

**THE USE OF PROBABLE PASSAGE STRATEGY TO IMPROVE  
STUDENTS' ABILITY IN READING NARRATIVE TEXT**

**(Undergraduate Thesis)**

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## **ABSTRACT**

### **THE USE OF PROBABLE PASSAGE STRATEGY TO IMPROVE STUDENTS' ABILITY IN READING NARRATIVE TEXT**

**By**

**INDRIA HUSNUL QONITA**

The objective of this research is to find out whether the use of probable passage strategy significantly improve students' ability in reading narrative text. This research was quantitative research with one group pre-test and post-test design. The population of the research was the students of the first grade of MAN 1 Bandar Lampung in the academic year 2022/2023 totally 420 students. The sample of this research was X MIA 2 consisting of 35 students. The students were taught through Probable Passage strategy in three meetings.

The instrument used in this research was a reading test in the multiple-choice form. The beginning of the meeting, the researcher conducted the pretest to find out the students' initial ability in reading narrative text. Then, the researcher had three time meetings of the treatments. At the end of the meeting, the researcher conducted the post test to find out the students' reading ability after having the treatments which used probable passage strategy. The result showed that there was a difference between the mean score of pre-test (47.34) post-test (75.31). The researcher used Sig. (2- tailed) in SPSS 26 to do the calculation with the significant level of 0.05. The result showed that the Sig. (2 - tailed) is  $0.000 < 0.05$ . Due to the value of Sig. (2 tailed) is lower than 0.05, it means there was a significant effect of Probable Passage strategy on students' reading ability. So, from this statement the researcher's hypothesis (H<sub>i</sub>) is accepted.

***Keywords: Reading, probable passage, narrative text.***

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**ENGLISH EDUCATION STUDY PROGRAM  
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Indria Husnul Qonita was born on January 3<sup>rd</sup> 2001 in Bandar Lampung. She is the first child in her family. She has two brothers named Muhamad Dimas Fateh and Tangguh Trengginas Siddik. Her father is Bekti Priono and her mother is Misbah.

After graduating from Satria in 2007, she went to SDN 1 Sukarame and she graduated in 2013. She continued her study at MTSn 2 Bandar Lampung and graduated in 2017. She studied in MAN 1 Bandar Lampung and graduated in 2019.

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## **MOTTO**

*“When something is meant to be yours, it will be. So dont be too stress, work hard enjoy the process and relax”*

*-Alexander Tian*



## **DEDICATION**

*Devoted to all great teachers who instilled in me the delight of learning and teaching, the students who encourage me to change the world, my parents, brother, friends and you.*

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Having completed this work, the author realized that some individuals always supported and gave her a helpful suggestion in conducting this paper; as that matter, the author would like to reveal her sincerest gratitude and honor to:

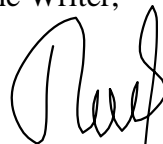
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Finally, the researcher believes that her writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 04 August 2023

The Writer,



Indria Husnul Qonita

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## **CHAPTER I**

### **INTRODUCTION**

This chapter includes a description of the whole contents of the research including background of the research, research problem, research objective, the significances of the research, research scope, and definition of key terms.

#### **1.1 Background**

Language is one of the most important aspects of communication, and it serves as a means of communication between nations all over the world. English is very important as an international language and has many interrelationships with various aspects of human life. Listening, speaking, reading, and writing are the four skills that should be mastered in English. Reading, as one of the basic language skills, plays an important role in broadening one's knowledge in order to access information and make sense. Reading is one of the basic language skills that students must learn and master. Students require knowledge, skills, and strategies to improve their comprehension.

Reading is about understanding a text. The process of reading needs a comprehension. Comprehension is related to reading skill, since reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading a book, instruction, and etc. When the readers do not comprehend the information of the text, the reading skill is meaningless. Boardman (2007) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word knowledge, and fluency. It refers to the ability in interpreting the words, to understand the meaning and to convey the relationship between ideas in a text. According to Klingner (2007), Reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process

involving many interactions between readers and what they bring to the text (previous knowledge, strategy use) and variable related to the text itself.

