

**THE EFFECT OF APPLYING QUESTION INTO PARAGRAPH
(QuIP) STRATEGY ON THE STUDENTS' ACHIEVEMENT IN
READING COMPREHENSION**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*



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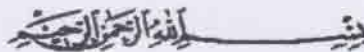
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ABSTRACT

Handani, P. Tiya 1302050035. *The Effect of Applying Question Into Paragraph (QuIP) Strategy on the Students' Achievement in Reading Comprehension.* English Education Program. The Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2017.

The objective was to investigate the effect of applying question into paragraph on the students' achievement in reading comprehension. The method of the research was the experimental research method. The population of this research was the tenth (X) grade students of SMA N.1 Kualuh Hulu on Jl. Lintas Sumatera Aek.Kanopan, Labura in academic year 2016/2017, which consist of sixth parallel classes. They were X-1 up to X-6. The population was 186 students. By using cluster random sampling technique, 2 classes were chosen as the sample, class X-2 which consist of 30 students as the experimental group and class X-5 which consist of 30 students as the control group. So, the total of sample is 60 students. The experimental group was taught by applying Question Into Paragraph strategy and the control was taught by applying Read Aloud strategy. The instrument of the research was multiple choice and essay tests in gaining the data. The multiple choice test consisted of 10 items and essay test consisted of 10 items of test. The data was analyzed by using t-test formula. Based on the finding indicated that $t_c > t_t$ or $81.15 > 2.00$. As a result showed that there was a significant effect of applying Question Into Paragraph on the students achievement in reading comprehension because t_c was higher than t_t ($81.15 > 2.00$). It meant that alternative hypothesis (H_a) was accepted. The percentage of the effect of Question Into Paragraph on the students' achievement in reading comprehension was 98.01% and 1.99% was influenced by other factors.

Keyword: *Question Into Paragraph (QuIP) strategy, students' achievement, reading.*

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is not only focusing on the printed word, but also reading has some meaning that should be known by everyone especially for the students. According to Farrell (2009:20) states that, “Reading is not passive, but it involves the reader in active interaction with the text”. It means that reading is activity where the readers have to interaction with the text. After reading, the reader will be asked to understand the meaning of the text that they have read then the reader found the problem solving about everything they do not understand about the text.

In reading, the reader has interactive processes between the text and the reader. Gridd et al in Braunger and Lewis (2006:3) states that, “Reading is an interactive and contractive that involves the reader, the text and the context of the reading experience”. It means that, when reading process the reader has interaction with the text and the reader experience or background knowledge help her or him to understand the context of the text. Then there is a communication between the reader and the writer, if the reader can understand and catch what the writer mean in the text.

Based on the observations conducted by researcher at SMA NEGERI 1 KUALUH HULU, the researcher found students difficulties in reading comprehension. Reading activities in the classroom not be useful for them it means the students do passive reading, students only read the material without

knowing what they have read, with the result that students had difficulties to determine the kind and topic of the text, they also had difficulties to identify the content of information.

Another factor that comes from the teacher's way in teaching which the teacher gave less attention to build the students background knowledge about the text and just focused on the material in the textbook, as its impact is the atmosphere created when learning reading is boring thing. Then, the teacher could not use and apply the teaching strategy appropriately that make the students have less opportunities and less activities. As the result, the purpose of the teaching reading could be reached.

Educational unit Curriculum 2013 (K13) of reading for Senior High School at grade tenth expects that the students are able to comprehend the meaning of the text in form of recount, narrative, procedure and descriptive text in the daily context. It means that it was very important for students to master reading comprehension in order to enable them to get success in reading learning process. As a goals result of the Educational Unit Curriculum 2013 (K13), the school also expects the realization of human resources (SDA) are able to compete in global era.

In order to solve this problem, researcher come up with the idea of applying appropriate strategy in teaching reading to make the students able to comprehend the text, the strategy is Question Into Paragraph (QuIP). McLaughlin (2012:135) states that "Question Into Paragraph (QuIP) strategy is one of strategy to provide a framework for initiating, researching and summarizing. Based on the

previous research at SMA 13 Padang by Rika Okta Puspa Dewi shown that there is a positive influence in improving their reading comprehension with this strategy. Question Into Paragraph more effective rather than strategy used by the teacher in reading comprehension at SMA 13 Padang. With the result that, the researcher interest to choose Question Into Paragraph (QuIP) Strategy, the researcher want to know the effect of applying Question Into Paragraph (QuIP) Strategy on the students' achievement in reading comprehension.

B. The Identification of the Problem

Based on the background of the study above, the problems of the study were identified as the following.

1. The students got difficulty to determine the kind and topic of the text.
2. The students did passive reading, so that the students got difficulty to identify the content of information.
3. For most students, reading was a boring thing because the teacher did not provided an appropriate way in delivering the material.

C. The Scope and Limitation

The scope of the research was about reading comprehension and the limited was teaching reading narrative text by applying Question Into Paragraph (QuIP) strategy.

D. The Formulation of the Problem

The problems of the study was formulated as “Is there any significant effect of applying Question Into Paragraph (QuIP) strategy on the students' achievement in reading comprehension?”

E. The Objective of the Study

The objective of this study was to investigate the significance effect of applying Question Into Paragraph (QuIP) strategy on the students' achievement in reading comprehension.

F. The Significance of the Study

The findings of this research was expected to be useful theoretically and practically.

1. Theoretically

This research can give valuable information, add knowledge in reading comprehension and as reference for other researcher because QuIP (Questions Into Paragraphs) strategy help students get answer for the question and students can make summary.

2. Practically

It will be useful for

1. students, to help them in increasing their skill in English, especially in reading comprehension.
2. teachers, to give input for teacher to apply Question Into Paragraph strategy as a solution to solve the problem in teaching reading comprehension.
3. other researcher can use the result of this study to be references in reading comprehension skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is important to classify some terms which are used in this research in order to avoid misinterpretation, misunderstanding and confusion in comprehending the ideas especially for the readers. Therefore, the following terms are intended to specify the extent of the research.

1. Description of Reading Comprehension

Reading comprehension is a part of reading skill. There are two importance points of reading comprehensions. First, it can get information from the written text. Then, it also can be able to comprehend the text. Therefore, reading comprehension is the way to gain more information that will prove their knowledge in understanding any sources. It means the students will spend their much time to read and get understanding or meaning from the sources. The sources of reading will be available in various and different texts. Thereby, the students not only focus on one kind of the text.

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. When reading process the reader has interaction with the text and the reader experience or background knowledge help her or him to understand the context of the text.

Hedgcock (2009:210) states that “Reading comprehension is a complex construct that involves the interaction of number of psycholinguistic processes”. It means that in reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The readers should comprehend the meaning what the writer means. They also should read the line between the lines and beyond the lines. Reading the lines is to understand meaning in reading source. Whereas, reading beyond the line is to interpret the meaning of reading the lines and between the lines. In other words, it is an active language ability which results of communication between reader and the writer, thereby the readers will be able to understand what the authors’ states on their write.

In addition, Guthrie et al (2004:193) states that, “Reading comprehension consist of the processes constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text”. It can be said that in the reading comprehension we do the process of conceptual knowledge. The reader needs to build their cognitive and conceptual knowledge during reading activity.

Based on the definitions above, it is concluded that in reading comprehension the reader’s background knowledge and information decoded from the text should be possessed by the reader and those two aspects procees both interactively and simultaneously. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an

intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing.

1.1 Component of Reading Comprehension

As stated previously, reading comprehension is a complex process and multicomponent that involve many interactions between the reader and what the reader brings into the text (previous knowledge, strategy use). By this definition can be seen that the component of reading comprehension include reader, text, the reader will use their previous knowledge and strategy to comprehend a text.

William (2009:198) explains that “In comprehending a text needs the ability to identify main ideas in the text that involves the knowledge of basic grammar, effective comprehension strategies, and awareness of text structure and also a large of vocabulary knowledge base”.

1.2 Reading Comprehension Process

According to Hampton & Resnick (2008:22) that there are two fundamental components of reading comprehension process developing a text base and building a mental model.

a. Developing a text base

Developing a text base means the readers try to make connections within the text. Understanding the information and ideas that the text presents is the essential undergirding for understanding what it means. The students must understand the meaning of the word, phrases, sentences and paragraphs and link these ideas coherently. In this process, readers work with the information and ideas presented by the text. When, students are reading well, developing the text

base is likely to be automatic, they may not even be aware they are doing it. It is clear that developing the text base is the network of the ideas that connects the meaning drawn from phrases, clauses and sentences into the larger ideas.

b. Building a mental model

Mental model is representation from the ideas in the text base that is developed by the existing knowledge of the readers. In building a mental model, the readers try to make meaning from the text. In this process, the readers build a word or create an image in their minds based on the situation that is described in the text. They try to relate it into the prior knowledge, experiences and purposes they already have.

The movement between developing a text base and building a mental model is simultaneously done by the readers when they are processing the text. Transfer and adjust their understanding in the act of reading. There is a dynamic interplay in the reader's mind between the text base and the mental model. When reading the text, the reader's check their mental model against their text base to make sure that the mental model accurately reflects what the text says and it also matches with the reader's knowledge base. Shortly, the thinking process of developing a text base and building a mental model interact and depend on each other.

