

**THE IMPLEMENTATION OF SOMEBODY WANTED BUT SO (SWBS)
STRATEGY IN INCREASING STUDENTS' READING
COMPREHENSION ACHIEVEMENT AT SMP NEGERI 15 BANDAR
LAMPUNG**

A Script

**By
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**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2016**

ABSTRACT

THE IMPLEMENTATION OF SOMEBODY WANTED BUT SO (SWBS) STRATEGY IN INCREASING STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMP NEGERI 15 BANDAR LAMPUNG

Dian Tika Cahyanti

The aims of this research were (1) to find out whether there is improvement of students' reading comprehension achievement of narrative text after being taught through *Somebody Wanted But So* (SWBS) strategy, and (2) to find out which aspect of reading skills increased the most after the students were taught through *Somebody Wanted But So* (SWBS) strategy. The research was conducted on the second grade students of SMP Negeri 15 Bandar Lampung. The sample of this research was class VIII-B which consisted of 28 students. This sample was chosen by using lottery random sampling.

One group Pretest Posttest was used as the design of the research. The instrument was reading test. The data were collected using test. The test was reading test in form of multiple choice with 30 items. Pretest and posttest were used to see the difference before and after being taught through *Somebody Wanted But So* (SWBS) strategy.

The result showed that there was improvement of students' reading comprehension achievement after being taught through SWBS strategy. It was proven by the increase of students' mean score from pretest (28,50) to posttest (55,32) and the gain was 26,82. With respect to aspects of reading skills, finding supporting details contributed the highest gain (120), followed by main idea (53), inference (32), vocabulary (11), and reference (9) respectively.

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A Script

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree
in
The Language and Arts Department of
Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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Research Title : **THE IMPLEMENTATION OF SOMEBODY WANTED
BUT SO (SWBS) STRATEGY IN INCREASING STUDENTS
READING COMPREHENSION ACHIEVEMENT AT
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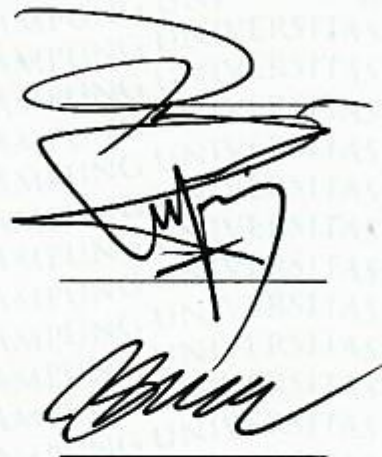
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DEDICATION

This script is fully dedicated to:

- ❖ My Beloved Parents, Nurhadi and Sri Suyanti
 - ❖ My Brother, Aditia Kurniawan, S.TP
- ❖ The Real Brotherhood, English Department 2012
 - ❖ My Almamater, Lampung University

MOTTO

“Everyone may not be good, but there’s always something good in everyone. Never judge anyone shortly because every saint has past and every sinner has a future.”

Oscar Wilde

ACKNOWLEDGEMENT

Alhamdulillah praise is merely to the Almighty Allah SWT and Prophet Muhammad SAW for the gracious mercy and tremendous blessing that enables me to accomplish this script. This script, entitled “The Implementation of *Somebody Wanted But So* (SWBS) Strategy in Increasing Students’ Reading Comprehension Achievement at SMP Negeri 15 Bandar Lampung” is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfilment of the requirements for S-1 degree.

There are many people who generously gave their suggestions, supports, encouragements, and assistances for improving this script. In this occasion, I would like to express my deepest gratitude to:

1. Dr. Tuntun Sinaga, M.Hum., as the first advisor for his patience, inspiration, suggestion, and assistance.
2. Budi Kadaryanto, S.Pd., M.A., as my second advisor for ideas, scientific knowledge, and comment in guiding the writer in finishing this script.
3. Ujang Suparman, M.A., Ph.D., as my examiner for the valuable input, enthusiastic encouragement, comment, suggestion, contribution, and guidance for the revision of this script.
4. Dr. Ari Nurweni, M.A., as the Head of English Education Study Program.
5. Dr. Mulyanto Widodo, M.Pd., as the Chairperson of Language and Art Education Department.
6. Drs. Sumardi, as the Vice Headmaster of SMP Negeri 15 Bandar Lampung for providing the opportunity to conduct the research process. Mrs. Desy Rahmawaty, S.Pd., as the English Teacher for the guidance and support during the research and the students of SMP Negeri 15 Bandar Lampung, especially class VIII A and VIII B for the participation.

7. My private doctor, dr. Dira Alhamda and oma Ida for the supports.
8. My half family, CLC (Nurina Ulfa, Rizki Maharani, Sofiana Rahmayani, Suci Saraswati, Santi Nurhasanah, Marisa Triana Mazta, Pratiwi Saputri, Tiara Octariana, Rizky Khairina, Rahmah Khairani, and Yesi Eka Molita) for always listening all the story since junior high school.
9. My inner circle; Nurina Ulfa, Dharin Okta Syaputri, Faradilah Bari, Cecille Ameilia Kurniawan, Yolanda Rizki Putri, Desy Wulandari, Sella Merista, and Putri Satya Fatimbhara.
10. My unofficial script advisors; Faradina PN Sari, Paullo Bastan, Ayu Lucky Widiarsari, Ayu Pratiwi, Nikmaturahmah, and Yosua Permata.
11. My role model and inspiration; Rini Fadhilah and Rafista Deviyanti.
12. My wrong time partner, Fauzan Aditya for the support, care, love, motivation, and laugh.
13. The colony '*EXO Kkaebsong*'; Rifka Arina and Meisita Aidila.
14. My leader partner, Yosua Permata Adi, Ahmad Kurniadi, and Vivi Handayani.
15. My *scriptsweet* partner; Indah Puspita S, Isnaini Mauliyana, and Ryan Puby Sumarta. We fail, we lose, to win!
16. My [B]ipolar class; Ahmad Taqim, Amirotul Khaidar, Andre Iwais, Anjaria Nuryana, Ara Imanda, Ayu Lucky, Ayu Pratiwi, Cecille Ameilia, Desy Wulandari, Devinia Jeniar, Dharin Okta, Eka Apriyani, Fadhila Sukma, Faradilah Bari, Galih Nurul, Indah Puspita, Insani Salma, Isnaini Mauliyana, Linda Ismawati, Livindita, Marlia Fitriani, Meisita Aidila, Nina Chintya, Nugraha Aditia, Nurina Ulfa, Paullo Bastan, Puspita Wening, Rahma Nazalia, Rangga Aditya, Revi Nurhidayah, Risky Nurjanah, Ryan Puby, Suci Hati, Syafira Riani, Tiara Anggriani, Ulfı Andini, Wahyu Ambar, Winda Mentari, Yolanda Rizki, Yosua Permata, and Eka Pratiwi. Thank you for the awesome memories, jokes, story, laugh, tears, support, care, and everything for about 4 years. I do love you guys. Thank you for always be my side as your kid leader. Don't forget about '*The Championship*' :')
17. The real brotherhood, English Department 2012.