The objective of learning reading is to improve the student's ability to understand a text, to help them organize their ideas, to consist and create meaning, to communicate information and ideas of a text, and to develop their knowledge in reading text. Then, as mentioned by Brown (2000), teaching reading aims to develop students' ability to read the material, get information and understand about text. The aim of teaching for the readers is to comprehend and to react to what is written. In reading, the students are expected to have a competence of comprehending and understanding the text. In mastering reading skills students must understand some kinds of reading texts; narrative, procedure, recount, expository, descriptive, etc. In this study, the researcher focused on researching reading narrative text.

Based on the writer's observation in MAN 1 Bandar Lampung, there are some difficulties faced by the students in learning reading, especially in reading narrative text. Firstly, the students got difficulty to comprehend the text. The problems might come from students' background knowledge, language abilities, thinking abilities, and reading purpose. Secondly, the students could not grasp the information of the text they had read. Since they could not absorb the information of the text, they were not able to get the main idea of each paragraph they read. Thirdly, they were not able to read a long paragraph. They did not know about meaning of words in the text. They thought that they wasted their time to read the whole texts and they felt bored while they were reading the text. Because of that, they were not interested in a reading activity. As a result, students lost interest in reading and received low reading scores.

In this case, the role of the teacher is very important to develop students reading comprehension. The teacher only needs to choose the best strategy to teach students in order to make them easier in learning reading. In reading comprehension there are five aspects that the students should improve. According to Mahfood (2007), the five aspects of reading which the students should understand to comprehend text well, including determining the main idea, making inference, identifying reference, finding detail information, and the last is understanding vocabulary. From all of the cases about reading, the researcher implemented Probable

Passage as a strategy for teaching reading, especially in a narrative text.

According to Beers (2003) probable passage strategy can motivate and encourage students to predict what might occur in the story, access background knowledge, and know the relationship between ideas and the story. It means that in this strategy, the teacher asks students to predict what happened in the text. This strategy can guide and activate students' background knowledge to know the relationship between the ideas and the story. According to Balajthy and Wade (2003), probable passage strategy is an instructional strategy to teach reading through prediction, discussion, and writing. Probable passage strategy can also provide support for students who struggle when writing expository text. While the researcher here chooses the narrative text, which means that probable passage strategy helps the students comprehend the reading text. The teacher also asks the students to make some predictions about the selected keywords of the text and then asks the students to discuss the text with their partners (members of the group).

Amalia (2016) conducted an investigation that revealed the probable passage strategy to have advantages for students' reading achievement. This strategy helps students become aware of their ability to read and comprehend the content of the text. Additionally, it allows students to explore their critical thinking skills, and ultimately motivates them to read. In a separate study, Hasanah (2016) found that the usage of the probable passage strategy can motivate and interest students in learning, particularly in enhancing their reading comprehension of narrative text.

In this study, the research gap identified in previous research was the difference in characteristics regarding the object and subject. Previous studies focused on writing skills, while this research focused on reading skills and the implementation of the probable passage strategy. Based on the problems, the researcher implemented the probable passage strategy to improve the reading ability of tenth-grade students at MAN 1 Bandar Lampung. The aim was to facilitate students in exploring thoughts in reading comprehension, especially in narrative text.

## **1.2 Research Problem**

Based on the previous background, the researcher formulated the problems as: “Does the use of probable passage strategy significantly improve students’ ability in reading narrative text in the Tenth Grade of MAN 1 Bandar Lampung?”

## **1.3 Research Objective**

To find out whether the use of probable passage strategy significantly improve students’ ability in reading narrative text in the Tenth Grade of MAN 1 Bandar Lampung.

## **1.4 Significances of study**

The significance of the research is divided into two benefits for a theory and practice where describe as follows:

### **1.4.1. Theoretically Significance**

The result of the research is expected to be useful information in the knowledge of English study, especially in reading skills.

