

**THE EFFECT OF APPLYING *INSERT* STRATEGY ON THE STUDENTS'
ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

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By

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ABSTRACT

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This research dealt with The Effect of Applying *INSERT* Strategy on the Students' Achievement in Reading Comprehension especially narrative text. The objective of the research was to find the effect of applying *INSERT* Strategy on the students' achievement in reading narrative text. This research was conducted at SMK TARBIYAH ISLAMİYAH, Jl. Perintis Kemerdekaan, Hamparan Perak, Sumatera Utara of 2017/2018 academic year. The population of this research was the X grade students consistine of 6 clases, X-1 up to X-6 with total students 189. By using Cluster Random Sampling it was choosen 2 clases; X-3 (30) and X-5 (30), with 60 students. X-3 class was Experimental class taught by *INSERT* Strategy and class X-5 class was Control class taught by Lectering Method. Multiple choice test with 20 items were administered to the students. The researcher gave a pre-test, treatment and post-test to both groups. Having collected the data by using T-test formula, the result showed that t-test was 12.21 and t-table was 2.002. The fact showed that t-test was greather than t-table. (The null hypothesis or H_0 was rejected and the alternative hypothesis H_a was accepted). The result of this research concluded that there was a significant effect of applying *INSERT* Strategy on the students' achievement in reading comprehension.

Key Word : INSERT Strategy, Narrative Text, Achievement.

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The importance of reading is for students to understand what they will read. English language teaching in senior high school is aimed at enabling students to reach functional level in a sense that students must be able to catch and express the meaning in short functional written texts and simple essays of descriptive, report, narrative, procedure, analytical exposition, and news item in daily-life context. Students are expected to comprehend, analyze factual knowledge and apply the procedural knowledge specific field of study according to their talents and interests to solve the problem. This concludes that mastering reading comprehension is very important and crucial for students in order to enable them in getting success in reading learning process.

In fact, most students have difficulties grasping the content of reading comprehension such as understanding vocabulary, seeing in the relationship among words and concept organizing ideas, recognizing the author's purpose, making judgment and evaluating. The difficulties might be caused by the students having insufficient vocabulary of English, do not know English comprehensively, lack motivation to read in another language because the texts given in the reading lesson are not interesting and do not know how to apply certain technique of reading in finding the information or content of a text accurately.

Based on the result of observation that was conducted in SMK TARBIYAH ISLAMİYAH Hamparan Perak, students had many problems in learning reading process. The teacher said that the ability of students' reading comprehension was still low. The teacher showed the data of the students' scores in reading test. The data showed that there were only ten out of 35 students who achieved the standard score that was 70. The average score was only 68,90, it means that there were 67% of them failed the text. This proves that they could not grasp the information of the text they had read and got difficulties in constructing the meaning of the text.

In the classroom, students did passive reading activity. They always asked the teacher about the meaning of words that they found in the text. They just read and translated it based on what they have known so that they got wrong ideas. Some of them just copied their friend's answer without doing any discussion to comprehend the text. The students have no self confidence to read without comprehend the text. Without comprehension, the goal of reading process was not success. The students also felt hesitate to ask the teacher and expressed their ideas or opinion toward the text. The students failed to express themselves adequately in reading English. Thus, it made the students feel bored and discouraged in the reading activities.

Dealing with the fact previously mentioned, the researcher interested in conducting research entitled "The effect of applying *INSERT* Strategy on students' achievement in reading comprehension. *INSERT* is an active reading strategy designed by Mather and Wetson (2006: 112). This strategy can be used

by students during the guided reading phase of class work. It employs a set of symbols or notation and helps students to interact and make connections with text without taking extensive notes during reading. There are several kinds of notation that are used in this strategy such as (√) for agree with the readers, (X) for disagree with the readers, (?) for confusing and unclear to readers, (+) for new information, (!) for interesting and awesome fact/idea and (*) for important ideas.

Based on explanation above, it is hoped that the problem can be solved by using INSERT Strategy, as this strategy involves the students in the teaching-learning process and it is student-centered activities. The students can use their knowledge to matching some illustrate. The students can also apply the materials to other people. Students can be encouraged to make predictions and announce or record their observations as they see. This is also the reason why the researcher chooses this strategy to help students in reading comprehension.

B. The Identification of the Problems

The problem of this research can be identified as follows :

1. The students are difficulties to mastery reading comprehension.
2. The students are insufficient in applied English vocabulary.
3. The students were confused to identify reading text.
4. The students did passive reading activity.

C. The Scope and Limitation of the Study

The scope of this research was Reading Comprehension, it was limited to Narrative Text to the X grade students of SMK TARBIYAH ISLAMIAH students of 2017/2018 academic year.