18. All of the people who support this script too; Redy, Arif, Mamas Fotokopi Kayyisa, Nico, Ika, Ici, Gilas, Popo, Kak Riky Eduspot, Kak Tiya Eduspot, Mbak Santi, Wira '14, Rendi, *Spirit Me Out* (Ghifari, Pandu, Damar, Ilham, Derizky, Derik, Bondan and Ganang), Kak Zakiah '11, Kak Amel '11, Kak Cirul '11, Kak Rizkur '10, Kak Eja '10, Kak Logi '10, Kak Asep '09, Bang Ferdi '08, Mbak Dian, Tanjung Jati family (Ngah Nuri, Abang Ihsan, Mak Wan, Ngah As, Lovira, Fuja, Nando, Ilham, Tiara and Rizky), Kak Rajib, Nyayu, and Kaskus Regional Lampung.

Bandar Lampung, Agustus
2016

Dian Tika Cahyanti

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I. INTRODUCTION

This chapter describes the following points: background, identification of problems, research questions, objectives, uses, scope and definition of terms.

1.1. Background

Reading is a communication between a writer and a reader. By reading, readers try to understand the idea or the information of a text delivered by the writer. Mastering reading skill also becomes a must for all of the students that study English as a foreign language. In the classroom, the students take a role as a reader. It means that they must be able to comprehend the reading materials which are shown as test by answering the questions. In order to achieve the important goals, the teacher should be successful enough in making the students comprehend the text well.

When the researcher practiced to teach in SMP Negeri 1 Pesisir Selatan, it was found out that most of the students failed to comprehend the reading text well. According to the teacher, in teaching learning process especially when they were studying about reading texts, the teacher just asked the students to read the whole paragraph of the text then answered the question. So there were no special techniques to attract the students to read. The students also said that they were too lazy to read a very long paragraph, the students did not know about most words meaning in the text, and it wasted their time to read the whole texts. All the problems came because the students did not get the effective technique, so that they were not interested in reading activity.

In addition, after conducting the pre-observation at SMP Negeri 15 Bandar Lampung, several problems were also found there. The students were difficult to understand the text because the strategy applied by the English teacher was not appropriate. The learning process of reading continuously involved the conventional activity in which the students should read the written text individually and the teacher checked their fluency and pronunciation. Furthermore, that conventional technique absolutely made the teacher used the time more and could be stated as an inefficiency, because all the students need to read the text one by one. Then the students answer the question from the textbook. According to the teacher, all of the students were lazy to study English especially reading because they think it just wasted their time. They tend to guess the answer without thinking.

According to Anderson (2008), to make students become active and get involved in reading activities, it is needed to teach them with reading strategies because it would create students to be critical and creative readers. In this case, the teacher should use a strategy in order to help the students understand a text. The teacher should provide effective and applicable strategies to their students. The learning activities should be interesting and pleasing for the students, so the reading lesson would be meaningful and enjoyable. Thus, the students' reading comprehension achievement would increase.

According to the guidelines of school-based curriculum, one of the objectives of teaching and learning process in reading for junior high school is that the students are able to read and express written text in narrative text appropriately. For this, the appropriate strategy should be applied to teach reading and the focus is on the aspects of reading; identifying main idea, finding specific information, references, inferences, and vocabulary. These aspects of reading are needed to achieve the

objectives in reading and the curriculum. In line with the problems above, an effective technique was applied that hopefully it can increase the students' reading comprehension achievement. The strategy which is appropriate for the research's goal is *Somebody Wanted But So* (SWBS) strategy.

Somebody-Wanted-But-So (SWBS) strategy was originally introduced by Macon, Bewell, and Vogt in their booklet *Responses to Literature* (1991). The aim of this strategy is to help students understand the elements of a story by jotting down the important information from the story. *Somebody Wanted But So* (SWBS) strategy is one of the example of graphic organizers that help students learn, remember, and organize important information that they read or have read. This strategy can be used as a while or post reading activity to help students understand the text. The students complete the strategy on a chart by identifying who (Somebody) want something, what they want or their goal and motivation (Wanted), what conflict (But), and the resolution (So) of the conflict.

Sari (2013) conducted a study about semantic mapping strategy. The aims of her research were to investigate the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text and the significant difference on reading comprehension of narrative text between two groups: who were taught using semantic mapping strategy and those who were taught using quick reading method. She applied several semantic mapping strategies that also part of graphic organizers including List-Group-Label strategy, Think-Alouds strategy and *Somebody Wanted But So* strategy to teach reading of narrative text for Eighth Grade of Junior High School. From her research, semantic mapping strategy made the activity among the teacher and students in class more enjoyable and interesting. The result of her research was the combination of several strategies could increase the students' reading comprehension achievement.

Another previous research was conducted by Rahayu (2014). She conducted a study about *Somebody Wanted But So* (SWBS) strategy. She proves that *Somebody Wanted But So* (SWBS) strategy was effective to improve students' reading comprehension rather than Questioning strategy at eleventh grade students of Social Program in SMA Negeri 14 Padang. In her research, there were many students who did not understand the purpose or content of the story they read. The students had difficulty in breaking down the important information in the text. Then, to solve the problems, Rahayu use *Somebody Wanted But So* (SWBS) strategy to improve students' reading comprehension better. In short, the students' reading comprehension improved and the problems could be handled.