1.3 Levels of Reading Comprehension

Ayala et.al (2006:43) divide comprehension into three levels, namely literal comprehension, inferential comprehension and evaluative comprehension.

a. Literal comprehension

Literal comprehension refers to the understanding of information that is explicitly stated in the text. The information includes finding the main ideas, details and the sequence of events that are explicitly stated in the text. Literal comprehension is important requires the student to have the necessary background information including knowledge of vocabulary that is used in the text.

b. Inferential comprehension

Inferential comprehension refers to the understanding of the information that is not explicitly stated in the text. The information is implied within the text. In inferential comprehension, the students need to understand the anaphora, or the use of one word or phrase in place of another one that has been previously used. Pronouns are used in place of nouns without an explicit connection between them. Besides, identifying cause – effect relationship and making predictions are also used in inferential comprehension.

c. Evaluate comprehension

Evaluate comprehension refers to the ability to use critical thinking skills and logical analysis to evaluate the text. The support from the teachers is needed to develop evaluate comprehension skills of the students skill for evaluate comprehension including the following.

1. Detecting contradiction and weakness how the writers develop their arguments.
2. Judging the accuracy of the information in a text based on prior knowledge reasoning and information from other texts.

3. Differentiating facts and opinions, evidence from conclusions and relevant/irrelevant information in the text.
4. Recognizing the author's ideology, moral and intentions.

Based on the theory above, the researcher choosing literal comprehension, as stated previously, literal comprehension refers to the understanding of information that is explicitly stated in the text. The information includes finding the main ideas, detail and sequence of events that are explicitly stated in the text.

1.4 Indicator of Reading Comprehension

Another important thing that should be exist in teaching reading comprehension is the teachers have to decide the indicators of reading comprehension. It has purpose to measure how far the students comprehend about a passage. Through the indicators the teachers can assess whether the students have understood about the text or not. If the students can achieve the all indicators, it means the students could understand the text well.

Basirun (2004:14-15) states some general indicators in reading comprehension process. Those are :

1. Finding main idea from particular paragraph from text provided.
2. Answering "WH" questions about main idea from particular paragraph from text provided.
3. Answering some questions through specific information from text provided.
4. Answering "WH" questions by using particular information.

5. Finding synonym or antonym of particular word in the text.
6. Finding meaning of particular word in the text.
7. Finding unstated and stated information from some choices.
8. Making conclusion of the text.

1.5 Principles of Teaching Reading Comprehension

Teaching reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In teaching reading comprehension, there are some principles from some experts.

Harmer (2008:75) states that there are some principles of teaching reading, they are as follow: first, reading is not passive skill. Second, the students need to be engaged with what they are reading. Third, the students should be encouraged to respond to the content of a reading text not just to the language. Fourth, prediction is major factor in reading. Fifth, match the task to the topic. Last, good teachers exploit reading texts to the full. It can be conclude that principles of teaching reading are very important to be success in teaching reading. It is caused reading is a process of sound out word or sentences. The teacher asks students to read some sources, because teaching reading needs practice to observe students' progress in understanding the text. For example, teacher give exercise and ask students to read the text, then the teacher lead students to make inferences after they read the text. It is purpose to observe students' comprehension about the text.

1.6 Factors Affecting Reading Comprehension

According to Antonacci & O'Callaghan (2011) that there are three major factors affecting the comprehension. They are the reader, the text and the context or situation in which the reading occurs.

The first factor is the reader. Reader bring to the text a range of differences including knowledge about the text, personal experiences related to text, cognitive and metacognitive strategies for reading and motivation to read that can affect the comprehension. In addition, Kingen (2000:106) says there are five readers based factors that influences the comprehension. They are:

- a. The readers' the knowledge of textual convention. How the readers understand the ideas in the text can affecting the meaning. For instance, the readers need to understand how the writes use the functuation in the text or know the function of flashback in narrative text.
- b. The readers' prior experiences both with reading in topic. The readers will get the disadvantages when they do not understand the printed material that is supposed to make sense or the material organized in some logical function. Besides, the readers who is unfamiliar with the concepts may also hard to create the meaning.
- c. The readers' cognitive processes. The development of the readers' thinking skills can affect how the reads create meaning from what they read. The understanding can beak down if the reader cannot monitor his or her own comprehension. Comprehension may be also be slow down if

the reader does not predict well, fails to set a purpose of reading or does not question during reading.

- d. The readers' perception of social context. Readers may not see that they are capable in reading or may not see reading as personally worthwhile and valuable. These personal perceptions can affect the readers' attitude. The motivation in reading can also decrease if readers' peers do not value reading. However, if the reader sees him or herself as part of community of readers (example: supportive group of individuals who share positive attitude about reading and each other) in the classroom, the climate for successful reading can be much positive.
- e. The readers' cultural situation. The reader may have little reason to participate or to see reading as useful, if the culture from which the reader comes does not value reading. The culture and the community that surrounds the reader supports or discourages reading may have a powerful effect on performance.

The second factor that affects the comprehension process is the text. The sentence length, content knowledge, author's writing style and level of reading difficulty including vocabulary have comprehension difficulties for obvious reason. They do not know the meaning of many words on page, unless the text is very simple.

The last factor that affects the comprehension is the context. The context in which the text is being read can influence on what the reader comprehend. Part of the context includes the goals or purpose for reading as well as the time and the

place in which reading occurs. Besides, the socio situational context like the events that have occurred before or during the reading of the text will contribute how the reader construct meaning.

2. Description of Question into Paragraph Strategy

In teaching and learning process, there are several strategies that can be applied in the classroom. It is caused the teacher needs strategy that requires to deliver the knowledge, because strategy is one of important elements in teaching process. One of those strategies is Question Into Paragraph.

Mclaughlin (2012:135) states that “Question Into Paragraph (QuIP) strategy is one of strategy to provide a framework for initiating, researching and summarizing. In order word, Question Into Paragraph (QuIP) strategy is one of strategies that can help the students in reading comprehension through initiating and researching information and make a summary. It means that QuIP strategy is strategy that allows the readers to expand their effort in comprehension the text. This strategy allows the reader to start their reading by building the question about the topic to the text. After that, the reader can seek and find the answer form their question in the text. Then, to know their comprehension, the students should be able to make a good summary about the text.

According to Glendinning in Edinger (2005) states that “The purpose of Question Into Paragraph (QuIP) strategy help the students find answer of question from graphically organizing, syntesizing and make summary”.

Based on the explanation above, the researcher can conclude that Question Into Paragraph Strategy is one of strategies that can be applied by the teacher.

They are start their reading by building the question about the topic after that the other seek and find the information from their question in the text. Then collect information into a summary. It help the students in reading comprehension through initiating, re researching information and make a summary.

2.1 Procedure of Question Into Paragraph Strategy

Glendinning and Beverly Holmsolm (2006) state some procedure QuIP strategy:

- a. Students divides into a small group and work collaboratively. It means that the teacher invite the students make a small group consist of 3-4 students and work with the member of the group.
- b. The teacher gives some topic about the text that the students should read and discuss.
- c. Students make some questions based on the topic on a piece of paper.
- d. Students locate and read some sources to find the answers to their questions. It can be said, students read some sources or texts from the teacher to get answers the question. In this case, the students read sources and find accurate information about topic.
- e. Students record answers to the questions in the spaces provided on the paper.
- f. Students synthesize information into a summary. It means that, the students collect information into a summary. After getting some information, the students can summarize it.

- g. Students share their summary in pair or small group. The student share their summary with another group.

2.2 Advantages Question Into Paragraph Strategy

The advantages of Question Into Paragraph (QuIP) are that can it help students to understand the text that they read. According to Glendinning in Edinger (2005) states that, “advantages of Question Into Paragraph Strategy are help the students find answer of question from graphically organizing, synthesizing and make summary”. It also gives opportunity to the students to be active reader. In this case, Question Into Paragraph Strategy can help students get answer for the question, students can make summary and share their summary with another.

2.3 Disadvantages of Question Into Paragraph

Each strategy has advantages and disadvantages, as disadvantages of Question Into Paragraph (QuIP) students are forced to think crisis. In other words, need a long time to students comprehend and make a question from the text. Successes strategy is depend on the student, if the students has no interest or they think that the problem learned difficult so that they unwilling to try comprehend the text.

3. Description of Read Aloud Strategy

Read Aloud strategy is one of strategy that can be used by the teacher to teaching reading. According to Hahn (2002: 10) Reading Aloud is a perfect opportunity for modelling a metacognitive approach to reading. It can be said that using reading aloud can make the students more understand because the teacher

modelling the approach and the students can see the teacher using the reading comprehension strategies well.

The author of McRel (2004:67) explains Read Aloud is an excellent strategy to use when students have limited background knowledge about the topic. It means that students with limited background knowledge can be helped by Read Aloud strategy because the teacher can introduce the topic through read aloud strategy to build students background knowledge.

Then, Trelease (2006: 47) states that Read Aloud strategy is serves to “measure , entertain, explain, arouse curiosity and inspire our kids”. It means that Read Aloud strategy can make students more understand about the topic because beside the strategy entertain the students also inspire the students.

Based on the previous explain from some experts above, it can be summarized that Read Aloud strategy is a strategy by the teacher that can develop reading comprehension that related to who, what, where and when from the text. Here, the students answer the question by the teacher. However, this strategy not increases their background knowledge.

3.1 Procedure of Read Aloud Strategy

According Harvey and Goudvis (2007:48) state that there are four procedures for successful Read Aloud strategy” first, activating students background knowledge. Second ,Modeling Third, Guided practice. The last, Sharing thinking.