D. The Formulation of the Problem

The problem of this research was formulated as the following : Is there any significant effect of applying *INSERT* Strategy on the students' achievement in reading comprehension?

E. The Objectives of the Study

In line with the background, the objectives of this research : was to investigate the significant effect of applying *INSERT* Strategy on students' achievement in reading comprehension.

F. The Significance of the Study

The findings of this research was expected to offer both theoretical and practical significances :

1. Theoretical

Theoretically, finding of this research would gave easier, interesting way and valuable information in teaching reading comprehension though Interactive Notation System for Effective Reading and Thinking (*INSERT*).

2. Practical

The finding of this research will be useful for :

- a. The students to improve the students' interested and students' achievement in the narrative text.
- b. The teacher to gave some informtion about various strategies in teaching narrative text.
- c. The other researchers to implementation of *INSERT* Strategy on students' achievement in narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. THEORITICAL FRAMEWORK

In conducting a research, theories needed to explain some concept applies concerning to the research. The theories must be classified to avoid confusion. The following theories used in this study.

1. Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In reading process, the reader is not only understand the text on the reader's knowledge to build meaning but also transfer ideas and information expressed by writer. Therefore, the reader background knowledge should be integrated with the text to create meaning. So, everyone get the information and knowledge not only from what they write and what they listen. But also, from reading a text. In reading, the writer can transfer information to the readers. It means that there was an interactive process between the reader and text. From a text, the reader can build meaning by their background knowledge (Nunan, 2003:88).

Reading is the process of obtaining or constructing meaning from a word or cluster of words. This statement gives three ideas about reading. First, meaning was found in cluster of words, not necessarily in complete sentences. Second,

reading involves getting meaning from the words, understanding the ideas, information or feeling the word convey when put in particular pattern. The third, meaning was thinking about the verbs obtaining or constructing. The task of the reader is to obtain the meaning that the writer want convey. Reading does not only demand students having high knowledge and abilities, but also having cognitive capacities. So, from word to word in the text, the reader can get meaning and information what the writer means. It will make the readers easy to get comprehend the information (Seyler, 2004:41).

Than, Reading is like wise a skill that teacher simply expect learner to acquire. It indicates that reading is a process that expects the reader to get information or knowledge by reading the texts. Actually, when students read the text, they will get new information or knowledge. Moreover, information or knowledge will be gotten in many aspects, such as technology, newspaper, and education. So, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension. It means reading was one of communication to transfer information between the writer to the readers (Brown, 2004:8-9).

Additionally, when the readers read the text, it was not just read, but the readers should get comprehend what the text talking about. The comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. So reading comprehension requires deeper understanding to comprehend the text. In reading the text the readers should understand what the meaning of the writer convey in the text. It

means comprehension was needed the reader when a text (McNamara, 2007:49-50).

Based on some definition of reading described above, it was concluded that reading is one important language skills to be mastered. It is skill that bridges readers to meaning of texts. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It was important to reading comprehension because reading comprehension is not just reading with a loud voice but reading is established understand the meaning of word, sentences, and paragraph sense relationship among ideas as it was.

1.1 Reading Skills

In order to be active reader, the learner should develop various reading skill. Which she/he can employ for the purpose of gaining a full comprehension of what is read. Reading involves a variety of skills :

1. Skimming

Skimming is high-speed reading that can save time and help the readers get through lots of material quickly. It is different from other kinds of high-speed reading, such as previewing, and scanning. By skimming, the readers can get general sense of passage or book, not specific details. The goal in skimming is not to read the text thoroughly, but it is used to find out the kind information that the readers seek and if it does determine what to read more closely.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2. Scanning

Scanning is very high-speed reading that the reader do when they are looking for specific piece of information. When the readers scan, the readers have questions in mind. In scanning, we do not read every word but only key words tht will answer our question.

Scanning is quickly reading to find the specific information, scanning is quickly searching for some particular piece or pieces of information in a text. By scanning, a reader means to glance rapidly through a text either to search specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose. When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or specific information. To enable the students to scan effectively, he or she need, also, he or she should have the strong belief where he or she will find such information needed from the text (Brown, 2000:308).

3. Previewing

Previewing is something that we already do in our daily life. For example, when we receive a letter, we usually look first at the return address or the stamp to find out where it came from and who sent it. Then, we will make some

guesses about what it will be about. By previewing for just a few second, we can pick up a great deal of information about the text we are going to read.

By previewing for just a few second, we can pick up a great deal of information about the text we are going to read. We can preview any kind of text, including pleasure reading books, magazine articles, tests, and textbook assignments.