In this case, the writer focused on implementing the *Somebody Wanted But So* (SWBS) strategy to improve students' reading comprehension better in junior high school level and to find out which aspects of reading that improved the most using *Somebody Wanted But So* (SWBS) strategy. By utilizing *Somebody Wanted But So* (SWBS) strategy, the learning activities could be more enjoyable and meaningful because the students could visualize the information from a text to be a plot chart and they could understand the text easily by summarizing the text. Therefore, the writer conducted the research with the topic "The Implementation of *Somebody Wanted But So* (SWBS) Strategy in Increasing Students' Reading Comprehension Achievement at SMP Negeri 15 Bandar Lampung".

1.2. Research Questions

Based on the explanation on the background above, the problems of this research are:

1. Is there any improvement of students' reading comprehension achievement after being taught by using *Somebody Wanted But So* (SWBS) strategy?

2. Which aspects of reading comprehension are most improved after being taught through *Somebody Wanted But So* (SWBS) strategy?

1.3. Objectives

Based on the statement of the research problems above, the objectives of the research are:

1. To find out whether there is improvement of students' reading comprehension achievement after being taught by using *Somebody Wanted But So* (SWBS) strategy.
2. To find out the aspects of reading comprehension which are most improved by *Somebody Wanted But So* (SWBS) strategy.

1.4. Uses

The uses of this research are:

1. Theoretically, this research is intended for supporting theory about the effectiveness of using *Somebody Wanted But So* (SWBS) strategy in students' reading comprehension achievement.
2. Practically, the result of this research hopefully can be used as a consideration for English teacher to use *Somebody Wanted But So* (SWBS) strategy to help the students improve their reading comprehension and understand English text easily.

1.5. Scope

The subject of this research was limited for teaching and learning process of reading comprehension in the second grade of SMP Negeri 15 Bandar Lampung. Specifically, this study investigated whether students' reading comprehension improve or not by using *Somebody Wanted But So* (SWBS) strategy and to find out which aspects of reading that improved the most using *Somebody Wanted But*

So (SWBS) strategy. The writer chose one class from eight classes that consist of twenty eight students randomly by using lottery sampling. The class was selected randomly in order to avoid the subjectivity in the research (Setiyadi, 2006).

1.6. Definition of Terms

Reading Comprehension

Reading comprehension is an active process and the reader must interact and be engaged with the text for it to work well. Reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text. (Kruidenier, 2002)

Graphic Organizer

Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to help present information in concise ways that highlight the organization and relationships of concepts. (Bromley, DeVitis & Modlo, 1999)

Somebody Wanted But So (SWBS) Strategy

The strategy “*Somebody Wanted But So*” is a technique that helps the students identify the plot elements of the story so they can understand the story easily by jotting down the information in the text into a four columns of *Somebody Wanted But So* (SWBS) strategy. Student can complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and what the resolution of the conflict is. (Macon et all, 1991)

These are the explanations about background, research questions, objectives, uses, scope, and definition of terms. The explanation is used as the main problem why the writer conducts the research.

II. LITERATURE REVIEW

This chapter explains about some theories related to the research. The theories is used as the references for the researcher in conducting the research. The theories that will be explained are about concept of reading comprehension, concept of graphic organizers, *Somebody Wanted But So* (SWBS) strategy, concept of *Somebody Wanted But So* (SWBS) strategy and reading comprehension, teaching reading comprehension, the procedure of teaching reading comprehension using *Somebody Wanted But So* (SWBS) strategy, theoretical assumption, and hypothesis.

2.1. Review of Previous Related Research

There were several studies which have been conducted in relation to the similar topic under discussion. The first result was achieved from Sari (2013) who conducted a research about semantic mapping strategy. The aimed of her research was to investigate the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text and the significant difference on reading comprehension of narrative text between two groups: who were taught using semantic mapping strategy and those who were taught using quick reading method. She applied several strategies including List-Group-Label strategy, Think-Alouds strategy and *Somebody Wanted But So* strategy which are the sub-strategy of semantic mapping strategy to teach reading of narrative text for Eighth Grade of Junior High School.

A semantic map is one type of graphic organizer. It helps students visually organize and graphically show the relationship between one piece of information and another. This strategy has been identified by researchers as an excellent technique for increasing vocabulary and improving reading comprehension. As a prereading activity, semantic mapping can be used to activate prior knowledge and to introduce key vocabulary words. As a postreading activity, words, categories, and new concepts can be added to the original maps to enhance understanding. Semantic mapping has been shown to be a beneficial learning/teaching technique for native speakers of English at all grade levels in regular and remedial classrooms as well as for those who are learning-disabled.

Semantic mapping strategy was effective as a strategy in teaching reading narrative text to the eighth year students of SMP Negeri 6 Semarang in the academic year of 2012/2013. The use of semantic mapping strategy in teaching reading made the activity among the teacher and students in class more enjoyable and interesting. Their reading comprehension achievement also increased. The student was so active and attractive when they followed the teacher instruction when they worked in their group. This strategy succeeded in making the students enriched and explored their idea and their knowledge when they read the passage in group. In addition, the semantic mapping strategy was intensive since the each strategy of semantic mapping had their own advantage to lead the students better in learning. Finally, the semantic mapping strategy made the students more motivated in learning and easier to grasp the lesson.

Another previous study by Rahayu (2014) proves that *Somebody Wanted But So* (SWBS) strategy was effective to improve students' reading comprehension at eleventh grade students of Social Program in SMA Negeri 14 Padang. She investigated the use of strategy *Somebody Wanted But So* (SWBS) because there

were many students who did not understand the purpose or content of the story of a text. They had difficulty in determining the topic, main idea, supporting details and important information in the text. But after she used *Somebody Wanted But So* (SWBS) strategy, the students could understand the elements of a story and the aspects of reading. Students' reading comprehension achievement was also improve. It could be seen from the the mean score of students' post-test was higher than the mean score of students' pre-test.

2.2. Concept of Reading Comprehension

Reading is one of the important skills in learning a language. Through reading we could explore the world or countries that we have never been visited before and the minds or ideas of great people in the past so we could enrich our experience, knowledge, and broaden our horizon.

Reading is more than knowing what each letter of alphabet stands for, reading involves more than recognition; comprehension is an essential for reading, without comprehension no reading takes place. Reading is not only when we read the word to word, phrase to phrase, clause to clause, sentence to sentence, or paragraph to paragraph, but also reading is the way we know and can receive the essence of the text (Dallman, 1982).