### **1.4.2. Practically Significance**

1. For students, it will help students to understand reading text especially narrative text, and become more interested in reading narrative text.
2. Enlarge the writer’s knowledge about the research, especially the writer’s insight into the topic of probable passage strategy on reading narrative text.
3. This research could help the teacher to improve students’ achievement especially in reading narrative text as well as become an alternative strategy for English teachers in teaching narrative text.

## **1.5 Research Scope**

The scope of this study is the students’ treatments by probable passage strategy and students’ ability in reading narrative text. This research focuses on the use of the probable passage strategy as a reading strategy on students’ ability in reading narrative text the first-year students in Islamic Senior High School 1 Bandar Lampung.

## **1.6 Definition of the Terms**

These are several terms applied in this research. To avoid misunderstanding toward the terms used the following terms are necessary defined.

### **1. Reading**

According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

### **2. The Probable Passage Strategy**

Preszler (2005) states, probable passage strategy is a prediction through several selected keywords before approaching the text. It means that probable passage strategy is a struggle of the readers to make a prediction before dealing the text through several selected keywords of the text.

### **3. Narrative text**

According to Clouse (2008), narrative text is a fictional or real story that contains a series of events in which how the story is told and how the context is presented are both aspects of the story construction.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses several theories that support research, such as the concept of reading comprehension, the concept of narrative text, the concept of probable passage, previous research, and the hypothesis.

#### **2.1. Reading**

##### **2.2.1. Defintion of Reading**

Reading is one of four language skills: reading, writing, listening and speaking. It is a receptive skill, like listening. This means it involves responding to text, rather than producing it. Reading deals with the ability of the readers to comprehend the expression of the content and social relation given in the text by the use of their higher mental process. Reading is also a kind of process of interaction between the action of thinking (understanding), feeling want to know, and producing the meaning. It results in understanding reading is reasonably hard to be mastered. According to Brown (2001) reading is a process of understanding meaning and connecting to the text through a correlation of the reader's existing knowledge and background knowledge, the information in the text, and the attitude of the reader in reading.

The main purpose of reading is to understand and to find out the information from the passage. Reading is a set of skills that involves making sense and deriving meaning from the printed word. To read, we must be able to decode (sound out) the printed words and also comprehend what we read. Stoller (2002) says that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means to find out the messages or the required information that the researcher put into the text as possible. According to Mary (2005), reading is a relationship between the writer and the reader through a text

and a process to connect the text with the readers' knowledge to understand the whole text. It is the process of gaining information from text by connecting words, sentences, and even paragraphs with meaning and information that are already known to understand the text.

### **2.2.2. Reading Comprehension**

Reading a text is typically used to improve reading comprehension by examining the text and attempting to comprehend the message contained within it. It means that when readers read a text, they try to understand it by focusing on specific items as well as the overall meaning. It uses the eyes as a tool to receive messages, which are then sent to our brain to be analyzed and processed. In this contact, reading will not happen without comprehension. Reading comprehension is the substance of reading. The capacity and degree of understanding of the thoughts or data found in reading content determines a reader's reading victory.

Nunan (2003) defined reading comprehension as a process of constructing meaning by integrating information from the text and the reader's prior knowledge. Background knowledge makes it easier for the reader to understand the text. To be able to accurately understand written material, children must be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Comprehension is the reason for reading, if readers can read the words but do not understand or connect to what they are reading, they are not really reading.

There are five aspects of reading comprehension contained in the reading text which is appropriate to the senior high school curriculum. According to Mahfod (2007), they are:

- 1) Identifying the main idea. It is referred to important information that talks more about the overall idea of a paragraph or section of a text.
- 2) Finding factual information. It requires the reader to develop the topic sentence by giving a definition, example, fact comparison, analogy, cause,



effect, etc.