4. Closing Reading

Close reading requires careful attention to all the words and sentences in a selection to understand its full meaning (Laher and Osborn, 2001:45). After we have skimmed a source and decided to read all or part it closely, we read carefully to comprehend ideas and record information. While these to purpose can undoubtedly overlap, awarness of them a separate activities will help to focus.

5. Guessing from Context

Guessing from context is the best strategy to do when we come to a word that we do not know when we are reading. Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

6. Paraphrasing

Paraphrase is an expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand. Paraphrasing stopping at the end of a section to check comprehension by restating the information and ideas in the text (Richard and Schmidt, 2002:384).

1.2 Types of Reading

The types of reading. In the case of reading, variety of performance is derived from more the multiplicity of types of the text than from the variety of evert types of performance. Never the less, several types of reading performance are typically identified as follows:

a. Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader mist, in psycholinguistics sense, interact with the text. That is reading is a process of negotiating meaning, the reader brings the text a set of schemata for undestanding it and take in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

1.3 Steps of Reading

There are three main steps in reading comprehension, namely before reading, during reading and after reading to (Hill, 2008:159).

a. Before reading.

The teacher build up the students' prior knowledge and link to the book being read. Sometimes teachers talk through the book or build up semantic webs to that the new vocabulary in the book can be discussed and classified.

b. During reading.

Teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print.

c. After reading.

Teachers plan a range of activities for the students to practice what they need so they can become more independent readers. Based on the statements above, it was important to know the steps of reading comprehension. They used as guidance for the teacher of-how to teach reading through good steps. It means that the process of teaching and learning should be arranged as systematically. There were three steps in reading before reading, during reading, and after reading which used in this research.

1.4 Purposes of Reading

The teacher has to realize that reading is purposeful and meaningful for the students (Grabe and Stoller, 2002:3) classify as follows:

- a. Reading to search for simple information and reading to skim.

Reading to search for simple communication is a common reading ability thought some researchers see it has relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim was a common part of many reading tasks and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text.

- b. Reading to learn from texts.

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- (a) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- (b) Link the text to the readers' knowledge base.

In addition, it makes stronger inferring demands than general comprehension to connect text information with background knowledge.

- (c) Reading to integrate information, write and critique texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting

information to accommodate information from multiple sources. In this respect, both reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to compose, select and critique information from the text.

(d) Reading for general comprehension.

Reading for general information is the most basic purpose of reading underlying and supporting most other purpose for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill of forming a general meaning representation of main ideas and efficient of man, process under very limited time constraints.

Based on the purposes of the reading above, reading enhance comprehension to obtain knowledge, or receive the- experience, insight, or imagination of others. The purpose of reading is to get required and accuracy information in the text by thinking individually, discussing it in pair then trying to share the accuracy information which readers get to others. Readers apply this process as efficient as possible.

2. Reading Comprehension

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. Reading

comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because; comprehension was really needed inreading activity (Snow, 2002:11).

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. There are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension (Brown, 2004:188).

a. Literal Comprehension

Literal comprehension included the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing stated main ideas, details, causes, effects and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is actually said. In this level, the reader knows the words meaning or to recall detail directly in own words.

b. Interpretative Comprehension

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

c. Critical Comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the researcher offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgement until students considered all of the materials.

d. Creative Comprehension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation. So, from these explanation above was concluded that all four levels of comprehension were important and need to be foster for the readers. These levels of comprehension are important, but in this research the researcher only focus on the one levels, namely was interpretative comprehension.

3. Narrative Text

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. Narrative text has social function to amuse, certain and to deal with actual or vicarious experience in different ways. It means narrative text can comfort someone, when they read the narrative text (Grace, 2007:154).

The social function of narrative text is to entertain and amuse the readers or the viewer with the fictive or non-fictive experience. Generally, narrative text has a generic structure, there are: orientation, complication, and resolution (Freez, 1998:79).

a. Orientation

This is part in which the narrator tells the audience about who is in the story. When the story is taking place and where the action is happening. It can also be called as introductory part of a story. Therefore, the reader can figure out what will happen next and who are involved in it.

b. Complication

This is the part of story where the narrative tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part, the story begins. This is the part where the characters totally play their role. This part also tells about events with the conflict or problem in the story.

c. Resolution

This is the part that can be found in the end of the story. This is the part of the narrative where the complication is sorted out or the problem is solved. In some narratives, the narrator includes the part which is called coda, if there is a moral or message to be learned from the story. That is only the optimal part of a story.

