It becomes popular than other languages. Most fields of life in the world, such as education, business, sport, science, medicines, and technology use English. Meanwhile, in Indonesia, English serves as a foreign language. According to Richards and Renandya (2002, p. 1), English in different parts of the world where it is not a native language may have the status of either a "second" or a "foreign"

language. In the former case, it is language that it is widely used in society and learners need to acquire English in order to survive in society.

Indonesia as a developed country uses English as a foreign language. It is taught in every level from elementary up to university. In the process of teaching and learning English as a foreign language, there are four language skills that should be learnt by the students, namely listening, speaking, reading and writing. It means the students should master in all of four basic skills to make them easily practice and use language. One of the important skills is reading.

Reading is an important skill that needs to be developed in learning and teaching activities because people get many knowledge and information by reading. Medina (2012, p. 81) says that for academic purposes, reading is important because it is one of the most freuquently used language skills in everday life to get the information. Reading also has important function for the students in education field. Kyzykeeva (2006, p. 1) states that reading is the most importatnt academic language skill for foreign language students. It means that, students need to be exercised in order to have a good reading skill.

Reading implies both a writer and a reader. When reading the students need to figure out what is being read. Nunan (2006, p. 69) defines that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

In this research, the writer chose SMP Muhammadiyah 6 Palembang as the population. The reason for choosing SMP Muhammadiyah 6 Palembang

especially for the eighth grade students is because the writer found that the students had problems in learning English especially in reading skill. Based on the writer's interview with one of the the teachers of English and preliminary study to the class of the eighth grade students at SMP Muhammadiyah 6 Palembang, the writer faced that the students often get difficulties in reading for some reasons. Firstly, students got difficulty to comprehend the text because of having lack of vocabulary. Secondly, students felt that English text is too difficult in order they were lazy to read the text. The last, students had low motivation in English learning process.

The problems stated above may be caused by an inappropriate teaching tehnique or strategy used when the teacher attempted to explain reading material. In reading class, the teacher just explained a subject in the text book and asked students to read the text whether silently or loudly, and then students have to answer some questions that follow. Consequently, reading lesson becomes monotonous and boring. The English of teacher needs to think of some ways to improve the condition. In order to develop the learners' reading comprehension, the teachers are hoped to be more creative in choosing the teaching strategies so that the learning goal will be achieved. There are some kinds of strategies that can be applied by the teacher of English in teaching reading.

Regarding this condition, the writer wants to apply one of the strategies which is called "*That Was Then This Is Now Strategy*. It is developed by Judy Tilton Brunner". *That Was Then This Is Now Strategy* is a strategy that was designed to encourage students to think about what they already know, relate the

information to what they read from a text and to visualize the text content (Brunner, 2011, p. 91).

Based on the reasons above, the writer interested to do the research under the title "Teaching Reading Comprehension by Using *That Was Then This Is Now Strategy* to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang".

B. Problem of the Study

The problem of the study is formulated as follows "Is there any significant difference on students' reading comprehension achievement taught using *That Was Then This Is Now Strategy* and Teacher's Method to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang?"

C. Objective of the Study

Based on the problem above, the objectives of this study is to find out whether or not there is any significant difference on students' reading comprehension achievement taught using *That Was Then This Is Now Strategy* and Teacher's Method to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang.

D. Significance of the Study

The writer really expects that this study will be useful and can give contribution to some parties, as follow:

1. For the English teacher, they can use this strategy as one of the ways to increase students' comprehension in reading skill. It encourages the teachers to develop

their creativity and useful as a reference for English teachers to apply in the class sand help the teachers to create the situation to be more active and interesting.

2. For the students, the use of this strategy in the teaching and learning process will surely attract the students' attention to study. The students are motivated to read as they get new information from the text given. Moreover, their vocabulary mastery will be increased as a result the students' English reading comprehension is improved.

3. For the researcher, this research can enlarge her knowledge, get some exprriences, and it is expected to be one of the references in teaching reading comprehension to the students. It can be applied when she becomes a teacher in the future. This research also would be benefit to the other researchers who want to have further study on reading activities.

4. For the school, the outcome of this reseach is expected to be source of information for the school to improve teaching techniques in encouraging students' reading comprehension in English.

E. Hypotheses

The writer proposed two hypotheses in this research. They are Null Hypothesis (Ho) and the Alternative Hypothesis (Ha).

1. Ho: There is no a significant difference on students' reading comprehension achievement taught using *That Was Then This Is Now Strategy* and Teacher's Method to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang.

2. Ha: There is a significant difference on students' reading comprehension achievement taught using *That Was Then This Is Now Strategy* and Teacher's Method to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang.

F. Criteria of Testing the Hypotheses

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

1. If the p-output (sig. 2-tailed) is lower than 0.05, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

2. If the p-output (sig. 2-tailed) is higher than 0.05, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (a) theoritical framework; (b) previous related studies; and (c) research setting.

A. Theoretical Framework

This chapter discusses: (1) concept of teaching; (2) concept of reading; (3) concept of reading comprehension; (4) concept of narrative text; (5) concept of *That Was Then This Is Now strategy*; (6) teaching procedures by using *That Was Then This Is Now strategy*; (7) the advantages of *That Was Then This Is Now strategy*; and (8) teaching procedures by using teacher's method.

1. Concept of Teaching

There will be a teaching and learning process which always happened between teacher and students as the initial part of the activity. Teaching is considered the process of explaining or transforming knowledge and helping the learners to learn the material that is related to the topic while the process of teaching and learning take place. According to Brown (2007, pp. 7-8), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. An article from Al-Quran also mentions that:

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِنْكُمْ يَتْلُو عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُمْ مَا لَمْ تَكُونُوا تَعْلَمُونَ

"... that a similar (favor we have already received) in that we have sent among you a messenger of your own, rehearsing to you our signs, and sanctifying you, and instructing you in Scripture and Wisdom, and instructing you what you do not know yet". *(Surah Al-Baqarah verse:151).*

Based on the verse above, God has given the advantages and favors to all of the believers in general and those who believe the Prophet Muhammad. God sent a Messengger among us to instruct about knowledge, so that we are easy to understand everything. We also can watch his behavior to be followed and emulated his deeds. He teaches us (the Qur'an) as well as the laws of God. In order, we will know about something that we never know before. In addition, teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development (Moore, 2005, p. 4). It means that teaching is an activity which is done by the teacher to help the learners in learning to get some knowledge. Moore (2005, p. 4) states that the result of teaching process is to having a deep knowledge of the subject matter and a solid understanding of the principles of teaching and learning.

From the explanations above, it can be concluded that teaching is the process of transfering the knowledge and guiding the learner to do something involving classroom which takes place between teacher and students, in order to help students understand and develop their ability in learning process.

2. Concept of Reading

Reading is an active process to get information through written language. In other word, it can be said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letter, words, sentences, and paragraph that encode meaning. Reading also is very important activity in human's life. This is due to the fact that people mostly get information through reading. The following are some definition of reading proposed by some experts. It will be explained below.