Smith (1982) states that comprehension may be regarded as relating aspects of the world around human being-including what they read to their background knowledge, intentions and expectations already preserved in readers' head. The readers must be able to relate new things to what they already know.

Turner (1988) reveals that a reader can be said to have better understanding on the reading material being read if the reader can (1) recognize the words or sentences

in reading and know its meaning, (2) connect the meaning of the experience that has gotten before with the meaning in the reading, (3) understand the whole meaning contextually, and (4) make a judgment on the content of reading material based on their reading experience.

According to Nuttal (1985) there are five aspects which help the students comprehend the text deeply, they are:

1. Identifying Main Idea

In line with Mc Whorter (1986) the sentence which states a main idea is called topic sentence. The main idea is not explicitly stated by anyone of the sentences. In other words, the main idea is the most important idea that author develops throughout the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, example, facts, comparison, analogy, cause, and effect statistics and quotation (Mc. Whorther, 1986).

3. References

According to Latulippe (1986) references are words or phrase which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signal to the reader find the meaning elsewhere in the text. Besides, references can be used to make the text coherent.

4. Inference

In relation to inferences, Kathleen (1983) states that an inference is an educational guess or prediction about something which is unknown based on available facts and information. It is the logical connection that the reader draws between the observation and something which is unknown.

5. Vocabulary

According to Machado (2012), a child's vocabulary is strongly related to their comprehension. It makes the learner easy to read and understand a text.

To summarize, reading comprehension was readers' ability in gaining meaning from the text. Reading comprehension was the activity of relating something new when we read to our background knowledge. Reading and comprehension could not be separated each other in order to extract the meaning of written materials with full understanding. Reading was not enough for readers to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

2.3. Concept of Graphic Organizers

Graphic Organizers are tools that help the students understand a text easily. Graphic organizer provide the structure for short and long term memory and turn the abstract concepts into concrete visual representations. Using graphic organizer in teaching reading English comprehension could be very helpful for the teacher to improve their performance in teaching reading and also for the students to improve their ability in reading comprehension. The teacher could help students comprehend information through visual representation of concepts, ideas, and relationships among the topic, main idea and the details of the text.

According to Keene and Zimmerman (1997), students must be encouraged to make connections with the text they read to increase the effectiveness of reading. Graphic organizers can play a vital role establishing the connections. The text will be very clear to students when a graphic organizer is incorporated depicting the

theme or content of a text they read. Moreover, graphic organizers using diagrams illustrate concepts and relationships between concepts discussed in a text.

According to Bromley et al (1999) graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

Graphic organizer illustrated concepts and relationships between concepts in a text by using diagrams. Graphic organizer was known by different names, such as: maps, webs, graphs, charts, frames, or clusters. It was basically visual way to represent information. The maps could be created to arrange information according to main ideas, subtopics, and details, in sequence, or showing the relationships between the different parts in the elements of a story.

Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher & Schumaker, 1995). Sometimes referred to as concept maps, cognitive maps, or content webs, no matter what name is used, the purpose is the same: Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Through use of graphic organizers, students have a structure for abstract ideas.

According to the elaboration above, it could be summarized that graphic organizer were tool used to illustrate the abstract concept of the text more concrete and showed the relationship among the topic, main idea, and supporting details of the text in the form of graphic or diagram. Graphic organizers in this research means

graphic displays that help the readers obtained the meaning of the text in term of organizing and linking ideas in purpose of finding main idea, and explicit information. Graphic organizers sometimes referred to as concept maps, cognitive maps, or content webs, no matter what name is used, the purpose is the same: graphic organizers were meant to help students clearly visualized how ideas were organized within a text or surrounding a concept. So, the aim of this research was to make the students comprehend a story better by using graphic organizer of plot relation chart named *Somebody Wanted But So*.

2.4. *Somebody Wanted But So* Strategy

There are so many ways for the students to help them understand a text. Summarize the text by using tools like graphic organizer is the best way to solve the problem in reading when students should face the text and understand it. *Somebody Wanted But So* (SWBS) is an example of graphic organizer that help the students to summarize a story or text easily. This strategy works well for struggling readers and help them in explaining what the important parts of the text to include in a summary.

According to MacOn et all (1991) a plot relationship chart helps students focus on the problems and the solutions in a story. The chart helps the students understand the relationship among characters, their goals, the problem they have, the reasons that events occur, and the solution or resolution of these goals or problems. The strategy “*Somebody Wanted But So*” is used to help students understand plot elements such as conflicts and resolutions. Student can complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and what the resolution of the conflict is.

Somebody Wanted But So strategy (Macon, Bewell & Vogt, 1991 in Beers, 2003) is used in a while or post reading. The strategy helps students identify the main ideas, recognize cause and effect relationships, make generalisations, and identify various characters. It is more often used with narrative text but can also be used with expository text. For example SWBS can be used to summarise the goal/motivation, conflict, event or barrier of a historic or contemporary character or group of people.

Somebody Wanted But So (SWBS) is a useful strategy to summarise a story in one sentence using this pattern:

“Somebody wanted something, **but** there was a problem **so** it must be resolved.”

Students need to focus on the various elements of the story:

1. Somebody - Who is the main character? (Character)
2. Wanted - What does the character want? (Goal/Motivation)
3. But - What stops the character from getting what he/she wants?
(Problem/Complication)
4. So - How is the problem resolved? (Resolution)

When students read through a story, the *Somebody Wanted But So* (SWBS) strategy can be used to summarize different parts of the story. The students can then use words like then, later, and, or but to connect a series of *Somebody Wanted But So* (SWBS) sentences, producing a longer summary of the story. (See table below.)

Table 2.1 Example of *Somebody Wanted But So* (SWBS) strategy

SOMEBODY	WANTED	BUT	SO
Cinderella	to go to the ball	her evil stepmother wouldn't let her go	her fairy godmother sent her to the ball where she met the prince.
THEN			
Cinderella	to stay at the ball with the prince	she had to leave before midnight	she ran away in a hurry and left one glass shoe behind.
THEN			
The prince	to see Cinderella again	nobody knew who she was	he sent a servant to get every woman in the kingdom to try the glass shoe on.
BUT			
Cinderella's evil stepsisters	to stop her from trying the shoe	the prince's servant invited her	she put her foot in the shoe and it fitted her.