4. Interactive Notation System for Effective Reading and Thinking (INSERT) Strategy.

Interactive Notation System for Effective Reading and Thinking (INSERT) is a strategy which helps students in reading comprehension through making decisions about the students' reactions to the texts. *INSERT* is a strategy that is used during the acquisition and extension phase of the class to help students to practice metacognitive behavior while reading. It means that, this strategy helps students in reading class process through metacognitive behavior while reading. This strategy is also used to guide students in teaching reading (Vaughn and Ester, 1998:174)

INSERT strategy is a strategy that students can use during the guided reading phase of their work. It employs symbols that help a student monitor and comprehend a text or selection reading. In here, during the reading the student is constantly making decisions about her/his reactions to the texts. Teacher gives students a chance for making decisions or comments about the text that they read.

and the explanation others by strategies is *INSERT* strategy is a strategy that is designed to help students monitor their thinking and learning while reading. Students are taught to reflect on their reading, connect to prior knowledge, and insert one of four symbols as they are they think about their reading. Students will get information and transfer their knowledge based on the text that they read before. This strategy help students in monitor their thinking and learning while reading (Mather and Wetson, 2006: 112).

From the expert's explanation above, it can be conclusion, *INSERT* is a strategy which helps student monitor their thinking about the text that they read. Besides that, this strategy also help teacher to teach reading easier. Teacher will easy to manage them in reading process. This strategy also helps students easier to comprehend a text through symbols that the teachers gave to them.

4.1 The Process of *INSERT* Strategy

INSERT is a strategy that can be used by students during the guided reading phase of class work. It employs a set o symbols that help a student monitor and comprehend a text or selection of reading. During reading precess, the students are constantly making decisions about their reactions to the text. Using a set of symbols (I knew that, I don't understand that, I don't agree with that , I must remember that, etc) students note their reactions in the margin of the text. The signs can be erased periodically after completing study of the reading, or use a strip of paper folded over-the margin and them numbers the lines of the reading

for students to match their sign to the line of the text. The INSERT symbols make an excellent basis for class discussion following the reading.

4.2 The procedure of *INSERT* Strategy

The procedure of *INSERT* Strategy is :

1. Tell the students that as they read, you want them to think about what they already know about the topic and the new information they are learning. As they read, you want them to make some decision about the text and their understanding of what they are reading.
2. Provide students with a copy of the symbols and their meaning. These could also be replaced on a wall poster or on the document camera for easy reference. Once students are familiar with the symbols, bookmark with abbreviated definition can help them study at home. Key words for the boomark are placed in the right column after the symbols.
3. If you wish to have students look for certain types information in a text, you can use other symbols to vary the use of the strategy. For example, C= cause, E= effect, W= important vocabulary, F= fact, O= opinion.
4. When student complete the reading, you can begin discussion by having students look for certain symbols in their margin.
5. Then the symbols is :

ü = I agree

X = I disagree

+ = that's new

? = I don't understand (raises a question)

= = that's important

! = that's awesome

Based on the explanation above, the researcher can conclude that, *INSERT* Strategy can help students in reading through notation that teachers made. Teacher gives them copy of notation or chart paper and ask them to do that, based on procedures. Besides that strategy also helps students understand more about the text.

4.3 The Advantages of *INSERT* Strategy

Here are some advantages of *INSERT* Strategy :

1. Students can express idea about the text.
2. Makes students easily and quickly to understand about the lesson.
3. Makes the teacher easy to manage students in the class when the teacher teaching reading using this strategy.
4. This strategy helps the students to construct personal meaning from during reading.
5. In the discussion, the different answer from the students can enrich their knowledge and help them to choose the best answer.

4.4 The Disadvantages of *INSERT* Strategy

Here are some disadvantages of *INSERT* Strategy :

1. Difficulty in problem solving.
2. Poor reading comprehension.
3. Poor language and communication skills.
4. Difficulty in obtaining success in society.

B. Previous Related Research

The previous research are based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevants of the study with the research are as follows :

First, by Ega Vansela (2014) in UIN Raden Fatah Palembang. The researcher investigated that theory was a significant effect of students' reading comprehension. The result of use this strategy is significantly different between INSERT Strategy and Lecturing method. Insert Strategy more easily to students and effective to increase students' in learning reading comprehension.

Second, by Anike Rosaline (2014) in Department of English Education, Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University, Jakarta. The researcher investigated that theory was a significant effect of students' reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR). The result showed that means score between CSR and conventional reading activities were significantly different. It means that the CSR effective to increase students' reading comprehension achievement.