According to Manzo and Manzo (1995, p. 10), reading is comprehending, interpreting, and applying textual material. It means that, the reader brings a great deal of information and experience to the page and the reader has to involve the comprehension to get information in the text. Meanwhile, Nunan (2006, p. 69) defines that reading is a set of skill that involves making sense and deriving meaning from printed word. In other word, reading is one of the skills that help the reader to get the meaning from the text provided.

Furthermore, Aebersold and Field (1997) cited in Rahmawati (2010, p. 69) stated that reading is what happens when people look at the text and assign meaning to the written symbols in the text, further, the text and the reader are two physical entities necessary for the reading process to begin. Thus, there is an interaction between the text and the reader that organize actual reading. It means that, reading is the activity in which one does not only watch words written on the paper in order she/he has to look for the meaning intended by the writer of the text they have just read.

In addition, Pang, et.al., (2003, p. 6) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two relates processes: word recognition and comprehension. Further, they explain that word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Then, comprehension refers to the process of making sense of words, sentences and connected text. They also state that the reader tipically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Based on the theories above, it can be concluded that reading is an active process that needs understanding to obtain ideas or meaning from a text, which is symbolized in written or printed language. Moreover, reading is a process of communication between the reader and the written text in the way of getting the author's message from the text.

3. Concept of Reading Comprehension

Reading is reffering of the activity of pronouncing the printed material of following each line of written page. It is also more than recognizing words within a sentence in the text. It includes whole activity of thinking process to evaluate the information. In order to get some points or informations from the text, the reader needs understanding and comprehension. Comprehension is the process of deriving meaning from connected text (Pang et al., 2003, p. 4). Furter, they state that the reader actively engages with the text to construct the meaning. Therefore, comprehension could not be separated from reading.

According to Snow (2002, p. 11), reading comprehension is the process of stimultancously extracting and constructing meaning through interaction and involvement with written language. He also mentions that comprehension needs three important elements. They are reader, text, and activity. The first important element of reading comprehension is the reader. The reader who is doing the comprehending. The second element of reading comprehension is the text. The text that is to be comprehended. The last important element in reading comprehension is the activity. The activity in which comprehension is a part.

Furthermore, Richards and Renandya (2002, p. 277) reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text) awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. In the other word, reading comprehension is the primary purpose for reading to raise students awareness to find the main ideas in the text. Moreover, Lundberg and Linnakyla (1992, p. 11) define that reading comprehension is a skill which can be divided into *a set of subskills*, such as sequencing the events of story, being able to paraphrase, knowing the vocabulary, predicting outcomes of a story, making inference, finding the main idea, summarizing, applying the information given, and so on. In addition, Nunan (2006, p. 71) states that reading comprehension refers to reading for meaning, understanding, and entertainment.

From the statement above, the writer assumed that reading comprehension is an interactive process between reader and text to comprehend the written or

printed text. Students can be considered as a good reader when they have ability to find out important indicators of reading including finding the main idea, communicative purpose of text, reference, and meaning of words based on the content.

4. Concept of Narrative Text

Dietsch (2006, p. 86) states that narrative text tell a story or relate an event or anecdote. The writer often sets the scene first, telling who or what when and where. Description, dialogue, or illustrations may be included to kindle interest and to clarify. Action verbs keep the story moving. Narratives often build suspense, reversing a surprise for the end. It means that narrative text is a story with complication or problematic events and it tries to find the resolations to solve the problems.

According to Priharini and Yuliani (2013, p. 13), the purpose of narrative text is to amuse or entertain the readers. They further say that a narrative paragraph may consists of three parts. Those are an orientation (the first part of story, the characters are introduced, the place in which the action goes on is mentioned or described, and the action itself is set going), complication (what happened with the characters in the story, the story grows more and more intense until it reaches its highest point or climax), resolution (the story reaches its conclucion), re-orientation (it contains the final result for better or for worse).

Similarly, Zaida (2009, p. 82) explains that narrative consists of several parts: 1. Orientation, this part introduce characters and sets the scene (when/where); 2. Complication, in this part, the main character is faced to a

problem; 3. Resolution, this part tells how the problem is resolved, for better or worse.

From the explanations above, it can be assumsed that a narrative paragraph is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Narrative is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution.

5. Concept of That Was Then This Is Now Strategy

In teaching reading, there are many strategies that can be applied by the teachers. One of them is by using *That Was Then This Is Now Strategy*. Sethna (2011, p. 6) mentions that *That Was Then This Is Now Strategy* is a strategy that students sketch some things that they know about the topic and then write a summary about what they already know. After they read a section on the topic, they sketch what they have learned and write a summary statement. It means that, students create a before and after reading the text into some lists and compare the ways in which characters have changed over the course of the story.

According to Brunner (2011, p. 91), *That Was Then This Is Now Strategy* is a strategy was designed by McLaughin and Allen in (2002) to encourage students to think about what they already know, relate the information to what they read from a text and visualize to the text content. In other word, *That Was Then This Is Now Strategy* is a strategy which asks the students to identify about the topic before reading a text and develop the information after reading the text.

It can be concluded *That Was Then This Is Now Strategy* is a strategy for

reading that the teacher asks the students to use their prior knowledge or making prediction about the topic before they read the text and asks them to write some information about it. After that, teacher gives a piece of copy of the text. After reading the text given, the students also have to find some information and make them into sketch or summary and compare their ideas before and after reading based on the summary statement.

6. Teaching Procedures by Using That Was Then This Is Now Strategy

There are some experts who give explanation about the application of *That Was Then This Is Now Strategy*. According to Brunner (2011, p. 91), there are the following steps to present *That Was Then This Is Now Strategy*. They are as follow:

1. The teacher identifies the topic and introduce it.

2. The teacher divides students into a group of three or four.

3. The teacher asks one of the students in a group to draw a vertical line in the center of a sheet of paper.

4. The teacher asks student to write the words " *That Was Then* ..."at the top of column on the left.

5. The teacher asks student to write the words the words " ... *This Is Now*" at the top of column on the right.

6. The teacher asks students to draw or write some of information that they already know about the topic at the bottom of the left side of the paper.

7. The teacher asks students to write a summary statement at the bottom of the left paper.

8. The teacher gives a text for each group and ask them to read the text (shared reading or independent) and discuss.

9. The teacher instructs students to draw or write a representation of what they learned from the reading into summary statement under the column on the right after complete the reading assignment.

10. The teacher tells students to write summary statement under the column on the right.

11. The teacher asks the students to compare and discuss their ideas before and after reading the text based on the summary statements they have written on the left and right column with whole class.

7. The Advantages of That Was Then This Is Now Strategy

  McLaughin and Allen (2002) cited in Brunner (2011, p. 91) states that there are many advantages of *That Was Then This Is Now Strategy*. They are as follow:

a. Building relationship with other where it can be done individually with a small group

b. Encouraging the creativity by drawing students will exploit their creativity.

c. Moderating advance preparation from the teacher which is needed to make students enjoy inflowing material.

d. Activating students' background knowledge about what they currently know about the story.

e. Facilitating mental imaging by guiding the students' representation to draw

images or sketches.

f. Having students with a wide range of academic ability in the classroom.

g. Providing students to compare and contrast the information by asking students new idea from the text.