Moreover Cooper and Kiger (2009: 111) explain that the procedures of Read Aloud strategy are: first, select a book, article, other background material

that relate to the topic or selection. Second, tell students what is about and why the teacher will read it to them. Third, give students a purpose for listening. The last, after read aloud, discuss the material by checking the purpose for which students were to listen, or discuss whether prediction were confirm.

Then, Elley and Rosenboom (2011: 76) state that the procedures of read aloud are: First, select multi genre, content specific text resource. Then, instruct students to discuss with a partner the interesting word and phrase, tone, and expression heard during the read aloud. Next, make the text accessible in the classroom for students to revisit and read independently.

3.2 Advantages Read Aloud Strategy

The advantages of Read Aloud strategy are can help the students to focus mentally, and stimulates the brain to increase their comprehend. Reading aloud is a great way to refine your dialogue, identify grammar problems, and even strengthen your characterization.

By using Read Aloud strategy the students can easily solve the problems and also this strategy stimulate all students to participate and appreciate any opinion submitted students.

3.3 Disadvantages of Read Aloud Strategy

The advantages of Reading Aloud are:

- The students main concern when reading aloud is to struggle with the script to decode it. Little attention is on meaning.
- The activity is done by one student. The other students are passively listening (if they are listening at all).

- Students don't understand the purpose of the reading aloud activity. They just read because the teacher told them so.
- It is a huge waste of precious time.

B. Conceptual Framework

As in the theoretical framework, reading is one of the important skills which have to be learned by the students in order to master English well. Reading is very important because through reading, the students will get more information around the world such as education, economics, politics, social, science and etc. Then, the students can add their knowledge such as the students are able to find the topic of the text and the students also identify supporting details of that text. Also, the students can share information to their friends from what they read. Besides that, by reading the students can increase their vocabulary and grammar.

In teaching reading, Question Into Paragraph (QuIP) Strategy is able strategy to make a good progress and it can increase the students' achievement in reading comprehension because Question Into Paragraph (QuIP) Strategy that allows the reader to start their reading by building the question about the topic to the text. After that, the reader can seek and find the answer form their question in the text. Then, to know their comprehension, the students should be able to make a good summary about the text.

C. Hypothesis

Based on the problem of the study, the hypothesis would be formulated as follows

Ha : There is significant effect of applying Question Into Paragraph (QuIP) Strategy on the Students' Achievement in Reading Comprehension.

Ho : There is no significant effect of applying Question Into Paragraph (QuIP) Strategy on the Students' Achievement in Reading Comprehension.

CHAPTER III

METHOD OF THE RESEARCH

A. Location and Time

This research was conducted at SMA NEGERI 1 KUALUH HULU, which located on Jl. Lintas Sumatera, Labuhanbatu Utara. The time for this research was one month. The reason for choosing this school because based on the previous observation, the researcher found that the students have some problems in reading comprehension especially narrative text and the students' ability of reading in this school is low and the researcher intend to help them by applying Question Into Paragraph strategy.

B. Population and Sample

The population of this research was conducted in the first year students of academic 2016/2017. The population of this research was taken from X grade students of SMA NEGERI 1 KUALUH HULU. There were sixth classes in that school who consist of 186 students in sixth parallel classes (X-I up to X-6), so the total of population in this researcher are 186 students.

Cluster random sampling technique was applied in this research. Those were selected two classes as the sample with the total sample was 60 students. They are X-2 which consist of 30 students as the experimental group and X-5 consist of 30 as the control group, as shown below:

Table 3.1
Population and Sample of Research

No.	Class	Population	Sample
1.	X-1	30	-
2.	X-2	30	30
3.	X-3	34	-
4.	X-4	32	-
5.	X-5	30	30
6.	X-6	30	-
Total		186	60

C. Research Design

Experimental research design is used in this research. It is aimed at knowing the effect of applying Question Into Paragraph (QuIP) strategy on the students' achievement in reading comprehension at the tenth grade of Senior High School N 1 Kualuh Hulu.

There are several designs in experimental research, namely: pre-experimental design, true-experimental design, factorial design and quasi experimental design but in this research, the researcher used true-experimental design. There were two groups in this research namely experimental group and control group. The experimental group was taught by applying Question Into Paragraph strategy whereas the control group was taught by applying Read Aloud strategy. The design of this research can be seen from the following table:

Table 3.2
Research Design

No.	Group	Pre-Test	Treatment	Post-Test
1.	Experimental Group (X)	✓	By applying Question Into Paragraph	✓
2.	Control Group (Y)	✓	By Applying Read Aloud Strategy	✓

Based on the table 3.2 experimental group (X) was the class which received by applying Question Into Paragraph and control group (Y) was the class which received by applying Read Aloud strategy in teaching reading comprehension.

There were three stages in doing procedure of research, they are pre-test, treatment and post-test.

1. Pre-test

The pre-test was conducted to both classes (control group and experimental group) before the treatment or teaching presentation. The students was given the tests about narrative text as the scores each group. The teachers giving pre-test to both of classes. In the pre-test, the students asked to answer some questions based on their understanding about narrative text, and then when the time is over, the teacher was collected the student answers sheet of experimental and control group.

2. Treatment

To investigate the effect of teaching reading by applying Question Into Paragraph strategy, a treatment was conducted to the experimental group. X-2 as the experimental group and X-5 as the control group was comprehend the material with the same also. Teaching treats the experimental group with Question Into Paragraph strategy meanwhile the control group with Read Aloud strategy.

Table 3.3
Treatment in Experimental Group

Meeting	Teachers' Activities	Students' Activities
1 (First)	<ol style="list-style-type: none">1. Teacher was greeted the students to open the class.2. Teacher was given Pre-Test.3. Teacher collected the answer sheets of students.4. Teacher was calculated the score.	<ol style="list-style-type: none">1. Students responded the teacher.2. Students did the test.
2 (Second)	<ol style="list-style-type: none">1. Teacher distributed the material of narrative text.2. Teacher was given the example about narrative text.3. Teacher divided the students in a group.4. Teacher was given the passage	<ol style="list-style-type: none">1. Students were listened the teachers' explanation carefully.2. Students responded the teacher.3. Students did the teacher ask and students sit in several group

	<p>5. Teacher asked the students to make summary from questions and answers that their make.</p> <p>6. After make a summary, the teacher asked the students share their summary to another group.</p>	<p>4. Students were read the passage and discuss the text in a question column and answer column.</p> <p>5. Students make summary.</p> <p>6. Students share their summary to another group.</p>
3 (Thirth)	<p>1. Teacher was given direction related to the Post-Test.</p> <p>2. Teacher was given Post-Test.</p> <p>3. Teacher was collected the answer sheets of the students.</p> <p>4. Calculated the score.</p>	<p>1. Students listened to the direction.</p> <p>2. Students answered the Post-Test.</p>

Table 3.4
Treatment in Control Group

Meeting	Teachers' Activities	Students' Activities
1 (First)	<p>1. Teacher was greeted the students to open the class.</p> <p>2. Teacher was given Pre-Test.</p> <p>3. Teacher was collected the answer sheets of students.</p>	<p>1. Students responded the teacher.</p> <p>2. Students did the test.</p>

	4. Teacher was calculated the score.	
2 (Second)	<p>1. Teacher distributed the material of narrative text.</p> <p>2. Teacher was given the examples about narrative text.</p> <p>3. Teacher was given the passage and the students read aloud in turns.</p> <p>4. Students discussed with a partner the interesting word and phrase, tone, and expression heard during the read aloud.</p> <p>5. Make the text accessible in the classroom for students to revisit and read independently.</p>	<p>1. Students listened the teachers' explanation carefully.</p> <p>2. Students responded the teacher.</p> <p>3. Students did the teacher ask.</p> <p>4. Students discussed with a partner.</p> <p>5. Students revisit the text and read independently to correct their pronunciation, intonation and get the information.</p>
3. (Third)	<p>1. Teacher was given direction related to the Post-Test.</p> <p>2. Teacher was given Post-Test.</p> <p>3. Teacher was collected the answer sheets of the students.</p> <p>4. Teacher calculated the score</p>	<p>1. Students listen to the teachers' explanation carefully.</p> <p>2. Students answered the questions.</p>

3. Post-test

After giving the treatment, the students of both groups were given the post-test. The post-test is same as the pre-test. The post-test was given to know the mean score of experimental group and control group after receiving the treatment. The post-test used to know the effect of applying Question Into Paragraph Strategy on the students' achievement in reading comprehension.

D. The Instrument of the Research

The instrument to collect the data for this research was multiple choice tests and essay tests about narrative, which consist of 10 items test for multiple choice and 10 items test for essay. The materials of the test taken from the book, Talk Active for grade X of Senior High School by Mulyono and Lanny Kurniawan. The number of the test was given 1 point for the correct answer in multiple choice so, the maximal score is 10 and 1 to 3 point for correct answer in essay test so the total score is 30 point.

E. The Techniques of Data Collection

In collecting the data, several steps applied as follow:

1. Giving pre-test both of groups.
2. Giving treatment.
 - a. Teaching the experimental group by applying Question Into Paragraph strategy.
 - b. Teaching the control group by applying Read Aloud strategy.
3. Giving post-test both of groups.
4. Correcting the students' answer sheet.