C. Conceptual Framework

INSERT strategy is a strategy that students can use during guided reading phase of last work. It employs symbols that help a student monitor and comprehend a text or selection reading. In here, during the reading the student is constantly making decisions about her/his reactions to the texts. Teacher gives students chance for making decision or comments about the text that they read and they explanations to others (Mather and Wetson, 2006: 112).

INSERT Strategy is one of the strategies that can help the teacher to solve the problem of the students in comprehending in narrative text. The procedure of *INSERT* strategy is described like symbols. This strategy is designed as a procedure for students to use to monitor their comprehension and learning as they read and study narrative text.

In fact, most students have difficulties is grasping the content of reading comprehension such as understanding vocabulary, students had many problems in learning reading process. The teacher said that the ability of students' reading comprehension was still low. In the classroom, students did passive reading activity. They always asked the teacher about the meaning of words that they found in the text. They just read and translated it based on what they have known so that they got wrong ideas.

In this *INSERT* Strategy can help the students to express idea about text, the students can easily and quickly to understand about the lesson. To teacher can easy to manage students in the class when the teacher teaching reading using this-

strategy because this strategy helps the students to construct personal meaning from during reading.

D. Hypothesis

The hypothesis of the research are :

Ha : There is a significant effect of the applying *INSERT* Strategy on the students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMK TARBIYAH ISLAMIYAH, Hamparan Perak, Jl. Perintis Kemerdekaan, Hamparan Perak, Sumatera Utara of the academic year 2018/2019. The reason for choosing this school because based on the researcher's interview and observation in this school when doing real teaching program, it was found that the students' achievement in learning narrative text was bad. The researcher was interested in solving the students' problem by applying *INSERT* Strategy on students' achievement in teaching narrative text in senior high school.

B. Population and Sample

1. Population

The population of this research is taken from X grade students of SMK TARBIYAH ISLAMIYAH of the academic year 2017/2018 at Jl. Perintis Kemerdekaan, Hamparan Perak, Sumatera Utara, who consisted of six classes ; X-1 up to X-6 with the total students were 189.

2. Sample

The sample in this research was X-3 that consisted of 30 students as the experimental group, and X-5 that consisted of 30 students as the control group which was chosen by using Cluster Random Sampling Technique.

Table 3.1

No	Class	Population	Sample
1.	X-1	35	-
2.	X-2	32	-
3.	X-3	30	30
4.	X-4	30	-
5.	X-5	30	30
6.	X-6	32	-
Total		189	60

C. Research Design

The experimental quantitative research was applied in this research. The experimental quantitative was a study with two different groups, experimental group that consisted of 30 students and control group with of 30 students. The experimental group was taught by using *INSERT* Strategy. The control group was taught by using Lectering Method. The explanation can be seen in table 3.2

Table 3.2

Group	Pre-Test	Treatment	Post-Test
Experimental	ü	<i>INSERT</i> Strategy	ü
Control	ü	Lectering Method	ü

1. Pre-test

A pre-test was conducted to find out the students' ability in reading narrative text before having the treatment. The pre-test was given to the experimental group and control group and their work was scored. The result of the pre-test was considered as the preliminary data.

2. Treatment

The treatment was given to the experimental group taught by using *INSERT* Strategy, while the control group was taught by using Lecturing Method. The treatment as experimental group can be seen in table 3.3 and as control group can be seen in table 3.4

Table 3.3

Procedure Of Research In Experimental Group

NO	Teacher Activities	Students Activities
1	Teacher gave pre-test and asked the students based on the material.	Students answered the question based on the material
2	Teacher gave treatment by using <i>INSERT</i> Strategy. <ol style="list-style-type: none"> a. Teacher asked the students to read the topic and the new information in narrative text. b. Teacher asked the students to write some decision about the text and their understanding of what they were read in narrative text. c. Teacher explained the definition and 	<ol style="list-style-type: none"> a. Students thought and found information of the topic narrative text. b. Students gave attention to the teacher's concept or topic.

	<p>purpose of <i>INSERT</i> Strategy.</p> <p>d. Teacher explained the symbol of strategy.</p> <p>This strategy items are :</p> <p>(√) for agree with the readers.</p> <p>(X) for disagree with the readers.</p> <p>(?) for confusing and unclear to readers.</p> <p>(+) for new information.</p> <p>(!) for interesting and awesome fact/idea.</p> <p>(*) for important ideas.</p> <p>e. When students already read and understood the symbols, teacher could begin discussion by asking students to make some idea and notation of the text by using the symbol of <i>INSERT</i> Strategy.</p>	
4	Teacher gave the post-test, teacher asked the students to answer the question based on the topic in narrative text.	Students submitted their worked to the teacher.
5	Teacher collected the students' work.	Students submitted their worked to the teacher.