8. Teacher's Method by Using Grammar Translation Method

Based on the teacher's method in the school, the practical guides that used by the teacher are as follows:

1. The teacher gives text to the students while gives motivation to the students.

2. The teacher transfers knowledge to the students and explain the text.

3. The teacher asks students to read the text.

4. The teacher asks students to translate the text into indonesian.

5. The teacher asks the students to answer the questions.

6. Students answer the questions that given by the teacher.

B. Previous Related Study

The writer found out some previous studies which are related to the writer's present study. The first thesis is entitled "Teaching Reading of Narrative Text by using *That Was Then This Is Now Strategy* at SMP Pertiwi Siteba Padang'' written by Yulianto (2013). The objective of the study is to know whether or not it is effective to teach reading comprehension using *That Was Then This Is Now Strategy* at SMP Pertiwi Siteba Padang. By using this strategy, the students can improve their comprehension about the content of the text and it will help students in organizing information in the text easily. *That Was Then This Is*

Now Strategy is good and appropriate strategy in teaching reading for junior high school. While, The results of this research using *That Was Then This Is Now Strategy* showed that it was effective to improve students' reading comprehension for the second grade student of SMP Pertiwi Siteba Padang. It also can increase students' insight and knowledge in reading.

The similarity and difference between the previous and present study are on sample of research, in previous study the second grade student of SMP Pertiwi Siteba Padang was taken as sample of his research, while this study will be done at SMP Muhammadiyah 6 Palembang as a sample for her research. Kind of the texts in previous and present study is narrative text has been chosen in the research.

The second thesis related to her thesis was written by Risnelliza (2013) which is entitled " Teaching Descriptive Text By Combining *That Was Then This Is Now Strategy* and Sketch to Sketch Strategy at Second Grade at SMP Padang. The objective of the study was to find out whether or not there was a significant difference on students' reading comprehension achievement taught using *That Was Then This Is Now Strategy* combined Sketch to Sketch Strategy. Combining *That Was Then This Is Now* and Sketch to Sketch strategy is designed to help students in reading comprehension. While, the advantages from combining these strategies are the students could compare their knowledge before and after reading the text by sketching or writing the information on the topic into summary statements. The result of this study has proven that students could increase their ability in reading.

The similarities between previous and present studies are that both studies use quasi experimental method. Then the differences between the present and previous studies are: (1) the previous study using *That Was Then This Is Now Strategy* combined Sketch Strategy, while this study only using *That Was Then This s Now Strategy*. (2) The population of the previous related study is Second grade student at SMP Padang while population of this study is the Eighth grade students of SMP Muhammadiyah 6 Palembang.

C. Research Setting

In this study the writer chose SMP Muhammadiyah 6 Palembang as her research subject. This school was build on 17th July 1978, which is located in Jl. Ahmad Yani Complex of Muhammadiyah University Palembang. The headmaster of SMP Muhammadiyah 6 Palembang is mukhsin S.Sos.i. There are 15 rooms which are divided into six classes, one library, one mosque, one computer room, one headmaster room, two toilets, one storeroom, one kitchen, one health school unit (UKS). There are 24 teachers in this school and there are 270 students that consist of 110 boys and 160 girls. The seventh grade consist of 94 students and divided into 3 classes, in which every class has different number. Those are 30, 32, and 32 students. Eighth grade consist of 93 of students and divided into 3 classes in which every class has different number. Those are 32,31 and 30 student. Moreover, The ninth grade students consist of 83 students and divided into 3 classes too. Which every class has different number. Those are , 28, and 27 students. The learning process is divided into two sessions, those are morning class which started 07.00 a.m – 12.00 a.m and afternoon class strated

from 13.00 p.m – 17.00 p.m. The number of students for every class described in the table below.

The number of students for every class

Table

No	Class	Number of class	Total number of students
1	VII	3 (VII 1, VII 2, VII 3)	94
2	VIII	3 (VIII 1, VIII 2, VIII 3)	93
3	IX	3 (IX 1, IX , IX 3)	83
Total		**9**	**270**

CHAPTER III

METHOD AND PROCEDURE

This chapter presents: (a) research method; (b) research variables; (c) operational definition; (d) population and sample; (e) techniques for collecting data; and (f) techniques for analyzing data.

A. Research Method

In this study, the writer used quasi-experimental method. Fraenkel, et. al., (2012, p. 275) explain that quasi-experimental designs do not include the use of random assigment. In this study, the pretest-posttest nonequivalent groups design is used by the writer which suggested by Best and Khan (1993, p. 151). The form of pretest-posttest nonequivalent design as follows:

Experimental Group O_1 **X** O_2

Control Group O_3 **C** O_4

Where:

O_1 : Pretest of experimental group

O_2 : Posttest of experimental group

O_3 : Pretest of control group

O_4 : Posttest of control group

X   : Treatment of experimental group by using *That Was Then This Is Now Strategy*

C   : Treatment of control group by using Teacher's Method

B. Variables of Study

According to Best and Khan (1993, p. 137), variables are the conditions or characteristics that the experimenter manipulates, control and observes. There are two kinds of variables in this study: dependent and independent variables. The dependent variable is an attribute or characteristic that is dependent on or influenced by independent variable (Creswell, 2012, p. 115). In this study, the dependent variable is reading comprehension of the eighth grade students SMP Muhammadiyah 6. Furthermore, the independent variable is an attribute or characteristic that influences or affects an outcome of dependent variable (Creswell, 2012, p. 116). In this study, the independent variable is *That Was Then This Is Now Strategy.*

C. Operational Definitions

In order to avoid misunderstanding the terms used in this study, it is necessary for the writer to present the operational definition of some key words used in the title in this study "Teaching Reading Comprehension by Using *That Was Then This is Now Strategy* to Eight Grade of Students SMP Muhammadiyah 6 Palembang". They are teaching, reading comprehension and *That Was Then This Is Now Strategy.*

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding something, providing with knowledge causing to know or understanding. On the other hand, teaching is an interactive process between teacher and students in getting new knowledge. Reading comprehension is a process of interaction between the reader and the text, which includes constant

process reacting to a written text in order to get the message and information from written text. *That Was Then This Is Now Strategy* is a strategy that is used by the teacher to improve the students' comprehension. It is used to compare the ideas or information from the topic before read a text and after reading a text. Teacher asks students to make those information into a summary statement. It makes students understand what the text about.

D. Population and Sample

1. Population

According to Frankel, et. al, (2012, p. 92), the population is the group of interest to the researcher, the group of whom the researcher would like to generalize the result of study. Meanwhile, Arikunto (2010, p. 173) defines that Population is all the subjects of investigation. In this study, the population was conducted at the Eighth Grade of Students SMP Muhammadiyah 6 Palembang of the second semester in academic year of 2014-2015. The total numbers are 93 students consists of 51 male and 42 female. The distribution of whole population can be seen in Table 1.