Source: The NET Section (2012)

2.4.1. Explicitly teaching '*Somebody Wanted But So*'

According to Macon et al (1991), there are some steps in using *Somebody Wanted But So* (SWBS) strategy:

- Step 1

Model the '*Somebody Wanted But So*' strategy by reading a selection of text aloud or retelling an event – this could be a story, film or real life event. Complete the SWBS four column chart:

Somebody (character/figure), Wanted (goal/motivation), But (conflict), So/So then (resolution/outcome). Point out that there can be more than one '*Somebody Wanted But So*' in a text selection/chapter and show how a second SWBS statement can be generated, if applicable.

- Step 2

Read aloud a second text selection or retell an event. Ask students to identify the Somebody from the event. Write down the name of the person in the first column. Explain that the Wanted represents the plot or motivation of the person/people and complete the second column. Explain that “the But” is the conflict or challenge the person/people faced and record the student responses in the third column. Finally, explain that the So column is to record the outcome or resolution and complete this column. Then read aloud the summary statement.

- Step 3

Assign another selection of text or retell an event and in pairs/groups students complete a SWBS chart. Share SWBS statements in small groups and discuss the similarities and differences in the statements, as well as evidence in the text used to support each statement. Continue to guide students until they can use the strategy independently.

To summarize, *Somebody Wanted But So* (SWBS) strategy is a reading strategy that helps students summarize what they have just read. The students could use this strategy as a guide. They read a story or text, then decide who the *Somebody* is, what that person or character *Wanted*, *But* what happened that prevented it from happening, and *So* how they overcame or how it all ended. Students need to focus on the various story elements (characters, plot, conflict, and resolution) to be able to write this summary. The strategy also helps students identify the main ideas, recognize cause and effect relationships, make generalizations, identify differences between characters and look at various points of view. It is more often used with narrative text.

2.5. Concept of *Somebody Wanted But So* Strategy and Reading Comprehension

Nuttal (1982) says that in reading comprehension, nonverbal material (i.e. pictures, diagrams, graphs, tables, etc.), and a list of diagrams may give useful illustration or preview of the contents of the text/book. Recently people have become conscious that non-verbal information (such as illustration, diagrams, graphs, and maps) can be of specific help in learning to read effectively. It is also a great assistance for the reader in interpreting the text. The used together, verbal and non-verbal information support each other to describe the abstract concept of the text into the concrete preview of the content of the text.

By using graphic organizer as visual representation of the text or topic, teacher can take the advantage of it as the effective technique to help the students comprehend the text effectively. It is also as the effective way to attract the students' interest and make them more active in teaching reading comprehension. As the result, it avoids the students getting bored with the teaching learning activity in reading comprehension. In teaching reading comprehension, teachers can use graphic organizer to reinforce learning, assess learning at multiple checkpoints, and identify misunderstandings of concepts.

Graphic organizer can be used before, during, and after reading activity. Teachers can use organizers to brainstorm ideas, to activate prior knowledge, to develop a story map while reading a text, to remain focused on content material, to present findings from an investigation, to confirm existing knowledge, and to review at the end of reading. It helps students separate what is important to know from what might be interesting in the text. Graphic organizers are valuable in any activity which requires the use of critical thinking. The use of these tools can generate excitement and enthusiasm toward learning. Therefore, graphic organizer appears

to be a beneficial instructional technique to emerge students' understanding in reading.

2.6. Teaching Reading Comprehension

Teaching is a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand. Winograd and Hare (1988) have identified five perquisites that teachers should incorporate for successful strategy training. For each learning strategy, teachers should:

1. Describe the strategy the students are going to learn.
2. Explain why the strategy is important and remind students about the benefits of strategy use. (If teachers teach L2 learners strategies without direct explanation and explicit teacher modelling for a short period, it is unlikely to have a long-term effect on students and therefore it is unlikely to help them develop as strategic readers.)
3. Demonstrate how to use the strategy effectively, for example by modelling it. (Janzen and Stoller (1998) maintain that strategy instruction involves the teacher reading and thinking out loud, and also modelling strategic reading behaviour.)
4. Point out to the students when and where a strategy should be used.
5. Teach students how they can evaluate their successful (or unsuccessful) use of the strategy.

In short, in teaching reading the teacher should provide the effective materials to the students along with the purpose for reading to be interesting. Then, the teacher should treat the student by introducing and explaining the strategy the students are going to learn in order to develop their reading comprehension better. From the explanation above, the whole concept of teaching reading comprehension is used

in the research in order to help the students improving their achievement on tests of comprehension or recalling a story.

2.7. The Procedure of Teaching Reading Comprehension using *Somebody Wanted But So* (SWBS) Strategy

For supporting the research, the researcher gave a treatment to the students using *Somebody Wanted But So* (SWBS) strategy. The writer applied some steps in the teaching procedure as follow:

1. Pre-reading Activity

- Encourage the students to make prediction based on the title, the illustrations or the opening of the story
- Teach the vocabularies by using picture

2. While-reading Activity

- Explain three basic elements that all short story must have:
 - Characters: the people, animals or creatures in the story
 - Setting: the place and time
 - Plot: the events that happen in the story
- Explain *Somebody Wanted But So* (SWBS) strategy that can be used in “during reading” or “after reading”. Students can complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and what the resolution of the conflict is.
- Students read the story silently
- Students work in a small group consist of 4-5 students to take notes on setting, characters and plot using *Somebody Wanted But So* (SWBS) strategy and discuss with their friend.
- Discuss answers with the class

3. Post-reading Activity

- Review the meaning of events with the class
- Ask the students to recall the events from the story
- Record the events on the board
- Determine with the class which events are most significant and put them in the correct order
- Identify the beginning, the climax and the end of the story
- Give some test of reading comprehension to the students based on the story they read
- Discuss the result together

2.8. Theoretical Assumption

Learning activities of English, especially in reading, often appears monotonous and boring because the teacher uses conventional techniques. The teacher just asks the students to open their textbook and ask them to read certain text without any strategy. After that, the teacher will asks the students to do the tasks from the textbook. In order to answer the problems, the researcher assumed by utilizing *Somebody Wanted But So* (SWBS) strategy, it could help the students comprehend the text better.