Table 3.4

Procedure Of Research In Control Group

NO	Teacher Activity	Students Activity
1	Teacher greeted the students.	Students answered the teacher.
2	Teacher gave pre-test for the students, and explained the genre of the text and asked them to read narrative text.	Students listened carefully to the teacher's explanation and then students did the pre-test.
3	a. Teacher asked the students to find out the difficult words in the reading text and looked for the meaning in the dictionary.	a. Students found difficult words in narrative text and looked for the

	b. Teacher collected the exercise. c. Teacher calculated the score.	meaning in the dictionary. b. Students did the exercise.
4	Teacher gave the post-test.	Students read the text and did the exercise.
5	Teacher concluded the lesson by summarizing what they learned.	Students listened carefully to the teacher's conclusion.

3. Post-test

After conducting the treatment, a post-test was given to the students. The post-test function was to know whether the treatment given was different of significant. It was administrated to experimental group and control group. The administrating of the post-test means was to find the differences scores of both experimental and control groups.

D. The Instrument of the Research

The instrument of this research was multiple choice test. In the test, the students read narrative text about thing and answer the questions based on the text.

The material was taken from internet and LKS Bahasa Inggris X Grade by Sulistiani, S.S. Both experimental and control groups were given the same test for the pre-test and different of post-test. The test consisted of 20 items. Each correct answer was given one, and the incorrect answer was zero. So, the total score was calculated by using Sugiyono is formula :

$$S = \frac{R}{N} \times 100 \% \quad (\text{Sugiyono,2015})$$

S = Scoring of the test

R = Number of correct answer

N = Number of item

E. The Technique of Analyzing the Data

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

1. Scoring the students' answer for correct and wrong answers.
2. Listing the scores into two tables; first for the experimental group scores as X variable, the second for the control group scores as Y variable.
3. Calculating the total score of pre-test and post-test in experimental group and control group. Calculating would be conducted by using t-test as shown below, according to Sugiyono (2015):

a. Calculating Mean Score :

$$\bar{x} = \frac{\sum x}{n_x} \quad \text{for the experimetal class (Sugiyono,2015)}$$

$$\bar{y} = \frac{\sum y}{n_y} \quad \text{for the control class (Sugiyono,2015)}$$

b. Standard Deviation

$$SD_1 = \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \quad \text{for the experimetal class (Sugiyono,2015)}$$

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1-1)}} \quad \text{for the control class (Sugiyono,2015)}$$

c. Calculating correlation Product Moment between X and Y

$$R = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

(Sugiyono,2015)

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad \text{(Sugiyono,2015)}$$

e. Finding degree of freedom (df) or t-table as formula :

$$Df = 2N - 2$$

Where :

t = t-test

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

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

SD_1 = Standard deviation of sample 1 (experimental group)

SD_2 = Standard deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) 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)

R = Correlation of product moment between X and Y

Df = degree of freedom (df) or t-table

F. Statistical Hypothesis

H_a : There was significant effect of applying *INSERT* Strategy (the hypothesis would be accepted)

H_o : There was no a significant effect of applying *INSERT* Strategy (the hypothesis would be rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving a multiple choice test. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the different test. The students' score of experimental group showed that the highest score of pre-test was 65 and lowest was 40. While the highest score of post-test was 90 and the lowest was 70 (see appendix 8). Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 65 and the lowest was 30. While the highest score of post-test test was 80 and lowest was 50 (see appendix 9).

B. Data Analysis

Based on the data from the test, the scores were analyzed in other to know differences between pre-test and post-test of experimental group.

Table 4.1

Differences between pre-test and post-test in experimental group

No	Student's Initial	Pre-test (X_1)	Post-test (X_2)	$\sum X_1^2$	$\sum X_2^2$

1	AA	45	80	2025	6400
2	ABM	50	85	2500	7225
3	AR	45	75	2025	5625
4	DSP	50	85	2500	7225
5	DW	4 ³⁴	75	1600	5625
6	FA	40	75	1600	5625
7	FAS	65	85	4225	7225
8	IA	45	80	2025	6400
9	IP	45	80	2025	6400
10	KAM	40	75	1600	5625
11	MA	55	90	3025	8100
12	MAF	40	70	1600	4900
13	MAS	45	75	2025	5625
14	MDP	45	75	2025	5625
15	MIL	45	80	2025	6400
16	MI	60	90	3600	8100
17	MIW	50	80	2500	6400
18	MRS	40	75	1600	5625
19	MS	55	85	3025	7225
20	PP	55	90	3025	8100
21	PR	50	75	2500	5625
22	PT	40	80	1600	6400
23	RD	55	75	3025	5625
24	RH	60	70	3600	4900
25	RS	40	75	1600	5625
26	RR	40	85	1600	7225
27	RWS	40	85	1600	7225
28	RF	55	90	3025	8100
29	SH	40	70	1600	4900
30	TAF	55	85	3025	7225