Table 1

The Population of the Study

No	Class	Students		Total
		Male	**Female**	
1	VIII 1	16	16	32
2	VIII 2	20	11	31
3	VIII 3	15	15	30
	TOTAL OF STUDENTS			**93**

(Source : School Administration of SMP Muhammadiyah 6 Palembang in academic year 2014-2015)

2. Sample

Within this target population, researcher selected a sample for study. Creswell (2012, p. 381) states that sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. The sample consisted of the students from the population who are chosen to participate in the study. The sampling method that used in this study is convenience sampling technique. A convenience sample is a group of individuals who (conveniently) are available for study (Fraenkle, et. al., 2012, p. 99). Thus, the writer decided to study two classes at the eighth grade where VIII.1 (experimental group) and VIII.2 (control group) as the sample where those classes are easier for study. Moreover, both of the classes have the problem in English, especially in reading. The number of the sample is 63 students, 32 students for experimental group and 31 students for control group. The sample of the study can be seen in Table 2.

Table 2

The Sample of the Study

No	Class	Number of students
1	VIII 1 (experimental group)	32
2	VIII 2 (control group)	31
Total		**63**

E. Techniques for Collecting Data

In techniques for collecting the data, it presents tests, research instrument, and research treatments. They are further illustrated as follows:

1. Tests

Brown (2004, p. 3) states that test is a method of measuring person's ability, knowledge, or performance in a given domain. In this study, there were two kinds of test which were used by the writer. The test administrated twice as pretest that was given before the treatment and posttest that was given after the treatment in the experimental and control group. The test was a reading test (multipe choice test) in which the students was assigned to read the text or passage and then answer some questions related to the text that they have read before. The total number of question is 40 items. During the treatment, the students were mainly focused on reading process. At the end of the treatment, a posstest was given to know the influence of the treatment received by the students.

a. Pre-test

The pretest is the test that was given before some treatments. The pretest was conducted to the sample. It was given both an experimental and control groups. It measures the students' reading achievement before treatment. The purpose of given pretest to the students is to know the ability of students in learning reading before the reading is given using *That Was Then This Is Now Strategy.*

b. Post-test

Post-test was given to the experimental and the control group. The type of posttest item is the same as the pretest. This test aim is to measure students' ability in reading after the end of instruction. The result of this test was compared

with the result of pretest in order to know effect of teaching reading comprehension through *That Was Then This Is Now Strategy* to the students' reading ability. From the posttest, the writer is able to get the data that can be used to measure the students' progress taught by using *That Was Then This Is Now Strategy.*

2. Research Instruments Analysis

Research instrument is designed for students' pretest and posttest activities. The test question items which are used for students' pretest is the same as it is given for students' posttest activities. The instrument that should be analyzed or checked are validity and reliability.

1. Validity Test

Validity has been defined as referring to the appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect (Fraenkle, et. al., 2012, p. 148). In this part, there are three kinds of validity test to be administered for research instrument. They are construct validity, validity of each question items and content validity.

a. Construct Validity

Construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument (Fraenkle, et. al., 2012, p. 148). After constructing the instruments related to some aspects measured, then it is consulted to achieve some expert judgements from at least three validators to evaluate whether the components of the instrument can be applied in this research

activities. The writer asked her lecturer as validators to estimate her instruments. They are Manalullaili, M.Ed, Winny Agustia R, M.Pd, and Amalia Hasanah, M.Pd. the first validator, Manalullaili, M.Ed asked the writer to give clear directions and time. While second validator, Winny Agustia R, M.Pd aksed the writer to organize some questions and give the space to each questions of every text. Then the third validator Amalia Hasanah, M.Pd asked the writer to revise some questions of the test and revise a few thing in lesson plan. From the three validators above, it can be assumed that her research instrument and lesson plan were appropriate for her research study.

b. Validity Test of Each Question Item

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

In this case, the writer has already tried out her research instrument to 43 students of SMP Muhammadiyah 1 Palembang which consist 15 males and 28 females. There are 60 multiple choice questions that given to the students. The result of the test was analyzed using Pearson Correltion Coefficients. According to Basrowi and Soenyono (2007, p. 24), a question item is considered valid if the result of the test show that r-output is higher than r-table (0.301), it means that the item is valid. The result analysis of validity of each question by using SPSS 16 software, it was found that there were 15 questions considered invalid. They are questions item no 1, no 8, no 9, no 11, no 15, no 17, no 18, no 19, no 25, no 26,

26, no 30, no 33, no 34, no 40, and no 57. There were 45 questions considered

valid. They are questions item no 2, no 3, no 4, no 5, no 6, no 7, no 10, no 12, no

13, no 14, no 16, no 20, no 21, no 22, no 23, no 24, no 27, no 28, no 29 no 31, no

32, no 35, no 36, no 37, no 38, no 39, no 41, no 42, no 43, no 44, no 45, no 46, no

47, no 48, no 49, no 50, no 51, no 52, no 53, no 54, no 55, no 56, no 58, no 59 and

no 60. The result analysis of each question item is displayed in Table 3.

Table 3
Validity Test Result of Each Question Items

No	Validity Test of Each Question Item	Sig. (2-tailed) of Pearson Correlation (r-output)	r-table score	Result
1.	Item 1	0	0.301	Invalid
2.	Item 2	0.806	0.301	**Valid**
3.	Item 3	0.432	0.301	**Valid**
4.	Item 4	0.859	0.301	**Valid**
5.	Item 5	0.455	0.301	**Valid**
6.	Item 6	0.433	0.301	**Valid**
7.	Item 7	0.302	0.301	**Valid**
8.	Item 8	0.020	0.301	Invalid
9.	Item 9	0.022	0.301	Invalid
10.	Item 10	0.433	0.301	**Valid**
11.	Item 11	0.117	0.301	Invalid
12.	Item 12	0.689	0.301	**Valid**
13.	Item 13	0.371	0.301	**Valid**
14.	Item 14	0.433	0.301	**Valid**
15.	Item 15	0.043	0.301	Invalid
16.	Item 16	0.342	0.301	**Valid**
17.	Item 17	0.059	0.301	Invalid
18.	Item 18	0.045	0.301	Invalid
19.	Item 19	0.115	0.301	Invalid
20.	Item 20	0.433	0.301	**Valid**
21.	Item 21	0.689	0.301	**Valid**
22.	Item 22	0.806	0.301	**Valid**
23.	Item 23	0.768	0.301	**Valid**
24.	Item 24	0.493	0.301	**Valid**
25.	Item 25	0.243	0.301	Invalid