- 3) Finding the meaning of vocabulary. The readers can develop their guessing ability to the word which is not familiar to them by relating the close meaning of an unfamiliar word to the text and topic.
- 4) Identifying reference. It helps students to understand the text by identifying the word.
- 5) Making inferences. The students have to guess or predict something unknown based on available facts and information.

## **2.2. Narrative Text**

### **2.2.3. Definition of Narrative Text**

A narrative is a kind of text types composed both in written and spoken forms, which describes a sequence of real or unreal events. The narrative is one of the component text types that the students are expected to use early on in their school life. Then narrative is defined as the act, process, or skill of telling a story. Moreover, narrative text is an imaginative experience. Narrative deals with problematic events which lead to a crisis or turn point of some kind, which in turn finds a resolution. Alderson (2000) stated one interesting feature of narrative text in particular is that they appear to include visualization in the reader as part of the reading process –readers report ‘seeing’ scenes in their head when they read such text. What is interesting about this process is that different readers are likely to visualize different scenes, depending on their prior experiences and expectation.

The narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A well written story lets your reader respond to some event in your life as if it were their own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

### **2.2.2 Generic Structure of Narrative Text**

According to Wulandari (2013), a narrative text has a structural organization that includes orientation, complication, and resolution). The generic structure

of narrative text is:

1. Orientation

In the orientation of narrative text, a reader can find orientation in the first paragraph of the narrative text. The orientation explains: what is the story about, who are the actors in the story (participants), where the story takes place, when the story happens (time setting).

2. Complication

The complication becomes the core of a narrative text, it tells about what is the matter from the text or it explains the problem.

3. Resolution

In the narrative text, the problem that appears on complication will be solved on the resolution part. This part can be closed with a happy ending or not slightly ended tragically, the sad (sad ending).

### **2.2.3 Purpose of Narrative text**

According to Clouse (2008) purposes for narrative text are:

1. To entertain
2. To express feelings
3. To relate the experience
4. To inform (to explain what happens when a person is arrested), to inform (to teach a lesson)
5. To persuade (to convince the reader that community service should be required in high school).

### **2.2.4 The Feature of Narrative text**

Besides having purpose and a generic structure, narrative text also has significant language features that support the form of a narrative text. Here are the language features of narrative text:

1. Using simple past tense.
2. Using adverb of time such as Once upon a time, one day, etc.
3. Using time conjunction such as when, then, suddenly, etc.
4. Using specific character. The character of the story is specific, not general.  
For example: Cinderella, Snow White, Alibaba, etc.

## 5. Using action verbs such as killed, dug, walked, etc

Based on the definition above, narrative text can be regarded as a kind of text that purposes to tell a story which contains a series of events or actions chronologically. The purpose of this text is to entertain or to amuse he readers or listeners about the story. Narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myths, epic) and its plot consists of climax of the story (complication) then followed the resolution.

### **2.3. Probable Passage**

#### **2.3.1 Definition of Probable Passage**

A probable passage is a pre-reading strategy that integrates prediction summarization, vocabulary instruction and story frames. The Probable Passage strategy was developed to help struggling readers use prior knowledge, recognize connections to their own experiences, another text, or the word, and predict what might happen. Students' comprehension of what they are reading improves dramatically as a result. When used as a pre-reading activity, this strategy not only introduces readers to new vocabulary, but it also provides a strong incentive to read and discover that the story follows the suggested outline.

Balajthy and Wade (2003), states reading strategies can often be divided into three categories; before, during, and after. Before reading strategies tend to be those that activate students' prior knowledge. When we use these strategies, we first have students tell us what they know before we start teaching them. Research indicates that by spending a considerable amount of time on before reading strategies, we increase students' involvement in learning process, and we allow our teaching to be more directed toward students' level and need. During reading, strategies are those that help students process and manage complex information as they read and learn. These strategies often employ organizers or frameworks which allow students to efficiently categorize information. After reading strategies allow students to reflect on what they have learned and to share what they have learned. The strategies tend to be interactive so that students learn from each other.