F. The Techniques of Data Analysis

After collecting the data from the test, the data analyzed by using the following procedure:

1. Scoring the students' answers by using this formula,

$$F = \frac{C}{N} \times$$

In which:

F = score

C = total score

N = maximal score

2. Listing their score into two tables, first for experimental group scores and the second for the control group scores.
3. Calculating the total score pre-test and post-test in experimental group and control group.

- a. Standard deviation of sample 1 (experimental group)

$$s_1 = \sqrt{\frac{n(x_1^2) - (x_1)^2}{n_1(n_1-1)}}$$

- b. Standard deviation of sample 2 (control group)

$$s_2 = \sqrt{\frac{n(x_2^2) - (x_2)^2}{n_2(n_2-1)}}$$

4. Calculating will be conducted by using t-test for decide the data Separated Variants (Heterogenic) or Polled Variants (Homogeny) as show below:

$F_c = \frac{S_1^2}{S_2^2}$, if $F_c < F_t$, so the data Polled Variants (Homogeny)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \quad (\text{Sugiyono, 2015:273})$$

c. Correlation of product moment between X_1 and X_2 :

$$r_{x_1x_2} = \frac{n \sum x_1x_2 - \sum x_1 \sum x_2}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\} \{n \sum x_2^2 - (\sum x_2)^2\}}} \quad (\text{Sugiyono, 2015:255})$$

$$t_c = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

d. Determining the percentage of the effect by counting coefficient r^2

$$(r_{xy})^2 \times 100\%$$

In which:

$t = t$ test

$t_c = t$ count

$t_t = t$ table

$\bar{X}_1 =$ average of variable 1 (experimental group)

$\bar{X}_2 =$ average of variable 2 (control group)

$S_1 =$ standard deviation of sample 1 (experimental group)

$S_2 =$ standard deviation of sample 2 (control group)

n = total of sample

n_1 = number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

F_c = F count

F_t = F table

l = number of constant

r = correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

In this research, statistical hypothesis was used to describe whether the hypothesis was accepted or rejected. The statistical hypothesis formulated as follow

Ha : There is significant effect of applying Question Into Paragraph (QuIP) Strategy on the Students' Achievement in Reading Comprehension (the hypothesis is accepted).

Ho : There is no significant effect of applying Question Into Paragraph (QuIP) Strategy on the Students' Achievement in Reading Comprehension (the hypothesis is rejected).

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

Based on the result of pre-test of experimental group given to the students' prior to treatment it was found the students' score as follows:

Table 4.1
The Students Value of Pre-Test in Multiple Choice Test by
Experimental Group (X₂)

No.	Students' Initial	Multiple Choice										Score
		Pre-Test										
		1	2	3	4	5	6	7	8	9	10	
1.	ID	√	√	-	√	-	-	√	-	-	-	4
2.	TG	√	√	√	√	-	√	√	√	√	-	8
3.	IM	√	√	√	√	√	√	-	√	√	√	9
4.	YS	√	√	-	√	-	√	√	-	-	-	5
5.	JM	√	√	-	√	√	-	-	-	√	√	6
6.	J	√	√	-	√	-	-	-	-	√	-	4
7.	N	√	√	-	√	-	-	-	-	√	√	5
8.	RB	√	√	-	√	-	√	√	-	-	-	5
9.	S	-	√	√	√	√	√	-	√	√	√	8
10.	NRW	√	√	√	√	-	√	-	√	√	√	8
11.	FM	√	-	-	-	-	-	-	-	-	-	1
12.	JS	√	-	-	-	-	-	-	-	-	-	1
13.	CB	-	√	-	√	√	-	-	√	√	√	6
14.	MHS	√	√	√	√	-	√	√	√	√	-	8
15.	NE	-	√	√	√	√	√	√	√	√	√	9
16.	A	√	√	-	√	-	√	√	-	-	-	5
17.	EA	√	√	-	√	-	-	-	-	√	√	5
18.	FN	√	√	√	√	-	√	-	√	√	√	8
19.	GS	-	√	-	√	√	-	-	√	√	√	6
20.	MI	√	-	-	-	-	-	-	-	-	-	1
21.	PR	-	√	-	√	-	-	-	-	-	-	2
22.	RK	√	√	-	√	-	√	√	-	-	√	6
23.	IRA	√	√	√	√	-	√	√	√	√	-	8
24.	NK	√	√	√	√	-	√	√	√	√	-	8
25.	RU	-	√	-	√	√	-	-	√	√	√	6
26.	DR	√	√	√	-	√	√	√	-	√	√	8

27.	SW	√	-	-	-	-	-	-	-	-	-	1
28.	WS	√	√	-	-	-	-	-	√	√	-	4
29.	EP	-	√	-	√	√	-	-	√	√	√	6
30.	IL	√	√	√	√	-	√	√	√	√	-	8
Total		23	26	11	24	9	15	12	15	20	14	168

The data from the table 4.1 showed that the question number 2 was easy and the question number 5 was hard because only 9 students who answered correctly. The students got difficulty to answer “WH” question by using particular information. The easy question is “why did the guy break up with his girlfriend?”, this question is easy according to the students because the answer stated of the first paragraph in the text, the students did not difficulty to choose the correct answer. The hard question is “the complication parts of the text is...” students difficulty to choose correct answer because the students have less focus to concluded information and choose the correct answer from the question number 5. This question needed more focus, the students should be able to collect information that unstated of the text and conclude it.

Meanwhile, the post-test result of experimental group can be seen in detail as follows:

Table 4.2
The Students Value of Post-Test in Multiple Choice Test by Experimental Group (X₂)

No.	Students' Initial	Multiple Choice										Score
		Post-Test										
		1	2	3	4	5	6	7	8	9	10	
1.	ID	√	√	√	-	-	√	√	-	√	-	6
2.	TG	√	√	√	√	√	√	√	√	√	√	10
3.	IM	√	√	√	√	√	√	-	-	√	√	8
4.	YS	√	√	√	√	-	√	√	√	√	√	9

5.	JM	√	√	-	√	√	√	-	√	√	√	8
6.	J	√	√	-	√	√	√	√	-	√	√	8
7.	N	√	√	√	√	√	-	√	-	√	√	8
8.	RB	√	√	√	√	-	√	√	-	√	√	8
9.	S	√	√	√	√	-	√	√	-	√	√	8
10.	NRW	√	√	√	√	-	√	√	√	√	√	9
11.	FM	√	√	-	√	√	-	-	√	√	-	6
12.	JS	√	√	-	√	√	-	-	-	-	-	4
13.	CB	√	√	-	√	-	√	-	√	√	-	6
14.	MHS	√	√	-	√	√	√	√	√	√	√	9
15.	NE	√	√	√	√	√	√	√	√	√	√	10
16.	A	√	√	-	√	√	√	√	√	√	√	9
17.	EA	√	√	√	√	-	√	√	√	√	√	9
18.	FN	√	√	√	√	√	√	-	√	√	√	9
19.	GS	-	√	-	√	√	√	√	√	√	√	8
20.	MI	√	√	√	√	-	√	-	√	√	√	8
21.	PR	√	√	√	-	√	√	√	√	√	-	8
22.	RK	√	√	-	-	-	√	√	-	√	√	6
23.	IRA	√	√	√	√	√	√	-	√	√	√	9
24.	NK	√	√	√	√	√	√	-	√	√	√	9
25.	RU	√	√	√	√	√	√	-	√	√	√	9
26.	DR	√	√	√	√	-	√	√	-	√	√	8
27.	SW	√	-	√	√	√	-	√	√	√	√	8
28.	WS	√	√	√	-	-	√	√	√	√	-	7
29.	EP	√	√	√	√	√	√	√	√	√	√	10
30.	IL	√	√	-	√	√	√	√	√	√	-	8
Total		29	29	20	26	19	26	20	21	29	23	242

From the table post-test above, the researcher concluded that there has been increased on the experimental group after giving the treatment. Before giving the treatment, the question number 5 was difficulties by the students. The total of the students who answered the question number 5 correctly was 9 students in multiple choice test and after giving the treatment has been increased became 19 students who got the correct answer. In the treatment, the students asked to comprehend the text through the questions of each main idea and then concluded

it. So that, by Question Into Paragraph strategy the students able to comprehend beginning of the story (orientation), complication and ending of the story.