TOTAL	X₁ = 1430	X₂ = 2395	∑X₁² = 69.750	∑X₂² = 192.325
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Based on the table 4.1 above, it could be seen that there was differences between pre-test and post-test of experimental class. After calculating the data for the experimental group, the score for pre-test was 1430 and the total score for post-test was 2395. It meant that the score for post-test was higher than pre-test.

The mean score was calculated as follows :

a. The average (Mean)

$$\bar{x} = \frac{\sum x}{n} \quad (\text{Sugiyono,2015})$$

$$= \frac{2395}{30}$$

$$= 79.8$$

b. Standart deviation of X variable

$$SD_1 = \sqrt{\frac{n (\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \quad (\text{Sugiyono,2015})$$

$$= \sqrt{\frac{30 (192325) - (2395)^2}{30 (30-1)}}$$

$$= \sqrt{\frac{5769750 - 5736025}{870}}$$

$$= \sqrt{\frac{33725}{870}}$$

$$= \sqrt{38.8}$$

$$= 6.2$$

Table 4.2

Differences between pre-test and post-test in control group

No	Student's Initial	Pre-test (Y ₁)	Post-test (Y ₂)	ΣY ₁ ²	ΣY ₂ ²
1	ABN	50	70	2500	4900
2	AAS	55	70	3050	4900
3	AP	45	60	2025	3600
4	AA	30	60	900	3600
5	AY	40	60	1600	3600
6	AP	35	50	1225	2500
7	AH	40	65	1600	4225
8	BP	65	80	4225	6400
9	DS	50	65	2500	4225
10	FR	65	80	4225	6400
11	FRD	45	55	2025	3025
12	FL	40	75	1600	5625
13	FNP	50	65	2500	4225
14	LNH	40	65	1600	4225
15	MA	45	65	2025	4225
16	MAF	40	70	1600	4900
17	MFA	40	70	1600	4900
18	MI	30	55	900	3025
19	MRS	30	60	900	3600
20	MRA	35	70	1225	4900
21	NS	50	60	2500	3600
22	NPK	40	55	1600	3025

23	RZS	55	65	3025	4225
24	R	40	60	1600	3600
25	RN	45	70	2025	4900
26	RP	45	60	2025	3600
27	RS	30	65	900	4225
28	SN	55	70	3025	4900
29	SL	55	70	3025	4900
30	TA	30	60	900	3600
TOTAL		Y₁ = 1315	Y₂ = 1945	∑Y₁² = 60.425	∑Y₂² = 127.575

Based on the table 4.2 above, it could be seen that there was differences between pre-test and post-test score of control class. After calculating the data for the control group above, the score for pre-test was 1315 and the total score for post-test was 1945. It meant that the score for post-test was higher than pre-test.

The mean score was calculated as follows :

a. The average (Mean)

$$\begin{aligned}\bar{y} &= \frac{\sum y}{n} && \text{(Sugiyono,2015)} \\ &= \frac{1945}{30} \\ &= \mathbf{64.8}\end{aligned}$$

b. Standart deviation of Y variable

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1-1)}} \quad \text{(Sugiyono,2015)}$$

$$= \sqrt{\frac{30(127575) - (1945)^2}{30(30-1)}}$$

$$= \sqrt{\frac{3827250 - 3783025}{870}}$$

$$= \sqrt{\frac{44225}{870}}$$

$$= \sqrt{50.8}$$

$$= 7.12$$

Based on the previous data it was concluded in the following table

Table 4.3
Calculating Correlation Product Moment between X1 and X2

No	Student's Initial	Pre-test (X ₁)	Post-test (X ₂)	ΣX ₁ ²	ΣX ₂ ²	ΣX ₁ X ₂
1	AA	45	80	2025	6400	3600
2	ABM	50	85	2500	7225	4250
3	AR	45	75	2025	5625	3375
4	DSP	50	85	2500	7225	4250
5	DW	40	75	1600	5625	3000
6	FA	40	75	1600	5625	3000
7	FAS	65	85	4225	7225	5525
8	IA	45	80	2025	6400	3600
9	IP	45	80	2025	6400	3600
10	KAM	40	75	1600	5625	3000
11	MA	55	90	3025	8100	4950