According to Beers (2003) in *When Kids Can't Read, What Teachers Can Do*, suggests that teachers can assist students in improving comprehension by

activating prior knowledge before they begin reading the text. According to Beers, it is critical to teach readers, particularly struggling or reluctant readers, strategies to use before they begin reading. She claims that the probable passage strategy encourages students to make predictions, access background knowledge, see relationships between ideas, make inferences, and draw conclusions from pictures about what might happen in a reading text. In its original form, Beers developed the likely passage reading approach to encourage students to read a narrative book. Students can engage with a narrative text using the likely passage reading approach by making predictions, learning new terminology, and seeing connections between important ideas.

Additionally, by classifying a list of the chosen keywords in accordance with how those keywords are thought to operate inside a tale, the technique offers a framework for making predictions. The chosen keywords fall under several categories, including character, setting, problem, etc. Students write written predictions in the form of a major concept or "gist statements" during the last lesson.

As originally developed, Probable Passage is a brief summary of a text from which key words have been omitted. The key words are chosen by the teacher and presented to the students. Students organize the words into categories based on their probable functions in the story (such as setting, characters, conflicts, solutions, or endings), then use them to fill in the blanks of the Probable Passage. As they work through this process, students apply what they know about story structure, consider vocabulary, look for causal relationships, and predict what they believe will happen.

There are several distinctions of probable passage strategy and the other strategy.

- a. This technique engages students in contextual study of vocabulary before reading a passage, which is much more effective than giving students a list of words and requiring them to use a dictionary to define them one by one.
- b. Dependent readers often struggle because they don't predict what the selection might be about, don't think about what they already know about a topic, and don't form images as they read. When reading, students usually open a book, look at words and begin turning pages. Probable passage helps stop

those passive reading habits by encouraging students to make predictions, to activate their prior knowledge about a topic, to make inferences, to form images about a reading passage.

- c. Probable passage strategy also uses self-questioning. It is called “To Discover” category in probable passage worksheet. The “To Discover” questions are a good way to get students thinking about the questions they have based on their predictions.

### **2.3.2 Procedure of Probable Passage Strategy**

The procedure of probable passage strategy in order this strategy works well, the teacher must model the strategy before assigning it to students. Balajhty and Wade (2003) states that using this strategy involves the following steps:

1. Before reading
  - The teacher chooses 10-15 key words or phrases. The words should reflect the main ideas and concepts to be presented in the reading
  - The teacher creates categories for students by providing labels.
  - The teacher divides class into small learning groups. Ask groups to place the key words in the categories that you have provided.
  - Based on the key words and categories, the teacher asks students to write Summary or Gist Statement that explains what they think about the reading material. (Decide beforehand if students will need to use all of the keywords or phrases except those that fall into the unknown category).
2. During Reading
  - The students or teacher read the story to find out how the author told his/ her story. It is important to have an opportunity to change their predictions immediately. The teacher can pause reading at various point to revisit probable passage template, and review unknown words.
3. After Reading
  - The students discuss and compare their probable passage version of the story with the author’s version.

- Next, the students can present their probable passage to the whole group to sharing their stories.

#### **2.4. Review of Previous Study**

There have been a number of researchers who conducted some studies related to the topic. Therefore, the researcher chose five previous studies which are closer to the topic. They were as follows:

The first journal entitled "*Probable Passage Strategy in the Tenth Grade: Teaching Students' Narrative Reading Comprehension*". The journal was written by Amalia (2016). The results of the test were analyzed by using independent sample t-test. From the result of independent sample t-test, it was found that there was a significant difference from students' pre-test experimental and control group, since the p-output was lower than 0.05 and t-value was higher than t-table (1.66). It means that teaching narrative reading comprehension by using Probable Passage had a significant effect on the students' reading comprehension achievement.