26.	Item 26	0.263	0.301	Invalid
27.	Item 27	0.433	0.301	**Valid**
28.	Item 28	0.840	0.301	**Valid**
29.	Item 29	0.433	0.301	**Valid**
30.	Item 30	0.012	0.301	Invalid
31.	Item 31	0.455	0.301	**Valid**
32.	Item 32	0.840	0.301	**Valid**
33.	Item 33	0.157	0.301	Invalid
34.	Item 34	0.196	0.301	Invalid
35.	Item 35	0.577	0.301	**Valid**
36.	Item 36	0.723	0.301	**Valid**
37.	Item 37	0.575	0.301	**Valid**
38.	Item 38	0.452	0.301	**Valid**
39.	Item 39	0.936	0.301	**Valid**
40.	Item 40	0.206	0.301	Invalid
41.	Item 41	0.681	0.301	**Valid**
42.	Item 42	0.806	0.301	**Valid**
43.	Item 43	0.677	0.301	**Valid**
44.	Item 44	0.719	0.301	**Valid**
45.	Item 45	0.973	0.301	**Valid**
46.	Item 46	0.577	0.301	**Valid**
47.	Item 47	0.870	0.301	**Valid**
48.	Item 48	0.433	0.301	**Valid**
49.	Item 49	0.900	0.301	**Valid**
50.	Item 50	0.689	0.301	**Valid**
51.	Item 51	0.681	0.301	**Valid**
52.	Item 52	0.371	0.301	**Valid**
52.	Item 53	0.550	0.301	**Valid**
54.	Item 54	0.540	0.301	**Valid**
55.	Item 55	0.577	0.301	**Valid**
56.	Item 56	0.935	0.301	**Valid**
57.	Item 57	0.006	0.301	Invalid
58.	Item 58	0.575	0.301	**Valid**
59.	Item 59	0.550	0.301	**Valid**
60.	Item 60	0.986	0.301	**Valid**

c. Content Validity

The writer estimated the content validity. Fraenkle et. al., (2012, p. 148) state that content validity refers to the content and format of the instrument. In order to know if the contents of the test items given were appropriate to the

students, the researcher arranged and presented the test items in the table of the

test specification as shown in table 4:

Table 4
Test of Specification

Objective	Test Materials	Indicators	Number of items	Total	Types of test	Answer key
The students are able to respon the written meaning of reading text	The Ant and the the Dove	The students are able to: -to identify the detail information -to find general information -to find reference	1,2 3 4			b,a c a
	The Donkey and the Wolf	The students are able to: -to find antonym -to identify the detail information -to find a concluding sentence	5 6,7 8			b c,d b
	The Grasshopper and the Ant	The students are able to: -to find a concluding sentence - to identify the detail information	9 10,11,12	40	Multiple choice	d d,c,a
	The Wind and the Sun	The students are able to: - to identify the detail information -to identify general information -to identify synonym	13,14 15, 16			c, b a c

	The Lion and the Mosquito	The students are able to: -to find main idea -to find synonym -to identify general information	17 18 19		b d c
	Beauty and the Beast	The students are able to: -to identify general information -to identify main idea To identify general information	20,21 22 23		a, c a c
	The Princess who loved to sing	The students are able to: -to identify detail and factual information	24,25,26, 27		a,a,a, a
	The Lion and the Goat	The students are able to: -to identify general information -to find reference	28,29,30 31		a, d, b a
	The Owl and the nightingale	The students are able to: -to identify the detail information -to identify the main idea	32,33 34		b,b a
	Snow White	The students are able to: -to identify the detail and factual information	35,36,37		a,d,c
	The Flowers from the Moon	The students are able to: -to identify the detail and factual information	38,39,40		b,c,a

2. Reliability Test

Reliability test measures whether research instrument used for pretest and posttest activities is reliable or not. Cohen et.al., (2007, p. 146) state a reliable instrument for a piece of research will yield similar respondents over time. Further, Fraenkle, et. al., (2012, p. 154) state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

To find out the reliability of the test, the writer used test and re-test method. Then, the score in test 1 and test 2 was analyzed using Pearson Correlation Coefficient in SPSS program. The writer tried out the test twice to the same students from the same school. The writer gave the test in a different time. The time interval was about two weeks. The test consists of 40 question items and these questions are tested to the eighth grade students of SMP Muhammadiyah 1 Palembang. The test was indicated reliable whenever the p-output is higher than 0.70. The result of try out score will be described in Table 5.

Table 5

The Score of Try Out Analysis

No	Students Name	Test Score	
		Test 1	Test 2
1.	Alfin Yolanda	75	75
2.	M. Roihan	77,5	80
3.	Dwi Yulia Agustina	55	60
4.	Farah Kencana Putri	75	77,5
5	Pratiwi	80	80
6.	Tharissa Oktaverina. P	70	72,5
7.	Fitri Alzena	62,5	65

8.	Annisa Rahmawati	70	72,5
9.	Marina Sari	72,5	75
10.	Ricka Puspita Sari	70	72,5
11.	Zulfebriani	62,5	62,5
12.	Rizkika Nur Putri Anti	67,5	70
13.	M. Ridho Pratama	57,5	60
14.	Rini Angraini	57,5	65
15.	M . Iqbal	57,5	62,5
16.	Novi Indasari	70	75
17.	Kgs. Muhammad Suaidi	65	67,5
18.	Ega Anugrah	70	75
19.	Risqi Rozan	70	77,5
20.	Rama	55	57,5
21.	Natia Sahani	60	65
22.	Randika Alfikri	60	62,5
23.	Rini Andriani	62,5	62,5
24.	Fatia Salsabila	67,5	65
25.	Sabita Putri	60	60
26.	Mutiara Jayanti	75	80
27.	Auliya Aghitsni	65	67,5
28.	Andi Azrial Akbar	65	70
29.	Reza Dwi Wahyudi	70	70
30.	Irma Pratiwi	60	70
31.	M . Ikhsan Abdillah	57,5	65
32.	Nur Septi Cahyani	55	60
33.	Fadilah Aprilia	60	62,5
34.	Iqbal Maulana	50	52,
35.	Suliasti Juliansyah	62,5	67,5
36.	Wahidah Kamaliah	70	75
37.	M. Rizky Ismail	77,5	82,5
38.	Msy. Nur Azizah Aryani	70	67,5
39.	Kemas Baihaqi	75	77,5
40.	Melanie Andarwati	65	65
41.	Puspita Ailya Nabila	65	62,5
42.	Selvia Priska Utamai	67,5	75
43.	Ismelda	70	75

It could be stated that this instrument was considered reliable for this study. Because, the p-output (0.917) was higher than 0.70.   The result of reliability test will be described in Table 6.

Table 6
Result of Reliability Analysis Using Pearson Correlation

No	Number of Test	N	Pearson Correlation	Sig.	Result
1.	Test 1	43	0.917	0.000	Reliable
2.	Test 2	43			

3. Research Treatments

a. Readability Test

Readability test is done to know the level of reading texts are appropriate for students' class level in comprehending the reading texts. The name of application is Readability Formulas. Readability Formulas test can be measured using online readability test which can be accessed from: *http//www.readabilityformula.com.*

There are seven categories in reading text level. They are: (1) very easy level whenever the result of flesh reading ease score within 90-100, (2) easy text level whenever the result of flesh reading ease score is within 80-89, (3) fairly easy text level whenever the result of flesh reading ease score is within 70-79, (4) standard text level whenever the result of flesh reading ease score is within 60-69, (5) fairly difficult text level whenever the result of flesh reading ease score is within 50-59, (6) difficult text level whenever the result of reading ease score is within 30-49, (7) very confusing text level whenever the result of reading ease score is within 0-29. For readability test for research treatments, the writer uses some books.

There are ten texts that the researcer used in this study. The ten texts are taken from three different booksp. Theye are: Practise Your English Competence for SMP/MTs Class VII written by Nur Zaida publisher Penerbit Erlngga, Smart Steps An English Textbook for Junior High School written by Ali Akhmadi and Ida safrida publisher Exact Ganeca, and English in Focus written by Artono Wardiman for Grade VIII Junior High School (SMP/MTs) publisher Pusat Pembukuan Departemen Pendidikan Nasional. The researcher used texts for the eighth grade students on junior high school based on syllabus in the second semester. The text is narrative text.