Based on the result of pre-test of control group given to the students' prior to treatment it was found the students' score as follows:

Table 4.3
The Students Value of Pre-Test in Multiple Choice Test by
Control Group (X₅)

No.	Students' Initial	Multiple Choice										Score
		Pre-Test										
		1	2	3	4	5	6	7	8	9	10	
1.	EPA	√	√	√	√	-	√	√	-	√	√	8
2.	FE	-	√	√	√	√	-	-	√	√	-	6
3.	SN	√	√	-	√	√	-	√	√	-	-	6
4.	IS	√	-	-	√	-	√	-	√	-	√	5
5.	AN	√	√	-	√	√	-	√	√	√	-	7
6.	KD	-	√	-	-	-	-	-	√	√	-	3
7.	LMS	√	√	-	√	-	-	-	√	√	-	5
8.	BA	√	√	√	√	-	√	-	√	-	-	6
9.	JA	√	-	√	√	√	-	√	-	√	-	6
10.	SS	√	√	√	√	-	√	-	-	-	-	5
11.	FHA	-	-	√	√	-	-	-	√	√	-	4
12.	TW	√	√	-	√	-	-	-	√	√	√	6
13.	MH	-	√	√	√	√	√	-	√	√	√	8
14.	RDA	√	√	-	√	-	-	-	√	√	-	5
15.	SAP	√	-	√	√	√	-	√	-	√	-	6
16.	DK	-	√	-	√	√	-	-	√	√	√	6
17.	AS	-	√	√	√	√	-	√	√	√	√	8
18.	FR	√	√	-	-	-	√	-	√	-	-	4
19.	MF	-	√	√	√	√	-	-	√	√	-	6
20.	HR	√	√	-	√	-	√	√	-	-	-	5
21.	SB	√	√	√	√	-	√	-	√	-	-	6
22.	JM	√	√	-	√	-	-	-	√	√	√	6
23.	N	√	√	-	√	-	-	-	√	√	√	6
24.	DA	√	-	-	-	-	-	-	-	-	-	1
25.	RF	-	√	-	√	√	-	-	√	√	√	6
26.	RDH	√	-	-	√	-	√	-	-	√	-	4
27.	DP	√	√	√	√	√	-	-	-	-	-	5
28.	AP	-	√	-	-	-	√	-	√	√	√	5

29.	DY	-	√	-	√	-	-	-	-	-	-	2
30.	IR	-	√	-	√	-	-	-	-	-	-	2
Total		21	24	12	24	10	7	20	19	10	158	

In the control group, the easy question was number 2 about answering “WH” questions about main idea from particular paragraph from text provided. Same like experimental group, easy question according control class is the question number 2. The students were easy to find the answer because the information of the question stated clearly why the guy break up with the girl in first paragraph of the text. The hard question was number 7 about making conclusion of the text, the students with the correct answer only 7 students. The students did not interested to read and comprehend the story and also the students feeling lazy to thinking of loud. In addition, they should translate the words that they do not know to concluded what the lessons that can be taken from the text.

Meanwhile, the post-test result of control group can be seen in detail as follows:

Table 4.4
The Students Value of Post-Test in Multiple Choice Test by Control Group (X₅)

No.	Students' Initial	Multiple Choice										Score
		Post-Test										
		1	2	3	4	5	6	7	8	9	10	
1.	EPA	-	√	√	√	√	√	-	-	√	√	7
2.	FE	√	√	√	√	-	√	-	-	√	√	7
3.	SN	√	√	√	√	√	-	-	√	√	√	8
4.	IS	-	-	-	√	-	√	-	-	-	√	3
5.	AN	√	√	√	-	√	√	√	√	√	√	9
6.	KD	-	√	-	-	√	-	√	-	-	-	3
7.	LMS	√	√	√	√	√	-	-	√	√	√	8
8.	BA	√	√	√	√	-	√	-	-	√	√	7

9.	JA	√	√	-	√	-	-	-	√	√	√	6
10.	SS	-	-	√	√	-	-	-	√	√	√	5
11.	FHA	√	-	√	-	-	√	√	-	√	√	6
12.	TW	√	√	-	√	√	√	√	√	√	√	9
13.	MH	√	-	√	√	√	-	√	-	√	-	6
14.	RDA	√	√	√	√	-	√	-	-	√	√	7
15.	SAP	√	√	-	√	√	-	-	-	√	√	6
16.	DK	√	√	-	√	√	-	-	√	-	√	6
17.	AS	√	√	√	-	√	-	√	√	-	√	7
18.	FR	√	√	√	-	-	√	√	√	√	-	7
19.	MF	√	√	√	√	√	√	-	-	√	√	8
20.	HR	√	√	√	-	√	-	-	√	√	√	7
21.	SB	√	√	√	√	-	√	√	-	√	-	7
22.	JM	√	√	√	√	-	√	√	-	√	-	7
23.	N	√	√	√	√	√	√	√	√	√	√	10
24.	DA	√	√	√	√	√	-	-	-	√	√	7
25.	RF	√	-	√	√	-	√	√	-	√	√	7
26.	RDH	√	-	-	-	-	-	-	√	-	-	2
27.	DP	√	√	√	√	-	√	-	√	√	√	8
28.	AP	√	-	√	-	-	√	√	-	√	√	6
29.	DY	√	√	√	√	√	-	-	-	√	-	6
30.	IR	√	√	√	√	-	√	-	√	√	-	7
Total		26	23	23	23	25	17	12	14	25	22	199

From the table post-test in control group above, the researcher concluded that there has been increased on the control group after giving the treatment. Before giving the treatment, the question number 7 was difficulties by the students. The total of the students who answered the question number 7 correctly was 7 students in multiple choice test and after giving the treatment has been increased became 12 students who got the correct answer. By Read Aloud strategy, the students read and the other students listen while looking and remembering the new vocabulary. The dilligent student and listen well to answer the question number 7 appropriately.

For essay test each items was given 1 to 3 point, 1 point for less answer, 2 points for complete answer and 3 points for very complete answer.

In the experimental group, the result of pre-test given to the students' prior treatment it was found the students' score as follows:

Table 4.5
The Students Value of Pre-Test in Essay Test
by Experimental Group (X₂)

No.	Students' Initial	Essay Test										Score
		Pre-Test										
		1	2	3	4	5	6	7	8	9	10	
1.	ID	3	3	3	3	-	-	-	-	-	-	9
2.	TG	3	-	2	3	2	-	-	-	2	-	12
3.	IM	2	-	2	2	2	-	-	2	2	-	12
4.	YS	2	2	3	-	-	-	2	3	2	2	16
5.	JM	2	-	2	2	2	-	3	1	2	2	16
6.	J	-	-	2	2	2	-	3	-	1	2	12
7.	N	-	-	2	2	2	-	-	-	2	3	11
8.	RB	3	2	3	-	-	-	-	-	-	-	8
9.	S	3	-	2	-	2	-	-	-	3	-	10
10.	NRW	2	-	2	2	-	-	2	-	2	2	12
11.	FM	2	-	-	-	-	2	-	-	1	2	7
12.	JS	-	-	-	-	2	2	-	-	2	2	8
13.	CB	3	-	3	-	2	-	-	-	1	-	9
14.	MHS	3	-	2	2	2	-	-	-	1	-	10
15.	NE	3	-	2	2	1	-	-	-	1	-	9
16.	A	3	-	3	-	1	-	-	-	-	-	7
17.	EA	-	-	2	2	1	-	3	-	1	2	11
18.	FN	2	-	2	2	-	-	-	2	2	-	10
19.	GS	3	-	3	-	-	-	-	-	-	2	8
20.	MI	2	-	-	-	-	2	-	-	2	2	8
21.	PR	-	-	-	-	1	-	-	-	3	-	4
22.	RK	3	-	3	-	-	-	-	-	-	-	6
23.	IRA	3	-	2	2	3	-	-	-	2	-	12
24.	NK	3	-	2	2	3	-	-	-	2	-	12
25.	RU	3	-	2	-	2	-	-	-	-	-	7
26.	DR	2	-	2	-	2	-	-	2	1	-	9
27.	SW	-	-	-	-	2	2	-	-	1	2	7
28.	WS	2	-	2	-	2	-	-	-	2	-	8

29.	EP	2	2	-	-	2	-	-	-	2	-	8
30.	IL	3	-	2	2	3	-	-	-	2	-	12
Total		62	9	55	30	41	8	13	10	42	20	290

From the table 4.5 above, the question number 1 was easy question proved that the highest point has by the question number 1 with 62 point and the hard question was the item number 6 of the essay test. The students got difficulty to answer the question number 6 about finding meaning of particular word in the text.

The students easily answered the question number 1 because they understand the intent of the question number 1 by question word “who” and keyword “character” without having to think a long to translate and answer the question number 1. The students difficulty to answer the question number 6 because the students did not understand of the story in the text, the students just being a passive reader.

Meanwhile, the post-test result of experimental group can be seen in the detail as follows:

Table 4.6
The Students Value of Post-Test in Essay Test
by Experimental Group (X₂)

No.	Students' Initial	Essay Test										Score
		Post-Test										
		1	2	3	4	5	6	7	8	9	10	
1.	ID	3	3	3	3	3	3	-	3	2	3	26
2.	TG	3	3	3	2	2	2	3	-	3	2	23
3.	IM	3	3	3	3	3	2	2	-	3	3	25
4.	YS	3	3	3	3	2	3	-	3	2	3	25
5.	JM	3	3	2	3	3	3	3	3	2	3	28
6.	J	2	3	3	2	2	2	3	2	3	2	24

7.	N	3	3	3	3	2	3	3	-	1	3	24
8.	RB	3	3	3	2	2	2	-	-	3	2	20
9.	S	3	3	3	2	2	3	3	-	2	3	24
10.	NRW	3	3	2	3	2	3	3	3	2	3	27
11.	FM	2	3	3	3	2	2	2	3	2	2	24
12.	JS	3	3	3	2	2	2	3	2	3	3	26
13.	CB	3	3	3	3	2	2	2	2	3	2	25
14.	MHS	3	3	3	3	2	-	3	3	3	3	26
15.	NE	3	2	2	3	2	2	3	3	3	2	25
16.	A	3	3	3	-	2	-	3	3	3	3	23
17.	EA	2	3	3	3	2	2	-	-	3	3	21
18.	FN	3	3	3	3	3	3	2	-	2	3	25
19.	GS	3	3	3	3	2	3	-	-	3	3	23
20.	MI	3	2	3	-	2	2	2	-	2	2	18
21.	PR	3	3	3	-	2	2	-	-	2	2	16
22.	RK	3	3	3	3	2	3	-	-	2	3	22
23.	IRA	3	3	2	3	2	3	3	3	3	3	28
24.	NK	3	3	3	3	2	3	2	-	3	3	25
25.	RU	2	2	3	3	2	2	-	-	3	2	19
26.	DR	3	3	3	3	3	3	-	1	2	3	24
27.	SW	3	3	3	-	2	-	3	-	3	3	20
28.	WS	3	3	3	3	2	2	2	-	3	2	23
29.	EP	3	3	3	2	2	-	-	3	3	3	22
30.	IL	3	3	3	3	3	-	3	3	3	3	27
Total		86	87	86	72	66	62	53	40	77	80	708

The table above showed significant improvements from the table 4.5 and 4.6. Table 4.5 before giving the treatment, most of students got the lowest point and an increase of table 4.6 after giving the treatment by applied Question Into Paragraph strategy on the experimental group. The students answered with a very complete and by this strategy the students asked to be active reader through making questions, seek the information as a framework to collected into a summary. Indirectly, the students are in demand to comprehend the text with the result that the students easily to answer the question number 6. The students have

the motivation to compete with the other groups in collect the informations of the text.