The second one was conducted by Hasanah (2016) *Improving Students' Reading Comprehension Using Probable Passage Strategy to The Eight Grade Students of Junior High School*. There are two research findings in this research. First, there is a significant difference in reading narrative text achievement before and after using Probable Passage strategy. From the result of the paired sample t-test, it was proved that the mean of post-test experimental group (68.71), was higher than pre-test (41.00). In addition, there was a significant difference experimental group and control group. It showed that from the difference analysis on post-test of experimental and control group. It could be seen from the result of the independent samples t-test. It was found that p-output was 0.000 for sig. (2-tailed), since the output value was lower than 0.05 the null hypothesis (Ho) was rejected and the research hypothesis (Ha) was accepted. In other words, there was a significant difference in reading achievement between students' who were taught by Probable Passage strategy and those who were not. Therefore, Probable Passage strategy was one strategy that could influence students' reading comprehension achievement.

Nirmala (2017) *The effect of probable passage strategy on students' reading comprehension at grade X SMA Negeri 1 Panyabungan Selatan*. The researcher found that the mean score of control was 73.2. The mean score of experimental

class using Probable Passage was 79.74. The effect of Probable Passage on students' reading comprehension was  $8.175 > 1.6828$  with  $t_0$  is higher than  $t_t$ . It means  $H_a$  was accepted and  $H_0$  was rejected. So, there was a significant effect of Probable Passage strategy on students' reading comprehension at grade X SMA Negeri 1 Panyabungan Selatan.

Yustika (2019) *The Use of Probable Passage Strategy on Students Ability to Write A Narrative Text*. Based on data calculation, she found the result of t-test value is 11.98. Meanwhile, t-table value is 2.06 at significant level 0.05 with the degree of freedom (df) is 25. It shows that the t-test value is higher than t-table value ( $11.98 > 2.06$ ). It means the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it can be concluded that the use of probable passage strategy affects students' ability to write a narrative text.

Hendrita (2017) *The Effect of Probable Passage Strategy in Teaching Reading A Recount Text for Senior High School*. This research data statistically analyzed using the t-test formula. It was found that the t-count is 5.64 while the t-table is 1.9994, which means  $t\text{-count} > t\text{-table}$  at a significance level of 0.05. Based on the results of this calculation, concluded that the use of probable passage strategy in learning has a better impact on abilities students in understanding the reading in the recount text.

Based on some of previous research findings, it can be found that probable passage strategy has a positive role in teaching reading in their researches. In this research, the researcher has chosen probable passage as a strategy in teaching reading and will be apply in different object with researches before. This study used one group pre-test post-test design to differentiate from previous studies.. The researcher hopes Probable Passage will be effective strategy and able to improve students' reading comprehension on narrative text at the tenth grade students at MAN 1 Bandar Lampung.

## **2.5. The Assumption and Hypothesis**

### **2.5.1 Assumption**

In this research, the researcher assumes that the use of the probable passage strategy can improve students' reading ability in narrative text.

### **2.5.2 Hypothesis**

Ho : There is no significant difference of students' reading ability after taught by using Probable Passag Strategy.

Ha : There is a significant difference of students' reading ability after taught by using Probable Passage Strategy.



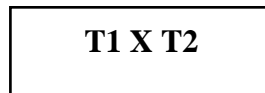
## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The writer used experimental research. The research design, research subject, study instrument, data collection technique, validity and reliability, data analysis, discrimination power and level of difficulty were all covered in this chapter.

#### **3.1. Research Design**

In this research, a pre-experimental design was used with a pre-test and post-test design. Its aim was to find out the effectiveness of using the probable passage strategy in improving students' reading ability on narrative texts at the tenth grade of MAN 1 Bandar Lampung. The design was formulated as follows:



Where:

- T1 : Pre-test in experimental group
- T2 : Post-test in experimental group
- X : Treatment to experimental group

(Setiyadi,2006)

#### **3.2.Location of the Research**

The research was conducted at the first year students of MAN 1 Bandar Lampung. The researcher chooses this location because the similar research had never been conducted yet in this school, the researcher found this problem that the students still have weakness at comprehension of reading text.