The result of readability test for research instruments will be figured in Table 7.

Table 7
Result of Readability Test for Research Treatments

No	Text Title	Text Type	Text statistics			Flesh Reading Ease Score	Text Category
			Number of sentence	Words per sentence	Character per word		
1.	Beauty and the Beast	Narrative	29	8.10	4.19	79.45	Fairly Easy
2.	The Mountain God and the River God	Narrative	28	9.39	3.90	84.72	Easy
3.	The Lion and the Hare	Narrative	15	10.73	4.01	84.54	Easy
4.	Buggy Races	Narrative	9	13.89	4.08	82.42	Easy
5	Mantu's Little	Narrative	20	11.25	4.36	78.48	Fairly Easy

No	Title						
	Elephant						
6.	The Caliph and the Clown	Narrative	21	10.24	4.42	76.43	Fairly Easy
7.	Redfeathers the Hen	Narrative	11	20.36	3.87	79.66	Fairly Easy
8.	The Fox and the Crow	Narrative	11	15.55	3.88	82.21	Easy
9.	The Crow and the Oyster	Narrative	15	14.60	3.80	83.47	Easy
10.	The Singer and the Dolphin	Narrative	11	20.73	4.35	58.15	Fairly Difficult

b. Research Teaching Schedule

The writer did the treatment to the experimental group students suitable with English teacher schedule for eighth grade students in academic 2014-2015. The study will be conducted in 12 meetings. There are two meetings for a pretest and posttest and ten meetings for treatments. In this part, it presents the number of materials, kinds of materials, and time allocation are illustrated trough a table of teaching materials for research treatments. The table of teaching materials for research treatment is figured out in Table 8.

Table 8
Teaching Materials for Research Treatments

No	Experiment		Reading text Title	Research Treatment Meeting
	Day/Date	Time		
1.	Fri/Feb 27,15	13.00-14.20	Beauty and the Beast	1st
2.	Tues/Mar 3, 15	13.00-14.20	The Mountain God and the River God	2nd
3.	Fri/Mar 6, 15	13.00-14.20	The Lion and the Hare	3rd
4.	Tues/Mar 10, 15	13.00-14.20	Buggy Races	4th

5.	Thrus/Mar 12, 15	13.00-14.20	Mantu's Little Elephant	5th
6.	Fri/Mar 13, 15	13.00-14.20	The Caliph and the Clown	6th
7.	TuesMar 17, 15	13.00-14.20	Redfeathers the Hen	7th
8.	Thrus/Mar 19, 15	13.00-14.20	The Fox and the Crow	8th
9.	Fri/Mar 20, 15	13.00-14.20	The Crow and the Oyster	9th
10.	Fri/ Mar 27, 15	13.00-14.20	The Singer and the Dolphin	10th

F. Technique for Analyzing Data

In analysing the obtained data, it presents data descriptions, prerequisite analysis, and result of testing hypothesis.

1. Data Descriptions

In analysing the data description, there are two analyses will be done, they are distribution of frequency data and descriptive statistics.

a. Distribution of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage are achieved. The distributions of frequency data are got from students' pretest scores in control group, students' posttest scores in control group, the students pretest scores in experimental group, and students' posttest scores in experimental group.

b. Descriptive Statistics

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

2. Prerequisite Analysis

Prerequisite analysis is an analysis which is done before testing the research hypotheses. It measures whether or not the obtained data from students' pretest and posttest scores in both groups (experiment and control) is normal and homogenous.

a. Normality Test

Normality test is used to measure the obtained data whether it is normal or not. The data is obtained from students' pretest and posttest in control and experimental groups. The data can be classified into normal whenever the p-output is higher than 0.05 (Basrowi and Soenyono, 2007, p. 85). In measuring normality test, *one-sample Kolmogorov Smirnov* is used.

b. Homogeneity Test

Homogeneity test is used to measure the obtained data whether it is homogenous or not. The data can be categorized homogenous whenever it is higher than 0.05 (Basrowi and Soenyono, 2007, p. 106). In measuring homogeneity test, *Levene Statistics* in SPSS is used.

3. Hypothesis Testing

Independent Sample t-test is used to compare the means scores of two independent groups on a given variable. It measures significant difference between two variables from students' posttest scores in control and experiment groups. A significant difference is found whether the p-output is lower than 0,05.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

In this chapter, the writer presents: (a) findings and (b) interpretations

A. Findings

This study deals with the title "Teaching Reading Comprehension by Using *That Was Then This Is Now Strategy* to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang". The findings of this study were to analyzed: (1) data descriptions, (2) prerequisite analysis, and (3) result of hypothesis testing.

1. Data Descriptions

In data descriptions, there were two analyses will be done. They were distributions of frequency data and descriptive statistics were analyzed.

a. Distributions of Frequency Data

In the distribution of frequency data, score, frequency, and percentage were analyzed. The scores were got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group. The complete statistical can be seen in Appendix D.

1) Students' Pretest Scores in Control Group

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of the pretest scores in control group is described in Table 9.

Table 9
Distribution of Data Frequency on Students' Pretest Scores
in Control Group

Scores	Frequency	Percentage (%)
40	1	3.2
50	6	19.4
52,5	1	3.2
55	3	9.7
60	7	22.6
62,5	3	9.7
65	4	12.9
67,5	2	6.5
70	3	9.7
75	1	3.2
Total	**31**	**100.0**

Based on the result analysis of students' pretest scores in control group, it showed that there were one student got 40 (3.2%), six students got 50 (19.4%), one student got 52.5 (3.2%), three students got 55 (9.7%), seven students got 60 (22.6%), three students got 62.5(9.7%), four students got 65 (12.9%), two students got 67.5 (10.8%), three students got 70 (9.7%), and one student got 75 (3.2%).

2) Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group is described in Table 10

Table 10
Distribution of Data Frequency on Students' Posttest Scores
in Control Group

Scores	Frequency	Percentage (%)
50	3	9.7
52,5	2	6.5
55	4	12.9
57,5	1	3.2
60	5	16.1
62,5	2	6.5
65	7	22.6
70	5	26.1
75	1	3.2
80	1	3.2
Total	**31**	**100.0**

Based on the result analysis of students' pretest scores in control group, it showed that there were three students got 50 (9.7%), two students got 52,5 (6.5%), four students got 55 (12.9%), one student got 57,5 (3.2%), five students got 52.5 (16.1%), two students got 62,5 (6.2), seven students got 65 (22.6%), five students got 70 (16.1%), one student got 75 (3.2%), and one student got 80 (3.2%).

3) Students' Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group is described in Table 11.

Table 11
Distribution of Data Frequency on Students' Pretest Scores
in Experimental Group

Scores	Frequency	Percentage (%)
40	1	3.1
45	5	15.6
50	2	6.2
55	5	15.6
57,5	2	6.2
60	7	21.9
62,5	3	9.4
65	3	9.4
70	3	9.4
72,5	1	3.1
Total	**32**	**100.0**

From the analyses above, it was found that there were one student got 40 (3.1%), five students got 45 (15.6%), two students got 50 (6.2%), five student got 55 (15.6%), seven students got 60 (21.9 %), three students got 62,5 (9.4%), three students got 65 (9.4%), three students who got 70 (9.4%), and one student got 72,5 (3.1%).

4) Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in experimental group is described in Table 12.

Table 12
Distribution of Data Frequency on Students' Posttest Scores
in Experimental Group

Scores	Frequency	Percentage (%)
60	1	3.1
62.5	2	6.2
65	5	15.6
67.5	6	18.8
70	8	25.0
75	4	12.5
77,5	2	6.2
80	3	9.4
82,5	1	3.1
Total	**32**	**100.0**

From the analyses above, it was found that there were one student got 60 (3.1%), two students got 62.5 (6.2 %), five students got 65 (15.6%), six students got 67,5 (18.8%), eight students got 70 (25.0%), four students got 75 (12.5%), two students got 77,5 (6.2%), three students got 67.5 (9.4%), and one student got 82,5 (3.1%).

b. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were got from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group. The complete statistical can be seen in Appendix E.

1) Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 13.

Table 13
Descriptive Statistics of Students' Pretest Scores
in Control Group

Pretest Scores	N	Min	Max	Mean	Std. Deviation
	31	40.00	75.00	59.5161	7.91674

In descriptive statistics of students' pretest scores in control group, it was found that the total number of sample was 31 students. The minimum score was 40.00, the maximum score was 75.00, the mean score was 59.5161, and the score of standard deviation was 7.91674

2) Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in control group is described in Table 14.

Table 14
Descriptive Statistics of Students' Posttest Scores
in Control Group

Posttest Scores	N	Min	Max	Mean	Std. Deviation
	31	50	80.00	61.8548	7.58199

In descriptive statistics above, it was found that the total number of sample was 31 students. The minimum score was 50.00, the maximum score was 80.00, mean score was 61.8548, and the score of standard deviation was 7.58199.

3) Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group is described in Table 15.

Table 15
Descriptive Statistics of Students' Pretest Scores
in Experimental Group

Pretest Scores	N	Min	Max	Mean	Std. Deviation
	32	40.00	72.50	57.5000	8.44813

In descriptive statistics on students' pretest scores in experimental group above, it was found that the total number of sample was 32 students. The minimum score was 40.00, the maximum score was 72.50, mean score was 57.5000, and the score of standard deviation was 8.44813.

4) Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group is described in Table 16.

Table 16
Descriptive Statistics of Students' Posttest Scores
in Experimental Group

Posttest Score	N	Min	Max	Mean	Std. Deviation
	32	60.00	82.50	70.3906	5.78894

In descriptive statistics on students' posttest scores in experimental group above, it was found that the total number of sample was 32 students. The

minimum score was 60.00, the maximum score was 82.50, mean score was 70.3906, and the score of standard deviation was 5.78894.

2. Prerequisite Analysis

In prerequisite analysis, there were two analyses should be done. They were normality test and homogeneity test were analyzed.

a. Normality Test

In measuring normality test, *1-Kolmogorov-Smirnov* is used. The normality test is used to measure students' pretest and posttest in control and experimental groups. The complete statistical can be seen in Appendix F.

1) Students' Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in Table 17.

Table 17
Normality Test of Students' Pretest and Scores
in Control and Experimental groups

No	Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	31	0.944	0.335	**Normal**
2	Experimental Group	32	0.835	0.488	**Normal**

After the data obtained from the scores of the 31 students in control group and 32 in experimental group, it was found that the p-output was 0.335 and 0.488.

From the result of the p-output, it can be stated that the students' pretest control and experimental groups were normal since they were higher than 0.05.

2) Students' Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in Table 18.

Table 18
Normality Test on Students' Posttest Scores
in Control and Experimental Groups

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	31	0.631	0.821	**Normal**
2	Experimental Group	32	1.231	0.106	**Normal**

After the data obtained from the scores of the 31 students in control group and 32 in experimental group, it was found that the p-output was 0.631 and 1.231. From the result of the p-output, it can be stated that the students' pretest control and experimental groups were normal since they were higher than 0.05.

b. Homogeneity Test

In the homogeneity test, the students' pretest and posttest scores in control and experimental groups were analyzed by using Levene Statistics analysis. The complete statistical can be seen in Appendix G.

1) Students' Pretest Scores in Control and Experimental Groups

Homogeneity test used to find whether the group was homogenous or not. The computations of homogeneity used computation in SPSS 16. The result of homogeneity test of students' pretest is figured out in Table 19.

Table 19

**Homogeneity Test on Students' Pretest Scores
in Control and Experimental groups**

No	Students' Pretest	N	Levene Statistics	Sig.	F	Result
1	Control Group	31	0.136	0.714	0.954	Homogenous
2	Experimental Group	32				

Based on measuring homogeneity test of students' pretest scores, it was found that the significance level was 0.714. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05.

2) Students' Posttest Scores in Control and Experimental Group

Homogeneity test used to find whether the group was homogenous or not. The computations of homogeneity used computation in SPSS 16. The result of homogeneity test of students' posttest is figured out in Table 20.

Table 20

**Homogeneity Test on Students' Posttest Scores
in Control and Experimental groups**

No	Students' Posttest	N	Levene Statistics	Sig.	F	Result
1	Control group	31	2.525	0.117	25.324	Homogenous
2	Experimental group	32				

Based on measuring homogeneity test, it was found that the significance level was 0.117. From the result of the output, it can be stated that the students' pretest in experimental and control group was homogenous since it was higher than 0.05.

3. Result of Hypothesis Testing

In this study, independent t-test was used to measure the significant difference on students' reading comprehension score taught by using *That Was Then This Is Now Strategy* and Teacher's Method at SMP Muhammadiyah 6 Palembang. The analysis result of independent sample t-test is figured out in Table 21. The complete statistical can be seen in Appendix H.

Table 21
**Result Analysis of independent Sample t-test from Students' Posttest
Scores in Experimental and Control Groups**

Using *That Was Then This Is Now Strategy* and Teacher's Method at SMP Muhammadiyah 6 Palembang	Independent Sample t-Test			Ho
	T	Df	Sig. (2-tailed)	
	5.032	61	0.000	**Rejected**

From the table analysis, it was found that the p-output was 0.000 and the t-value was 5.032. Since the p-output was lower than 0.05 level and the t-value was higher than critical value of t-table (2.000). It can be stated that there was significant difference on students' reading comprehension score taught by using *That Was Then This Is Now Strategy* and Teacher's Method at SMP Muhammadiyah 6 Palembang.

B. Interpretations

Based on the findings above, some interpretations were made as follows: First, the writer had already tried out her research instrument. The instrument of the test was tested to the students of the eighth grade (VIII.A) at SMP Muhammadiyah 1 Palembang. The total number of the sample is 43 students. The reason for choosing VIII.A as sample in doing the try out because the students had problems such as difficult to comprehend text and they could not mention the main idea or inference in the text. Moreover, the writer was asked by the teacher of English to examine the try out in VIII.A to know their ability in reading skill. Meanwhile, the accreditation of SMP Muhammadiyah 1 itself is A category as well as the researcher will conduct the research at SMP Muhammadiyah 6 Palembang. The instrument that tested to the students were consulted by three validators. They were Manalullaili who graduated from School of Education Flinders University in Australia , M.Ed Winny Agustia R, M.Pd who graduated from Sriwijaya University in Palembang, and Amalia Hasanah, M.Pd who graduated from Sriwijaya University in Palembang. From the three validators

above, they assumed that the instrument was appropriate and could be applied in this research activities.