12	MAF	40	70	1600	4900	2800
13	MAS	45	75	2025	5625	3375
14	MDP	45	75	2025	5625	3375
15	MIL	45	80	2025	6400	3600
16	MI	60	90	3600	8100	5400
17	MIW	50	80	2500	6400	4000
18	MRS	40	75	1600	5625	3000
19	MS	55	85	3025	7225	4675
20	PP	55	90	3025	8100	4950
21	PR	50	75	2500	5625	3750
22	PT	40	80	1600	6400	3200
23	RD	55	75	3025	5625	4125
24	RH	60	70	3600	4900	4200
25	RS	40	75	1600	5625	3000
26	RR	40	85	1600	7225	3400
27	RWS	40	85	1600	7225	3400
28	RF	55	90	3025	8100	4950
29	SH	40	70	1600	4900	2800
30	TAF	55	85	3025	7225	4675
TOTAL		X₁ = 1430	X₂ = 2395	ΣX₁² = 69.750	ΣX₂² = 192.325	ΣX₁X₂ = 114.825

$$R = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}\{n\sum y_i^2 - (\sum y_i)^2\}}}$$

(Sugiyono, 2015)

$$= \frac{30(114825) - (1430)(2395)}{\sqrt{\{30(69750) - (1430)^2\}\{30(192325) - (2395)^2\}}}$$

$$\begin{aligned}
&= \frac{3444750 - 3424850}{\sqrt{\{2092500 - 2044900\}\{5769750 - 5736025\}}} \\
&= \frac{19900}{\sqrt{\{47600\}\{33725\}}} \\
&= \frac{19900}{\sqrt{\{1605310000\}}} \\
&= \frac{19900}{40.06} \\
&= 496.8
\end{aligned}$$

Determining the value of t-test with formula :

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} && \text{(Sugiyono, 2015)} \\
&= \frac{79,8 - 64,8}{\sqrt{\left(\frac{38,44}{30} + \frac{50,6}{30}\right) - 2(496,8)\left(\frac{6,2}{\sqrt{30}}\right)\left(\frac{7,12}{\sqrt{30}}\right)}} \\
&= \frac{79,8 - 64,8}{\sqrt{(1,28 + 1,69) - 2(496,8)\left(\frac{6,2}{5,47}\right)\left(\frac{7,12}{5,47}\right)}} \\
&= \frac{15}{\sqrt{(1,28 + 1,69) - (993,6)(1,13)(1,3)}} \\
&= \frac{15}{\sqrt{2,97 - 1,4595}} \\
&= \frac{15}{\sqrt{1,511}} \\
&= \frac{15}{1,228}
\end{aligned}$$

$$= 12.21$$

After measuring the data above by using t-test formula. It showed that t-test value was 12.21. After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that :

$$Df = 2N-2$$

$$= 2(30)-2$$

$$= 60-2$$

$$= 58$$

C. Testing Hypothesis

After counting the data previously by using t-test formula that critical value was 12.21 then after seeking the table of distribution written test method as the basic of counting t-critical degree of freedom(df), the calculation showed that df was $2n-2=60-2=58$ in line of 58 that t-table was 2.002 for 0.05. It could be concluded that $t\text{-test} > t\text{-table}$ or $12.21 > 2.002$. So, H_0 was rejected and H_a was accepted or there was the significant effect of applying *INSERT* Strategy on students' achievement in reading comprehension.

D. Research Findings

Based on the data analysis above, the findings of this reseach were described that the students who were taught by applying *INSERT* Strategy got

higher score than those who were taught by using Lecturing Method. It was proved from the result of t-test which was 12.21 and t-table which was 2.002, $t\text{-test} > t\text{-table}$, $12.21 > 2.002$. It meant that the students' achievement in reading narrative text by applying INSERT Strategy was significant than using Lecturing Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found there was a significant effect of using *INSERT* Strategy on the students' achievement in reading narrative text. It proved from the total scores of pre-test before giving treatment, 1430 and 2395 respectively. It was found that was t-test higher than t-table or 12.21 > 2.002 with $df = 58, \alpha = 0.05$.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use *INSERT* Strategy in teaching reading, by which the teacher may easily teach reading interestingly because this strategy can help the students to construct personal meaning from reading and made the teacher easy to manage students in the class when the teacher teaches reading by using this strategy.

2. The students are suggested to do a lot of practices to master the reading by *INSERT* Strategy. It is excellent strategy, because the students can enjoy the learning process and easy to comprehend the text and answer the questions.
3. The readers, especially teacher candidate can use this strategy in learning reading about narrative text to help them to teach easier.

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