### **3.3. Subject of the Research**

The subject of this research is the students in the first year of MAN 1 Bandar Lampung.

### **3.4. The Population and Sample of the Research**

Population is the most significant factor in conducting a research. Fraenkel (2012) say that a population is the interest of the researcher, the group to whom the researcher would like to generalize the results of the study. The population of this study is all of the tenth grade students of MAN 1 Bandar Lampung. The technique of sampling in this research is random sampling. Only one class which chose as the sample. The total number of the sample was 35 students.

### **3.5. The Technique of data Collection**

The test was distributed to measure the student's reading comprehension. The test was divided into two tests. They were pre-test given before the treatment, and post-test were given after doing the treatment. The type of the test was a multiple choice test consisted of 30 items. Every multiple choice item consisted of four answer options (a, b, c, d and e).

### **3.6. Instrument of the Research**

#### **1. Tryout**

According to Arikunto (2006) trying out the test is necessary since the result can assess the validity and reliability of the test, and it can be carried out in either a small scale or a large one. Tryout test is conducted to know the quality of the reading test as the instrument of the research such as validity, reliability, level of difficulty, and discrimination of power. The tryout test consisted of 40 items of multiple choices with five options a, b, c, d, and e. The students are given 60 minutes for doing the tryout.

**Tabel 1. Specification of Try Out Test**

No.	Reading Skills	Items Number
1.	Determining Main Idea	11,14,18,29,34
2.	Identifying Supporting Details	2,6,10,13,16,19,22,23,25,27,30 31,35,38
3.	Making Inference	1,5,9,15,17,28,32,36,40
4.	Finding Reference	4,8,20,33
5.	Understanding Vocabulary	3,7,12,21,24,26,37,39
Total		40

2. Pre-test

After getting the result of the tryout test, the researcher gave the pre-test. Pre-test contains 30 multiple choice items with four options (a, b, c, d and e). The pre-test was administered in order to know the students' reading comprehension background knowledge before the treatments.

**Tabel 2. Specification of Pre-Test**

No.	Reading Skills	Items Number
1.	Determining Main Idea	7,10,14,23,27
2.	Identifying Supporting Details	1,6,9,12,17,18,20,24,28
3.	Making Inference	11,13,22,25
4.	Finding Reference	3,5,15,26
5.	Understanding Vocabulary	2,4,8,16,19,21,29,30
Total		30

3. Post-test

The test is administered after conducting the treatment to the students. The aim of this test is to find out whether there is any significant difference of students' reading comprehension or not after three treatments. The realization of the post-test is same with the pre-test. Post-test contains of 30 questions in the form of multiple choice.

**Tabel 3. Specification of Post-Test**

No.	Reading Skills	Items Number
1.	Determining Main Idea	2,5,10,18,23
2.	Identifying Supporting Details	1,4,6,11,14,22,25,28,29
3.	Making Inference	3,12,17,27
4.	Finding Reference	9,13,16,19
5.	Understanding Vocabulary	7,8,15,20,21,24,26,30
Total		30

### **3.7. Developing Instrument**

In order to prove whether the test of reading had good quality, it must be tried out first. It could be concluded as good quality if it had good validity, reliability, level of difficulty, and discrimination power.

#### **3.7.1. The Validity of the Test**

To measure whether test has good validity, the researcher used content and construct validity.

##### **1. Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In Setiyadi (2006), content validity relates to the indicators of the subject matter that represent the whole material to be measured. This indicates that the material should be based on the basic competence included in the syllabus of the tenth grade. The test in this study fulfilled content validity because the researcher developed the test based on the learning objectives in the syllabus of the first grades students of MAN 1 Bandar Lampung. The type of text is narrative text.

##### **2. Construct Validity**

In construct validity, the instruments are measured based on some indicators. Furthermore, construct validity refers to whether or not the test content is appropriate for assessing mastery or ability. In this study, the researcher administered five test indicators. Mahfoodh (2007) proposes five aspects of reading

comprehension that should be mastered by the readers in order to deeply comprehend a text, there are identifying main idea, finding the specific information or part of text, finding reference, inference, and vocabulary. Furthermore, the reading test compared to the table of specification to know whether or not the test has a good reflection of what had been taught.