Using a graphic organizer like *Somebody Wanted But So* (SWBS) as visual representation of the text or topic also make the teaching and learning activity become fun, interesting and pleasing in the class. The teacher can take the advantage of it as the effective technique to help the students comprehend the text effectively. It is also as the way to attract the students' interest and make them more active in teaching reading comprehension activity. *Somebody Wanted But So* (SWBS) strategy can be very helpful for the teacher to improve their performance in teaching reading and also for the students to improve their ability in reading

comprehension achievement. The teacher can help students comprehend information through visual representation of concepts, ideas, and relationships among the topic, main idea and the details of the text, so that they can easily get the message and information from that text and improve their reading comprehension achievement.

2.9. Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

1. There is an improvement of students' reading comprehension after being taught by using *Somebody Wanted But So* (SWBS) strategy.
2. Supporting detail is the reading aspect that improved the most after the students are taught through *Somebody Wanted But So* (SWBS) strategy.

III. RESEARCH METHOD

In this chapter, the researcher discusses several points such as: the research design, variables, population and sample, data collecting technique, research procedures, instrument, tryout criteria, the scoring system, data analysis, and hypothesis testing. The content of this chapter is presented as follows.

3.1. Research Design

The aimed of this research was to find out whether there was a difference in students' reading comprehension after being taught by using *Somebody Wanted But So* (SWBS) strategy or not and which reading aspect that is most improved after being taught by using *Somebody Wanted But So* (SWBS) strategy. The design in this research was *One Group Pretest-Posttest* design. The research design could be presented as follow:

T1 X T2

T1 : Pretest

T2 : Posttest

X : Treatment (Somebody-Wanted-But-So (SWBS) strategy)

(Hatch and Farhady, 1982 in Setiyadi 2006)

One Group Pretest-Posttest design is a research design where one group of participants is pretested on the dependent variable and then posttested after the treatment (Hatch and Farhady, 1982). The pretest has been conducted to measure

the initial capability of the students before they got the treatments. After giving the pretest, the treatment was given. It has been conducted three times, 2 x 45 minutes per meeting. To know the result of the treatment, the researcher administered a posttest to find out whether the students improved their capability after they got the treatment or not.

3.2. Variables

This research consists of the following variables:

1. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable.

Students' reading comprehension is as dependent variable (Y), because this variable is observed and measured to determine the effect of independent variable.

2. Independent variable is the major variable that a researcher hopes to investigate.

Somebody Wanted But So (SWBS) strategy is as independent variable (X) because this variable can influence or have effects to the dependent variable.

3.3. Population and Sample

The population of this research was the second grade of SMP Negeri 15 Bandar Lampung that consisted of eight classes (VIII A – VIII H) and there were 28-30 students in each class. For the sample of this research, the researcher took one class as the tryout class. It was VIII A as the tryout class and VIII B as the experimental class. The class was selected randomly by using lottery random sampling because each member of the population has an equal chance of being chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006).

3.4. Data Collecting Techniques

The data of this research was collected by tests. Paired sample t-test is a statistical technique that is used to compare two population means in the case of two samples that are correlated. Paired sample t-test is used in ‘before-after’ studies, or when the samples are the matched pairs, or when it is a case-control study. The tests focused on examining students’ reading comprehension achievement after being taught using *Somebody Wanted But So* (SWBS) strategy. In gathering the data, the researcher used pretest and posttest.

a. Pre Test

This test was given in order to find out how far the students’ reading comprehension before being given the treatment. It was to see the basic quality of 28 students’ reading comprehension before receiving the treatment. The pretest was conducted in 90 minutes. In the pre-test, students were asked to answer 30 items of reading comprehension test.

b. Post Test

After conducting the teaching through *Somebody Wanted But So* (SWBS) strategy as the treatment, the researcher administered a posttest. It is done in order to know the students’ development in reading comprehension test after having the treatment. In the pre-test, students were also asked to answer 30 items of reading comprehension test but the number was scrambled.

3.5. Research Procedures

In order to ensure that the result dealt with its best procedures to maintain a good process, there were several steps as follows:

1) Determining Research Problem

The problem of this research was determined based on the researcher’s teaching experience at SMP Negeri 1 Pesisir Selatan and pre observation

at SMP Negeri 15 Bandar Lampung as seen in chapter 1, it was intended to find out whether *Somebody Wanted But So* (SWBS) strategy could be used to increase the students' reading comprehension achievement or not.

2) Determining the Research Instrument

The researcher checked the students' reading comprehension achievement by giving two reading tests to the students. The reading tests were pretest and posttest. In measuring reading comprehension, multiple choice selections were more valid than short-sentence answer (Henning, 1987). Each test consisted of 30 items and each item had four alternative answers a, b, c, or d. There were one correct answer and three distracter.

3) Selecting and Determining the Materials

The materials of this research were based on the current English curriculum for the second grade students. Those were also added from the English book. There were three lesson plans in the process of teaching reading which involved narrative text inside.

4) Try Out of the Instrument

Try out of the instrument was conducted before the pretest and the posttest to investigate the quality of the test items, whether the test was appropriate for the students or not. The test was in form of multiple choices. There were 40 items that should be answered by the students with the options a, b, c, or d. It required 90 minutes for the try-out. The tryout was administered to measure the level of difficulty (LD) and discrimination power (DP) in order to find out the reliability and validity of the test.

5) Administering the Pre Test

Pretest was conducted to find out the students' basic reading comprehension, how far was the students' proficiency toward mastering reading comprehension. The test was given before conducting the

treatment. The multiple choice test was prepared with the options a, b, c, or d. It required 90 minutes for the test.

6) Conducting the Treatments

After giving the pretest, the treatment was conducted in three meetings. It took 90 minutes for each meeting of the treatment. The researcher taught narrative text by applying Somebody-Wanted-But-So (SWBS) strategy.

7) Administering the Post Test

After the treatments, the post- test was conducted to find out whether there was an increase between their score in the pretest and the posttest. The questions were in form of multiple choice and the students were asked to choose one correct answer from the option a, b, c, or d. It was conducted within 90 minutes for the test.