In the control group, the result of pre-test given to the students' prior to treatment it was found the students' score as follows:

Table 4.7
The Students Value of Pre-Test in Essay Test
by Control Group (X₅)

No.	Students' Initial	Essay Test										Score
		Pre-Test										
		1	2	3	4	5	6	7	8	9	10	
1.	EPA	3	-	2	2	2	-	-	-	2	-	11
2.	FE	2	-	2	2	1	-	-	2	2	-	11
3.	SN	2	-	2	3	2	3	-	3	1	-	16
4.	IS	3	-	3	-	-	-	-	-	-	2	8
5.	AN	2	-	2	2	2	-	-	2	3	2	15
6.	KD	2	-	2	-	2	-	-	-	3	-	9
7.	LMS	2	-	3	2	2	2	-	1	1	2	15
8.	BA	-	-	2	2	2	-	-	-	2	-	8
9.	JA	3	-	3	2	-	2	-	-	1	2	13
10.	SS	2	-	2	2	2	2	-	-	2	2	14
11.	FHA	2	-	3	-	2	2	-	2	3	2	16
12.	TW	-	-	2	2	2	-	-	-	2	2	10
13.	MH	3	-	-	-	2	-	-	2	3	-	10
14.	RDA	-	-	2	3	2	-	3	-	2	2	14
15.	SAP	3	-	3	2	1	2	-	-	1	2	14
16.	DK	3	-	3	-	2	-	-	-	3	-	11
17.	AS	3	-	2	-	1	-	-	-	2	1	9
18.	FR	3	-	3	-	2	-	-	-	3	-	11
19.	MF	3	-	3	-	1	-	-	-	2	1	10
20.	HR	3	2	3	-	-	-	-	-	-	-	8
21.	SB	2	-	2	2	2	-	-	-	2	-	10
22.	JM	-	-	2	-	2	-	-	-	2	2	8
23.	N	-	-	1	-	-	-	-	-	-	2	3
24.	DA	-	-	-	-	2	2	-	-	2	2	8
25.	RF	3	-	3	-	2	-	-	-	-	-	8
26.	RDH	-	-	2	-	1	-	-	-	2	-	5
27.	DP	-	-	2	3	2	-	-	-	-	-	7
28.	AP	3	-	-	-	-	-	-	-	3	-	6
29.	DY	-	-	-	-	1	-	-	-	3	-	4

30.	IR	-	-	-	-	-	-	-	-	2	-	4
Total		52	2	56	9	42	15	3	12	55	26	274

Pre-test in control group, easy question according to the total point of the students is number 3. The question is “why did Putri Tangguk want to quit helping her husband?”. This question about answering WH question about main idea from particular paragraph from text provided, the students easily to answered this question because the answer stated clearly in third paragraph without having to think again to seek another answer.

The hard question was number 2 and 7 only difference 1 point, the question number 2 has 2 point and the question number 7 has 3 point. The question both of it is about answering “WH” questions by using particular information. The students got difficulty to answer this question because to get the answer students should be able understand the question and critical thinking to develop their idea of the information in the text into an answer. The students just answered as a simple.

Meanwhile, the post-test result can be seen in detail as the follows:

Table 4.8
The Students Value of Post-Test in Essay Test
by Control Group (X₅)

No.	Students' Initial	Essay Test										Score
		Post-Test										
		1	2	3	4	5	6	7	8	9	10	
1.	EPA	3	-	3	2	2	-	-	3	3	3	19
2.	FE	2	2	3	2	1	-	-	2	3	2	17
3.	SN	3	3	3	-	2	-	-	3	3	3	20
4.	IS	3	3	3	3	2	-	-	-	3	3	20
5.	AN	2	3	3	3	3	2	-	-	2	2	20
6.	KD	3	3	3	3	2	-	-	2	2	2	20
7.	LMS	2	2	3	2	2	2	-	2	2	2	19
8.	BA	2	2	3	-	2	-	-	2	3	2	17
9.	JA	-	2	2	2	2	2	-	2	2	2	16

10.	SS	2	-	2	2	2	2	-	-	2	2	14
11.	FHA	2	2	3	2	2	-	-	2	3	2	18
12.	TW	-	2	2	2	2	2	-	2	2	2	16
13.	MH	3	-	3	2	-	2	-	-	2	2	14
14.	RDA	2	2	3	2	2	2	2	-	3	2	20
15.	SAP	3	3	3	-	2	-	2	-	3	3	19
16.	DK	3	-	3	2	2	-	-	3	3	-	16
17.	AS	2	-	2	3	3	-	-	3	2	-	15
18.	FR	3	-	2	2	2	-	-	-	2	2	13
19.	MF	3	2	2	2	2	2	-	-	2	2	18
20.	HR	3	3	3	-	3	-	-	-	3	3	18
21.	SB	2	-	3	2	2	3	-	2	3	2	19
22.	JM	3	-	2	2	2	-	-	-	2	2	13
23.	N	2	-	2	2	2	-	-	2	2	-	12
24.	DA	-	2	2	2	2	2	-	2	2	2	18
25.	RF	2	2	2	2	2	-	-	2	3	2	17
26.	RDH	2	2	3	2	2	-	-	2	3	2	18
27.	DP	2	-	2	2	-	3	-	2	2	2	16
28.	AP	2	2	3	2	2	-	-	2	3	-	16
29.	DY	3	-	3	2	1	2	-	-	1	2	14
30.	IR	3	-	3	2	2	-	-	-	3	-	13
Total		71	42	79	58	57	26	4	34	74	55	505

The data in the table 4.8 showed that before giving the treatment the question number 2 was the hard question with 2 point but after giving the treatment there was increased became 42 point. On the same indicator, the question number 7 only difference 1 point from the previously. After giving the treatment the question number 7 got 4 point.

On the question number 7 no increased drastically because the students are still not focus to find the answer and the weakness of this strategy is one student read and the other students are passive listening (if they are listening at all). And on the question number 2 helping by their comprehend from the story in the text which tell us that Putri Tangguk and her husband were the farmers.

Based on the finding above the researcher shown comparison of the student scores of the hard and easy question based on the indicator of reading comprehension from the students answered of multiple choice test and essay test, can be seen in the table 4.9 below:

Table 4.9
Comparison the Student Scores from the
Multiple Choice Test and Essay Test

Class	Multiple Choice			
	Pre-Test		Post-Test	
	Hard Question	Easy Question	Hard Question	Easy Question
Experimental	Q.Number 5 indicator: Finding unstated and stated information from some choices.	Q.Number 2 indicator: answering “WH” questions about main idea from particular paragraph from text provided.	Q.Number 5 indicator: finding unstated and stated information from some choices.	Q.Number 2 indicator: finding unstated and stated information from some choices.
Point	9	26	19	29
Control	Q.Number 7 indicator: making conclusion of the text.	Q. Number 2 indicator: answering “WH” questions about main idea from particular paragraph from text provided.	Q.Number 7 indicator: making conclusion of the text.	Q.Number 2 indicator: answering “WH” questions about main idea from particular paragraph from text provided.
Point	7	24	12	23

Class	Essay Test			
	Pre-Test		Post-Test	
	Hard Question	Easy Question	Hard Question	Easy Question
Experimental	Q.Number 6 Indicator: Finding meaning of particular word in the text.	Q.Number 1 Indicator: Answering “WH” questions about main idea from particular paragraph from text provided.	Number 6 Indicator: Finding meaning of particular word in the text.	Q.Number 1 Indicator: Answering “WH” questions by using particular information.
	9	62	62	86
Control	Number 7 Indicator: Answering “WH” questions by using particular information.	Number 9 Indicator: Answering “WH” questions about main idea from particular paragraph from text provided.	Number 7 Indicator: Answering “WH” questions by using particular information.	Number 9 Indicator: Answering “WH” questions about main idea from particular paragraph from text provided.
	3	55	4	74

The data from the table above, it showed that the question has indicator about answering “WH” questions about main idea from particular paragraph from text provided was easy question because dominant of the students answered correctly. The group that applied Question Into Paragraph strategy has greater of the students’ score rather than the group that applied Read Aloud strategy. This

shows that Question Into Paragraph more effective and has a greater influence than Read Aload strategy.