### 3.7.2. The Reliability of the Test

Reliability is a measurement of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. Setiyadi (2006) says that reliability is a consistency of a measurements or how far that measurements can be measured the similar subjects in different time but showed the same result. To measure the coefficient of the reliability between odd and even group, this research used the Split-Half method with 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 of reliability between odd and even numbers item

$x$  : odd number

$y$  : even number

$\sum x$  : total score of odd number items

$\sum y$  : total score of even number items

$\sum xy$  : total score of the odd and even number

After getting the reliability of half test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test as follows:

$$r_k = \frac{2r_l}{1+r_l}$$

Where:

$r_k$  : the reliability of the test

$r_l$ : the reliability of half test

The criteria of reliability as follows:

0.90-1.00 = high

0.50-0.89 = moderate

0.00-0.49 = low

### 3.7.3. Level of Difficulty

The difficulty level of an item showed how easy or difficult that particular item was done by the participants. It could be calculated by the following formula:

$$LD = \frac{R}{N}$$

- LD : Level of Difficulty  
R : The number of students who answer correctly  
N : The number of students who join the test

The criteria are as follows:

- <0.30 = difficult  
0.30-0.70 = average  
>0.70 = easy

(Shohamy,1985)

### 3.7.4. Discrimination Power

Discrimination power refers to the extent to which the item able to differentiate between high and low levels students on the test. A good item according to this criterion is one that good student get good score and get bad score. To see the discrimination index, the researcher used the following formula:

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

- 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 students

The criteria of discrimination power 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

### 3.8.The Technique of Data Analysis

The steps were undertaken in quantitative employing the following formula based on Gay, L.R., et al (2006).

- a. Scoring the students correct answer of pre test and post test by using this formula:

$$Score = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

- b. Classified the students' reading comprehension score.

**Tabel 4.The Students' Score Classification**

No.	Score	Classification
1	80 – 100	Very good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 45	Poor
5	≤ 39	Very poor

- c. Calculation the mean of the students answer by using formula:

$$x = \frac{\sum x}{N}$$

Where:

x	=	Mean score
$\sum x$	=	The raw of all score
N	=	The number of subject

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research results and the suggestions for further writer who want to conduct related research and English teachers who want to find an appropriate approach in helping students mastering their English reading skills.

#### 5.1 The Conclusion

Based on the data analysis, there is a significant effect of probable passage strategy on students' reading ability. This is evidenced by the increase in student scores where the post-test scores were higher than the pre-test scores. The average value of the post-test is 75.31 while the pre-test is 47.34. The rising score was 27.97. From the statistical findings, it is also known that the null hypothesis is rejected and the alternative analysis is accepted because the results are sig. (2-tailed) is 0.000 which is lower than 0.005. This shows that probable passage strategy is an effective strategy for improving students' reading ability. It means that there is significant influence of probable passage strategy on reading narrative text of the first-year students of MAN 1 Bandar Lampung.

#### 5.2 The Suggestions

Considering the influence of probable passage on reading comprehension, the researcher would like to give some suggestions as follows:

1. Suggestion for Teachers

It is suggested that english teachers can use probable passage as an alternative learning strategy. Probable passage strategy can improve and have a good effect on students' reading ability. The probable passage strategy actively involves students in the reading process, making it more



engaging and motivating. By allowing students to make predictions and verify them as they read, their interest in the text is sustained. Teachers who use this strategy are expected to be able to measure and use time as efficiently as possible. Teachers can minimize time by reducing the steps in the Probable Passage Strategy.

## 2. Suggestions for Further Research

It is expected to the next researchers who apply probable passage strategy not only for narrative text but also to another text that suitable with probable passage's frame such as descriptive, recount and news item.

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