The form of the instrument test was multiple choice question. There were 60 questions that given to the students. The questions consisted of finding the main idea, comprehension, vocabulary (synonym/antonym) and inference. The writer did the try out to estimate the validity of the instrument. SPSS program was used by the writer to analyze the validity of each question items. After anlyzing the obtained data, the writer finally found the result of validity from each question items. It was found that there was 45 question items categorized valid and 15 question items considered invalid. The most question items were found valid in comprehension section. It was about 26 question items (55%) in comprehension section, 11 question items (25%) in vocabulary section, 4 question items (10%) in finding main idea section and 4 question items (10%) in identifying the inference section which made each question items clarified valid. Whereas, the invalid question items were caused that there were many students still hard to answer the question in vocabulary section. It was found that there were 11 question items (80%) in vocabulary section, 3 question items (5%) in comprehension, and 1 question item (5%) in the inference section who answered with wrong answers. The students considered that the questions were difficult to the them. Therefore, since there was 45 question items valid, the writer selected the easiest questions and took 40 valid question items as her research instrument for pretest and posttest that will be done of two groups for her research.

In this research, the writer chose the eighth grade students at SMP Muhammadiyah 6 Palembang where the pretest and posttest were tested to VIII.1 and VIII.2 as sample in conducting the research. The peretest was given before giving the treatment, while the posttest was given after giving the treatment. The writer had conducted the pretest in both control and experimental groups. After the students' pretest scores obtained from control and experimental groups, the writer chose VIII.2 as the control group and VIII.1 as experimental group. It was because the students' scores in control group was higher than the students' scores in experimental group. There were six students got big score where it could be categorized that those students in good category. On the other hand, the students' pretest in experimental group were lower because only three students who got big scores and it also could be seen from the percentage and the total number of students who got bad scores were fifteen students while in control only eleven students who got bad scores. The researcher concluded that the pretest scores in experimental were in poor level while in control group was in average level based on the students' mean scores.

Second, *That Was Then This Is Now Strategy* had increased the students' achievement significantly in reading class. The factors made students' could increase their achievement in experimental group because the students was given the treatment through *That Was Then This Is Now Strategy* about ten meetings by the researcher. In the first to second meeting, the students still felt confused to follow the steps of *That Was Then This Is Now Strategy.* Then the researcher expalined again and stimulated their thoughts. Nevertheless, the third to sixth

meeting, the students become motivated and interested to learn and understand the steps of it. In the seventh to tenth meeting, the students were accustomed with *That Was Then This Is Now Strategy* in learning reading skill. It made them easier to understand and find the main idea or some information in the text. They felt the benefits when the researcher applied the strategy. The students got motivation to learn by making predictions or sketching some things using their prior knowledge that they already know about the topic and what they have learned and they can write the sumarry from the text easier. Sethna (2011, p. 6) mentions that *That Was Then This Is Now Strategy* is a strategy that the students can sketch some things that they know about the topic and then write a summary about what they already know. After they read a section on the topic, they sketch what they have learned and write into a summary statement. The students also could enjoy following the material where they can learn with their group or their partner in the class. It supported with Brunner (2011, p. 91) that it requires advance prepearation from the teacher which make the students enjoy inflowing the material.

Third, the different result from students' posttest in control and experimental groups. The researcher has interpreted that students' posttest in control and experimental groups. Students' posttest in control were lower than posttest scores in experimental group. It was caused that the researcher used teacher's method in control group. Meanwhile, the students' posttest scores in experimental group are higher or in good level. It caused the researcher conducted *That Was Then This Is Now Strategy* to help students in teaching and learning process of English especially in reading for experimental group. *That Was Then*

This Is Now Strategy made students' in experimental group to be active readers, they also could mention some information based on their prior knowledge about the topic, students could relate the information after they read a text and could visualize the content of the text. It is line with Brunner (2011, p. 91) who states that *That Was Then This Is Now Strategy* is a strategy that was designed to encourage students to think about what they already know, relate the information to what they read from a text and to visualize the text content.

In addition, *That Was Then This Is Now Strategy* gives some advantages to the students, for instance, it activates students' background knowledge about what they already know about the story, encourage students's creativity, provide teacher with advance preparation, build the students' teamwork with other, have a wide range of academic ability in the classroom and require students to compare and contrast the information and new idea from the text. Finally, the teacher of English at the school can use *That Was Then This Is Now Strategy* in order to improve the students' reading comprehension achievement especially in narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer presents: (a) conclusion and (b) suggestions

A. Conclusions

Based on the findings and interpretations presented in the previous chapter, the reseacher concluded that there were a significance on students' reading comprehension achievement taught by using *That Was Then This Is Now Strategy*. The result could be seem from the improvement of the eighth grade students, as follows:

1. The students become active readers in the class.

2. The students were motivated and interested to learn especially in reading skill.

3. The students were able to find the main idea or information stated in the texts.

4. The students could use their prior or background knowledge to mention the information about the topic.

5. The students enjoyed following the materials in the class.

6. The students could write the information from the text by visualizing into summary statements.

7. The students were able to comprehend the narrative text easily.

Therefore, it could be assumed that *That Was Then This Is Now Strategy* was effective to the eighth grade students of SMP Muhammadiyah 6 Palembang. The students also could increase their achievement in reading. It also could be seem from the result of the test, it implied that *That Was Then This Is Now Strategy* could be used as an alternative strategy in teaching reading.

B. Suggestions

Based on the conclusion above and based on the study that has been done, the researcher would like to offer some suggestions to the teachers of English, the students of SMP Muhammadiyah 6 Palembang, and for other researchers as follows:

1. For Teachers of English

For the teachers of English at SMP Muhammadiyah 6 Palembang the writer would like to share contribution for learning and teaching in order to develop the process of teaching and learning to be success. To achieve the purpose, it depends on the teacher whether or not they can manage and apply interesting strategy and media to support their students in order to motivate learning situation and avoid the students from nervous, bored and stressful while learning reding skill especially. The used of *That Was Then This Is Now Strategy* is a new solution for the teacher when they want to attract students' attention. To this point, this strategy has been proved to be effective strategy in teaching reading comprehension.

2. For Students

For the students the writer suggests the students to be more active to express and to build their ideas in reading comprehension after they have been taught by using *That Was Then This Is Now Strategy*. The writer really hopes that in the future the students could use *That Was Then This Is Now Strategy* as their favourite teaching strategy while learning. So that, they can learn with fun condition and can get maximal result in reading achievement.

3. For Other Researchers

For other researchers who want to conduct the research in teaching reading can use the result of this research as a basic way for conducting the research and as an additional references for further relavant research certainly with different variables and conditions. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.

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