The researcher was combine the value of the students from multiple choice test and essay test which in multiple choice was 1 point for the correct answer 0 for the incorrect answer and 1 to 3 point for the correct answer in essay test. The researcher used the formula,

$$F = \frac{C}{N} \times 100\%$$

In which:

F = score

C = total score

N = maximal score

The students' score in the pre-test and post-test both of two groups can be seen in the table 4.1.1 and 4.1.2 below:

Table 4.1.1
The Result of the Pre-Test and Post-Test in Experimental Group (X₂)

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1.	ID	33	80
2.	TG	50	83
3.	IM	52	83
4.	YS	53	85
5.	JM	55	90
6.	J	40	80
7.	N	41	80
8.	RB	32	70
9.	S	45	80
10.	NRW	50	90
11.	FM	20	68

12.	JS	23	78
13.	CB	37	75
14.	MHS	50	88
15.	NE	45	88
16.	A	38	80
17.	EA	41	75
18.	FN	44	85
19.	GS	38	78
20.	MI	23	65
21.	PR	15	60
22.	RK	33	78
23.	IRA	50	93
24.	NK	50	85
25.	RU	39	75
26.	DR	43	80
27.	SW	20	70
28.	WS	30	75
29.	EP	33	80
30.	IL	50	88
Total		1181	2395
Mean		39.4	79.9

The data in the table 4.1.1 showed that the highest score of pre-test in the experimental group was given 55 and the lowest was 15 while the highest score post-test was 93 and the lowest was 60.

Table 4.1.2
The Result of the Pre-Test and Post-Test in Control Group (X₅)

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1.	EPA	48	65
2.	FE	44	60
3.	SN	55	70
4.	IS	33	58
5.	AN	55	72
6.	KD	30	58
7.	LMS	50	68
8.	BA	38	60
9.	JA	49	55
10.	SS	49	65
11.	FHA	50	60

12.	TW	41	61
13.	MH	44	50
14.	RDA	48	67
15.	SAP	50	63
16.	DK	43	55
17.	AS	43	55
18.	FR	39	50
19.	MF	40	61
20.	HR	33	63
21.	SB	39	64
22.	JM	35	50
23.	N	23	53
24.	DA	23	59
25.	RF	35	60
26.	RDH	23	50
27.	DP	30	60
28.	AP	28	55
29.	DY	15	50
30.	IR	10	50
Total		1143	1765
Mean		38.1	58.8

The data in the table 4.1.2 showed the highest score of pre-test in the control group was 55 and the lowest was 10. While the highest score of post-test was 72 and the lowest was 50.

B. Data Analysis

Based on the data from the pre-test and post-test, the score was changed into the table of calculating of standard deviation.

Table 4.1.3
The Calculation Table of Standard Deviation

No.	X_1	X_2	X_1^2	X_2^2	X_1X_2
1.	80	65	6400	4225	5200
2.	83	60	6889	3600	4980
3.	83	70	6889	4900	5810
4.	85	58	7225	3364	4930
5.	90	72	8100	5184	6480
6.	80	58	6400	3364	4640

7.	80	68	6400	4624	5440
8.	70	60	4900	3600	4200
9.	80	55	6400	3025	4400
10.	90	65	8100	4225	5850
11.	68	60	4624	3600	4080
12.	78	61	6084	3721	4758
13.	75	50	5625	2500	3750
14.	88	67	7744	4489	5896
15.	88	63	7744	3969	5544
16.	80	55	6400	3025	4400
17.	75	55	5625	3025	4125
18.	85	50	7225	2500	4250
19.	78	61	6084	3721	4758
20.	65	63	4225	3969	4095
21.	70	50	4900	2500	3500
22.	78	50	6084	2500	3900
23.	93	65	8649	4225	6045
24.	85	59	7225	3481	5015
25.	75	60	5625	3600	4500
26.	80	50	6400	2500	4000
27.	70	60	4900	3600	4200
28.	75	55	5625	3025	4125
29.	80	50	6400	2500	4000
30.	88	50	7744	2500	4400
	$\sum X_1$ = 2395	$\sum X_2$ = 1765	$\sum X_1^2$ = 192635	$\sum X_2^2$ = 105061	$\sum X_1X_2$ = 141271

Based on the data 4.1.3 previously, the calculation of standard deviation

was as a below:

For experimental group:

$$S_1 = \sqrt{\frac{n(X_1^2) - (X_1)^2}{n_1(n_1 - 1)}}$$

$$S_1 = \sqrt{\frac{30(192635) - (2395)^2}{30(30 - 1)}}$$

$$S_1 = \sqrt{\frac{5779050 - 5736025}{30(29)}}$$

$$S_1 = \sqrt{\frac{43025}{870}}$$

$$S_1 = \sqrt{49.45}$$

$$S_1 = 7.03$$

For control group:

$$S_2 = \sqrt{\frac{n(X_2^2) - (X_2)^2}{n_2(n_2 - 1)}}$$

$$S_2 = \sqrt{\frac{30(105061) - (1765)^2}{30(30 - 1)}}$$

$$S_2 = \sqrt{\frac{3151830 - 3115225}{30(29)}}$$

$$S_2 = \sqrt{\frac{36605}{870}}$$

$$S_2 = \sqrt{42.07}$$

$$S_2 = 6.49$$

The score of standard deviation for experimental and control group was calculated, than it was needed to decide the data was Separated Variants (Heterogenic) data or Polled variants (Homogeny).

$$F_c = \frac{S_1^2}{S_2^2}$$

$$F_c = \frac{49.42}{42.12}$$

$$F_c = 1.17$$

To find the homogeneity F_c , is compared with F_t . The value of F_t got by F distribution for probability $\alpha = 5\% = 0.05$. Degree of freedom (df) for numerator $df = n_1 - 1 = 30 - 1 = 29$ and degree of freedom (df) for denominator $df = n_2 - 1 = 30 - 1 = 29$. From F table it was found that $F_t = 1.82$ and $F_c = 1.17$. So, it meant that $F_c < F_t = 1.17 < 1.82$. It showed that the data was Polled Variants (Homogeny).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{79.9 - 58.8}{\sqrt{\frac{(30 - 1)7.03^2 + (30 - 1)6.49^2}{30 + 30 - 2} \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{21.1}{\sqrt{\frac{(29)49.42 + (29)42.12}{58} \left(\frac{2}{30} \right)}}$$

$$t = \frac{21.1}{\sqrt{\frac{2654.66}{58} \left(\frac{2}{30} \right)}}$$

$$t = \frac{21.1}{\sqrt{91.54(0.6666)}}$$

$$t = \frac{21.1}{\sqrt{61.020564}}$$

$$t = \frac{21.1}{7.811566040}$$

$$t = 2.701122911$$

$$t = 2.701$$

t was compared with t table. The value of t table got by t distribution for probability $\alpha = 5\% = 0.05$. Degree of freedom $df = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$.

$$t \text{ table} = t \left(1 - \frac{1}{2} 0.05 \right)$$

$$t \text{ table} = t \left(1 - \frac{1}{2} 0.05 \right)^{58}$$

$$t \text{ table} = t (0.975)^{58}$$

$$t \text{ table} = 2.00$$

From t table it was found that t table = 2.00. So, it meant that t test > t table = 2.701 > 2.00. It showed that the data was homogeny.

Correlation of product moment between X_1 and X_2 .

$$r_{x_1x_2} = \frac{n \sum x_1x_2 - (\sum x_1)(\sum x_2)}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\} \{n \sum x_2^2 - (\sum x_2)^2\}}}$$

$$r_{x_1x_2} = \frac{60.141271 - (2395)(1765)}{\sqrt{\{(60.192635) - (2395)^2\} \{60.105061 - (1765)^2\}}}$$

$$r_{x_1x_2} = \frac{8476260 - 4227175}{\{11558100 - 5736025\} \{6303660 - 3115225\}}$$

$$r_{x_1x_2} = \frac{4249085}{\sqrt{\{5822075\} \{3188435\}}}$$

$$r_{x_1x_2} = \frac{4249085}{\sqrt{18563307702625}}$$

$$r_{x_1x_2} = \frac{4249085}{4308515.72}$$

$$r_{x_1x_2} = 0.99$$

Determining the percentage of the effect of X_1 toward X_2 :

$$\begin{aligned}
 D &= r^2 \\
 &= 0.99^2 \\
 &= 0.9801 \\
 &= 98.01\%
 \end{aligned}$$

$$\begin{aligned}
 X &= 100\% - 98.01\% \\
 &= 1.99\%
 \end{aligned}$$

It meant that the effect of X_1 towards X_2 or the effect of applying Question Into Paragraph strategy on the students' achievement in reading comprehension was 98.01% and 3.96% was influenced by other factors.

t_c between X_1 and X_2

$$t_c = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$t_c = \frac{79.9 - 58.8}{\sqrt{\frac{7.03^2}{30} + \frac{6.49^2}{30} - 2(0.98)\left(\frac{7.03}{\sqrt{30}}\right)\left(\frac{6.49}{\sqrt{30}}\right)}}$$

$$t_c = \frac{21.1}{\sqrt{\frac{49.42}{30} + \frac{42.12}{30} - 1.98\left(\frac{7.03}{5.48}\right)\left(\frac{6.49}{5.48}\right)}}$$

$$t_c = \frac{21.1}{\sqrt{1.65 + 1.40 - 1.98(1.28)(1.18)}}$$

$$t_c = \frac{21.1}{\sqrt{3.05 - 1.98(1.51)}}$$

$$t_c = \frac{21.1}{\sqrt{3.05 - 2.98}}$$

$$t_c = \frac{21.1}{\sqrt{0.07}}$$

$$t_c = \frac{21.1}{0.26}$$

$$t_c = 81.15$$

t_c was compared with t_t . The value of t_t got by t distribution critical value table with significant rate $\alpha = 0.05$ with $df = n_1+n_2 = 30+30-2 = 58$. So, t_t was 2.00. it showed that $t \text{ count} > t \text{ table} = 81.15 > 2.00$. It meant that H_a was accepted and H_o was rejected. So, it can be concluded that there was a significant effect of applying Question Into Paragraph strategy on the students' achievement in reading comprehension.