8) Analyzing the Data

After conducting the pretest and posttest, the data of students' answer was analyzed by using t-test. It was used in order to know whether Somebody-Wanted-But-So (SWBS) strategy was able to increase the students' ability in reading comprehension or not.

9) Making Conclusion

As the last step, conclusion was drawn up carefully by considering the result of the data analysis.

3.6. Instrument

The instrument in this research was reading test. The researcher checked the students' reading comprehension achievement by giving two reading tests to the students. The reading tests were pretest and posttest. The researcher used multiple choice items form since its marking is rapid, simple, and most importantly reliable, not subjective or influence by the markers' judgement (Heaton, 1975).

3.7. Tryout Criteria

In order to get a good test, the test item should fulfil some criteria such as validity, reliability, level of difficulty, and discrimination power to find out the quality of the research instrument before being used in pretest and posttest. Students were given 40 items of multiple choices test in 90 minutes. The tryout criteria will be discussed below.

3.7.1. Validity

Validity refers to the extent to which the test measures and to what is intended to measure (Hatch and Farhady, 1982). Validity indicates how deep the instrument can measure the target of the research. There are four types of validity namely face validity, content validity, construct validity, and empirical validity or criterion-related validity.

To measure the test had a good validity, the researcher used content validity and construct validity. Face validity concerns with the layout of the test while the criterion-related validity is concerned with measuring the success in the future, as in replacement test (Hatch and Farhady, 1982). So, these two validities are considered to be less needed. An instrument is valid when it can provide the output accord with the researchers' analysis, its contents and constructs validity. The two types of validity that were used in this research as followed:

3.7.1.1. Content Validity

Content validity is intended to know whether the test items are good reflection of what will be covered or not. The test items which are adapted from the materials that have been taught to the students should

be constructed as to contain a representative sample of the course (Heaton, 1988).

To get the content validity of reading comprehension, the researcher tried to arrange the materials based on the standard competence in syllabus for the second grade of junior high school students. In order to establish the content validity of a measuring instrument, the researcher identified the overall content to be represented.

The validity of instruments are referred to the content and constructs validity in which the question represents five sort reading skills, i.e. determining main idea, finding the detail information, reference, inference, and vocabulary (Nuttal, 1985). The distribution of the items number was based on the current English curriculum, and the syllabus of second grade SMP students and represent of the materials that has been taught by the teacher. The content of the try out is presented in table of specification below:

Table 3.1 Reading Specification of Tryout Reading Test

No.	Reading Skills	Items Numbers	Percentage of items
1.	Determining main idea	3, 9, 10, 18, 21, 22, 27, 36.	20%
2.	Specific information	1, 5, 7, 8, 16, 24, 25, 26, 29, 30, 34, 35, 37, 40.	35%
3.	Determining inference	2, 4, 11, 12, 15, 17, 19, 39.	20%
4.	Reference	14, 32, 33.	7.5%
5.	Understanding vocabulary	6, 13, 20, 23, 28, 31, 38.	17.5%
Total		40 items	100%

After analyzing the result of reading comprehension try out test, the researcher found that there were 10 items which had to be dropped; items

number 5, 6, 9, 17, 20, 22, 25, 28, 31, and 35 because it consisted into bad items and poor criteria (See Appendix 8). After dropped some items, the content of the pretest is presented in table of specification below:

Table 3.2 Reading Specification of Pretest

No.	Reading Skills	Items Numbers	Percentage of items
1.	Determining main idea	3, 7, 14, 16, 20, 26.	20%
2.	Specific information	1, 5, 6, 13, 18, 19, 21, 22, 25, 27, 30.	37%
3.	Determining inference	2, 4, 8, 9, 12, 15, 29.	23%
4.	Reference	11, 23, 24.	10%
5.	Understanding vocabulary	10, 17, 28.	10%
Total		30 items	100%

The content of the posttest is presented in table of specification below:

Table 3.3 Reading Specification of Posttest

No.	Reading Skills	Items Numbers	Percentage of items
1.	Determining main idea	3, 6, 13, 16, 25, 27.	20%
2.	Specific information	1, 2, 4, 8, 9, 10, 12, 17, 20, 24, 30.	37%
3.	Determining inference	5, 7, 14, 15, 19, 23, 26.	23%
4.	Reference	11, 22, 29.	10%
5.	Understanding vocabulary	18, 21, 28.	10%
Total		30 items	100%

In fact, the researcher took the test items from the English Book for the junior high school level and the test was created by considering five reading aspects. The reason why finding specific information had higher percentage than the other was because according to National Reading Panel (2000), it is assumed that finding specific information is an aspect that helps the readers differentiate between ideas to understanding the

whole meaning of the text. Actually, there can be more than one important idea and the readers use clues from the text to determine which ideas they think the author presents as most important. Finding specific information is a type of question that will help the students have better understanding what the author wants them to know and it enables the students to distinguish between the most and least important information.

3.7.1.2. Construct Validity

Construct validity concerns whether the tests are true reflection in line with the theory of what it means to know the language (Shohamy, 1985). If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behaviour and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills (Heaton, 1988).

According to Nuttal's theory in which the construct validity in this instrument represented by five sort reading skills: determining main idea, finding the detail information, reference, inference, and vocabulary; so the table 3.1 has explained that the test is in a good construct validity in which the five reading skills are distributed well percentage in the items of the test.

3.7.2. Reliability

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982). In other words, how far it can measure the subject at separated time, but it shows the same result relatively (Setiyadi, 2006). Reliability can be defined

as the extent to which a test produces consistent results when administered under similar condition (Hatch and Farhady, 1982). The test was determined using Pearson Product Moment which measured the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$R_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Where:

R_{xy} = coefficient reliability between odd and even number

X = odd number

Y = even number

n = numbers of students who take part in the test

X^2 = square of X

Y^2 = square of Y

X = total score of odd items

Y = total score of even items

After getting the reliability of half test, the researcher used *Spearman Bown's Prophecy formula* (Hatch and Farhady, 1982) to determine the reliability of the whole tests, as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

r_k : the reliability of the whole tests

r_{xy} : the reliability of half tests

The criteria of reliability as follows:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

(Hatch and Farhady, 1982)

After the data were analyzed, the result showed that the reliability of half test (r_{xy}) was 0.86 and reliability of the whole test (r_k) is 0.92 (see Appendix 10). Based on the criteria of reliability of the test, it can be stated that the tests have a high reliability since the range of the high criteria for the reliability test is 0.9 – 1.00 (Hatch and Farhady, 1982). It can be interpreted that the test can be used reliable.