C. Research Findings

Based on the calculation, it was found that the result of t_c was higher than t_t ($81.15 > 2.00$) at df 58 and $\alpha = 0.05\%$. It showed that the alternative hypothesis was accepted and it means that applying Question Into Paragraph strategy was given significant effect on the students' achievement in reading comprehension. It was proved from the data showed that the score of experimental group (students who were taught by applying Question Into Paragraph) was higher than control group (students who were taught by applying Read Aloud strategy). It was proved from the post-test both of groups. The highest score of experimental group was 93 and the lowest 60, while the highest score of control group was 72 and the lowest score was 50.

In Question Into Paragraph strategy, the effect of X_1 toward X_2 or the effect of applying Question Into Paragraph on the students' achievement in reading comprehension was 98.01% and 1.99% was influenced by other factors. So, applying Question Into Paragraph was given a significant effect on the students' achievement in reading comprehension and teaching reading by applying Question Into Paragraph strategy was more effective than teaching by applying Read Aloud strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Question Into Paragraph strategy as performed in the classes at SMA Negeri 1 Kualuh Hulu with 60 students in each experimental and control group. Based on the research was done, the researcher concluded as “There was significant effect on the students’ achievement in reading comprehension by applying Question Into Paragraph strategy. The result of t_c (81.15) was higher than t_t (2.00) at df 58 and $\alpha = 0.05$. Thus it can be concluded applying of Question Into Paragraph strategy has a significant effect on the students’ achievement in reading comprehension”.

B. Suggestion

In the relation to the conclusion above, suggestion is stated the teacher can apply Question Into Paragraph strategy in teaching reading comprehension especially in narrative text in the classroom as a good strategy which helps the students add their reading comprehension in teaching learning process and the students to be active reader by this strategy so they are can improve their comprehend.

To other researcher who are interested and want to do this research that to use these findings as source of information for further related studies and also suggested to school management to encourage the teachers to improve their teaching skill to become better, more creative and more interesting in teaching learning process not only by applying Question Into Paragraph strategy but also

another strategy, method or model which are believed to give easier and better understanding for students in their effort to get information from reading comprehension.

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TEST ITEMS

Initial Name :

Class :

Choose the correct answer!

This text is for questions 1-5.

Let Me Love You

Once upon a time, there was once a guy who was very much in love with his girl. This romantic guy folded 1.000 pieces of papercranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together. Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualise any future for both of them, so let's go their own ways there and then...heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of some friends, this guy had set up his own company.

"You never fail until you stop trying," he always told himself. "I must make it in life!" One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realise those were his ex-girlfriend's parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore, he had his own company, car, condo, etc. He had made it in life!

Before the guy can realise, the couple was walking towards a cemetery, and he got out of his car and followed them...and he saw his exgirlfriend, a photograph of her smiling sweetly as ever at him from her tombstone...and he saw his precious papercranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be an obstacle...therefore she had chosen to leave him.

She had wanted her parents to put his papercranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

(Taken from smamuhwsb.orgfree.com)

1. Who is the main character of the story?
 - a. A guy
 - b. A girl
 - c. A couple
 - d. A family
 - e. A group of people

2. Why did the guy break up with his girlfriend?
 - a. He wanted to concentrate on his career
 - b. The girls said that she wanted to go to Paris and would not come back.
 - c. The guy had found another girl for him
 - d. The guy's parents did not like the girl at all
 - e. The girl's parents did not allow her to marry the man

3. What is the communicative purpose of the text?
 - a. To entertain the reader
 - b. To give a report
 - c. To explain something
 - d. To recommend the readers
 - e. To describe a person

4. The generic structure of this text are...
 - a. General statement, sequences of explanation
 - b. Issues, argument pro and against, conclusion
 - c. Orientation, complication, resolution
 - d. General classification, descriptions
 - e. Orientation, evaluation, conclusions

5. The complication parts of the text is...
 - a. The girl died
 - b. The guy met the girl's parents

- c. The guy loved the girl
- d. The guy came to cemetery
- e. The girl left the guy

This text is for questions 6-10.

A long time ago, there lived on the island of Bali a giant-like creature named Jidanbou. The people of Bali used to say that Jidanbou was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when the first time the barn was almost empty and the new harvest was still a long way off. This made Jidanbou wild with great anger. In this hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Jidanbou to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Jidanbou, he began to dig a deep hole. One day, he had eaten too much. He feel asleep in the hole. The oldest man in the village give a sign and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the whole boiling. Jidanbou was buried alive. Then the water in the well rose higher and higher until last it overflowed and formed lake Batur. The mound of earth dug from the well by Jidanbou is known as Mount Batur.

(Adopted from *www.fanfiction.net*)

- 6. When does the conflict begin?
 - a. When Jidanbou destroyed all houses
 - b. When the barn almost empty
 - c. When the Balinese turned to rage
 - d. When the Balinese opposed Jidanbou
 - e. When Jidanbou was buried alive

- 7. What is the lesson of the story?
 - a. Come together to overcome all problems
 - b. Give God enough food
 - c. God always help human

- d. Don't ever make the barn empty
 - e. Bali is full beautiful lake
8. Who is the antagonist of this story?
- a. Balinese people
 - b. Balinese villagers
 - c. The oldest man in the village
 - d. Jidanbou
 - e. Farmers
9. What type of the text is the passage above?
- a. Narrative
 - b. Procedure
 - c. Explanation
 - d. Report
 - e. Recount
10. What is the most suitable title for the tale?
- a. Jidanbou
 - b. Balinese villagers
 - c. The legend of Mount Batur
 - d. A giant-Like Creature
 - e. Brave villager

Read the text carefully!

Putri Tangguk

There was a village in Jambi. The people were farmers. One of them was Putri Tangguk. She lived with her husband and her children.

Putri Tangguk and her husband had a very small rice field. Amazingly, the rice field was able to harvest a lot of rice. Their harvest was always abundant they put their harvest in their big barn. They were very happy with their life.

Putri Tangguk always helped her husband in the rice field. One day, she said that she wanted to quit helping her husband. She wanted to take care of the children and mingle with the neighbours.

In the morning, Putri Tangguk wanted to cook some rice. However, she could not find any rice in the kitchen. She was surprised and she felt that she just took some rice from the barn and put in the kitchen. Then, she went to the barn. Surprisingly, there was no rice in the barn. She immediately told her husband about the missing rice.

“Look! The rice is gone. Our rice is stolen!” said Putri Tangguk. Putri Tangguk and her husband immediately went to the rice field. And after they finished cropping some rice, they brought the rice home. On the way home, rain fell down heavily. The rain made the road slippery. Putri Tangguk fell down several times.

She was really upset. Later, she asked her husband to put the rice on the road. “What for?” asked the husband. “The road is slippery. If we throw the rice on the field, we can step on it. Therefore the road is not going to be slippery. Don’t worry, we have an amazing rice field right?” asked Putri Tangguk.

Although he did not completely agree with her idea, the husband still threw the rice in front of them. The idea worked. Every time they stepped on the rice, they did not fall down.

When they arrived home, their rice was only left a little. It was only enough for their dinner. However they were not worried. Tomorrow morning, they planned to go to their rice field and took a lot rice. The planned to fill their barn.

Surprisingly when they arrived, their rice field was full of grass. There was no rice at all. They were really confused.

At night Putri Tangguk had a dream. An old man came to her and said, “You were really ungrateful. You treated us badly.” “I am one of the rice you threw away on the road. You stepped on us! The god of the rice was really angry. He decided not to give you a lot of rice anymore. You can only get a little rice,” said the old man.

Putri Tangguk than woke up. She really regretted what she did. She knew it was wrong to throw away the rice but it was too late. She could only feel sorry.

(Adapted from *indonesianfolklore.blogspot.com*)

Answer these questions based on the story above.

1. Who is the main character in the story?
2. What did Putri Tangguk and her husband do?

3. Why did Putri Tangguk want to quit helping her husband?
4. What was the amazing thing related with Putri Tangguk's rice field?
5. What are the main ideas of paragraphs 2 and 7 of the text?
6. "If we throw the rice on the field, we can step on it." What does the underlined word refer to?
7. What made Putri Tangguk and her husband didn't fall down when walking in the slippery road?
8. Did Putri Tangguk's husband agree the idea of throwing rice on the slippery road?
9. Who came to Putri Tangguk's dream and what did he say?
10. "You were really ungrateful. You treated us badly." What is the synonym of the underlined word?

Answers Key

- | | |
|-------------|--------------|
| 1. A | 6. B |
| 2. B | 7. C |
| 3. A | 8. D |
| 4. C | 9. A |
| 5. E | 10. C |