3.7.3. Level of Difficulty

Level of difficulty relates to how easy or difficult the item taken from the point of view of the students who take the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985).

Moreover, the difficulty level of an item shows how easy or difficult that particular item done by the participants (Heaton, 1975). The students were divided into two groups that were upper and lower groups. The students' scores of try out were listed from the highest score to the lowest score. It is calculated by the following formula:

$$LD = \frac{U+L}{N}$$

Where:

LD : level of difficulty

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

<0.03 : difficult

0.03 – 0.07 : average

> 0.07 : easy

(Shohamy, 1985)

3.7.4. Discrimination Power

Discrimination power refers to the extent to which the items are able to differentiate between high and low level students on that test. It is used to differentiate between the students who have high ability and those who have low ability. A good item according to this criterion is the one in which good students do well and bad students fail (Shohamy, 1985). The discrimination power was calculated by this following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Where:

DP : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of the students

The criteria are:

DP : 0.00 - 0.19 = Poor items

DP : 0.20 - 0.39 = Satisfactory items

DP : 0.40 - 0.69 = Good items

DP : 0.70 - 1.00 = Excellent items

DP : - (Negative) = Bad items, should be omitted

(Heaton, 1975)

3.8. Scoring System

The scoring system that was used in this research was dividing the right answer by total items timed 100. In scoring the students result of the pretest and posttest, the formula by Arikunto (1997) is employed:

$$S = \frac{R}{N} \times 100$$

Where:

S : score of the test

R : number of right answer

N : total number of items on test

3.9. Data Analysis

In order to know the students' progress in comprehending the text, the students' scores were computed by doing three activities:

1. Scoring the pretest and posttest.
2. Tabulating the result of the test and calculating the mean of pretest and the posttest. The mean is calculated by applying the following formula:

$$M = \frac{\Sigma x}{N}$$

Notes:

M = mean (average score)

Σx = the total students' score

N = total number of students

(Hatch and Farhady, 1982)

3. Drawing conclusion from the tabulated results of the test given, that is by statistically analyzing the data using statistical computerization i.e paired T-Test of Statistical Package for Social Science (SPSS) to test whether the increase of students gain is obvious or not, in which the significance is determined by $p < 0,05$. It is used as the data from one sample (Hatch and Farhady, 1982). In order to know whether the students get any progress, the formula is as follows:

$$I = X2 - X1$$

Notes:

I = the increase of students reading comprehension achievement

X_2 = the average score of posttest

X_1 = the average score of pretest

3.10. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not.

1. In order to find out whether there is an improvement of students' reading comprehension after they are taught through *Somebody Wanted But So* (SWBS) strategy. The researcher used *Repeated Measure T-test* to find out the difference of the treatment effect. Moreover, the result of t-test was used to investigate the difference on students' reading comprehension achievement before and after the treatment and to prove whether the hypothesis was accepted or rejected. The hypotheses are drawn as follows:

$H_{0.A}$: There is no increase on students' reading comprehension achievement after being taught through *Somebody Wanted But So* (SWBS) strategy.

$H_{1.A}$: There is an increase on students' reading comprehension achievement after being taught through *Somebody Wanted But So* (SWBS) strategy.

(Hatch and Farhady, 1982)

The criteria for accepting the hypothesis were as follows:

$H_{0.A}$ was accepted if the t-value is lower than T-ratio.

$H_{1.A}$ was accepted if the t-value is higher than T-ratio.

2. In addition, the researcher will analyze them to find out the aspect of reading skill that increases the most by using *Somebody Wanted But So*

(SWBS) strategy in teaching reading. The researcher will use Descriptive Statistics in SPSS Version 16.

The second hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < .$ It means that the probability of error in the hypothesis is only about 5%. The hypotheses are as follows:

$H_{0.B}$: Supporting detail is not the reading aspect that improved the most after the students are taught through *Somebody Wanted But So* (SWBS) strategy. The criteria is H_0 is accepted if alpha level is higher than 0.05 (>0.50).

$H_{1.B}$: Supporting detail is the reading aspect that improved the most after the students are taught through *Somebody Wanted But So* (SWBS) strategy. The criteria H_1 is accepted if alpha level is lower than 0.05 (< 0.05).

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following section.

5.1. Conclusions

In line with the results of the data analysis and discussion, the writer comes to the following conclusion:

1. After the research has been conducted, it is concluded that *Somebody Wanted But So* (SWBS) strategy is a good strategy for reading comprehension in junior high school level because it can make the students participate well in the class. Somebody-Wanted-But-So (SWBS) strategy has a positive impact on students' reading comprehension achievement where it can increase the test result.
2. Finding supporting details becomes the most increased aspect because the students are more encouraged to work related to the supporting details. They got it because the students were asked to write the information of the character, the goal or motivation of the characters, what problems or conflict that are being faced, and what resolution of the conflict is. It helped the students to build up their knowledge about the material especially in supporting details. *Somebody Wanted But So* (SWBS) has a great impact on enhancing the reading comprehension especially in finding supporting details through the breaking down process.

5.2. Suggestions

Referring to the conclusion above, the researcher would like to propose some suggestions as follows:

1. English teachers are recommended to apply *Somebody Wanted But So* (SWBS) strategy as alternative technique in teaching reading using narrative text. Mostly *Somebody Wanted But So* (SWBS) strategy use narrative text because both of them have the same elements that consist of identifying the characters, setting, plot, conflict, and resolution. It can help the students break down and comprehend the text better.
2. Teachers should not too concern about the students have to fulfil the *Somebody Wanted But So* (SWBS) chart using English, because the students will share their ideas using *Bahasa* easily. It can help the students relate their ideas with the material.
3. *Somebody Wanted But So* (SWBS) strategy can provide a specific purpose about the topic of the text and it seems practical in writing field. Further research could use this strategy in study of writing skill.
4. Further researcher may conduct this strategy on different level of students. It can be applied in senior high school students or university students.

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