UNNES
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THE EFFECTIVENESS OF USING SAY SOMETHING

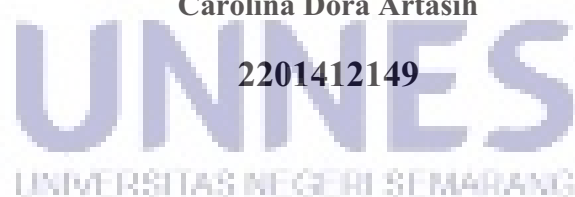# STRATEGY FOR TEACHING READING NARRATIVE TEXT

(A Case of the Tenth Graders of SMA Negeri 6 Semarang in

the Academic Year of 2015/2016)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

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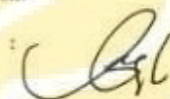**SEMARANG STATE UNIVERSITY**
2016

APPROVAL

This final project entitled The Effectiveness of Using Say Something Strategy for Teaching Reading Narrative Text, has been approved by the board of examination of the English Department of Faculty of Languages and Arts Semarang State University on....

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DECLARATION OF ORIGINALITY

I Carolina Dora Artasih hereby declare that this final project entitled *The Effectiveness of Using Say Something Strategy for Teaching Reading Narrative Text: A Case of of Tenth Graders Students of SMA N 6 Semarang* in my own work and has not been submitted in any form for another degree or diploma it any university or other institute of tertiary education, information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 10 August 2016

Carolina Dora Artasih

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MOTTO AND DEDICATION

If you're going through hell, keep going.

(Winston Churchill)

To :

My great parents, and
my beloved sisters

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First and foremost, I would like to express my gratitude to God the Almighty for the endless blessing and love, so I could accomplish this final project.

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ABSTRACT

Artasih, Carolina Dora. *The Effectiveness of Using Say Something Strategy for Teaching Reading Narrative Text (An Experimental Study of the Tenth Grade of SMA Negeri 6 Semarang in the Academic Year of 2015/2016)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Drs. Suprapto, M. Hum: Advisor II: Dra. C. Murni Wahyanti, M.A.

Keywords: Reading Narrative Text, Say Something strategy.

This final project is based on a study which attempts to examine the effectiveness of using Say Something strategy for teaching reading narrative text. The purpose of the study was to find out whether there is any significant difference in students' achievement of reading test between those who were taught using Say Something and those who were taught using lecturing method.

This study applied a quasi-experimental design. This research design comprised try-out, pre-test, treatment, and post-test. The students in class X MIPA 4, X MIPA 3, and X MIPA 6 were chosen to be the participants of the study. Class X MIPA 4 was the tryout participant. Meanwhile, class X MIPA 3 was chosen to be the control group and class X MIPA 6 was chosen to be the experimental group. The control group was taught by using lecturing method and the experimental group was taught by Say Something strategy.

The result of the study indicated that the group taught by Say Something has better score in the test than the group taught by lecturing method. In the pretest, the mean score of the control group was (61.78) and the experimental group was (61.36). The mean of post-test of experimental group (72.63) was higher than control group (64.22). Moreover, the t-test calculation presented that there was a significant difference level sig (-2 tailed) 0.00. Since sig value is lower than $\propto = 0.05$ (p $_{value}<$ 0.05) it can be concluded that there is significant difference from both of groups, control and experimental groups in post-test. Furthermore, null hypothesis (H_o) was rejected and alternative hypothesis (H_1) was accepted.

In conclusion, Say Something is effective for teaching reading narrative text and there was a significant difference in students' achievement of reading test between those who taught using Say Something and those who taught lecturing method. It can be a helpful strategy for summarizing ideas from students about topic given. Moreover, it encourages students to be critical and think by using the steps given.
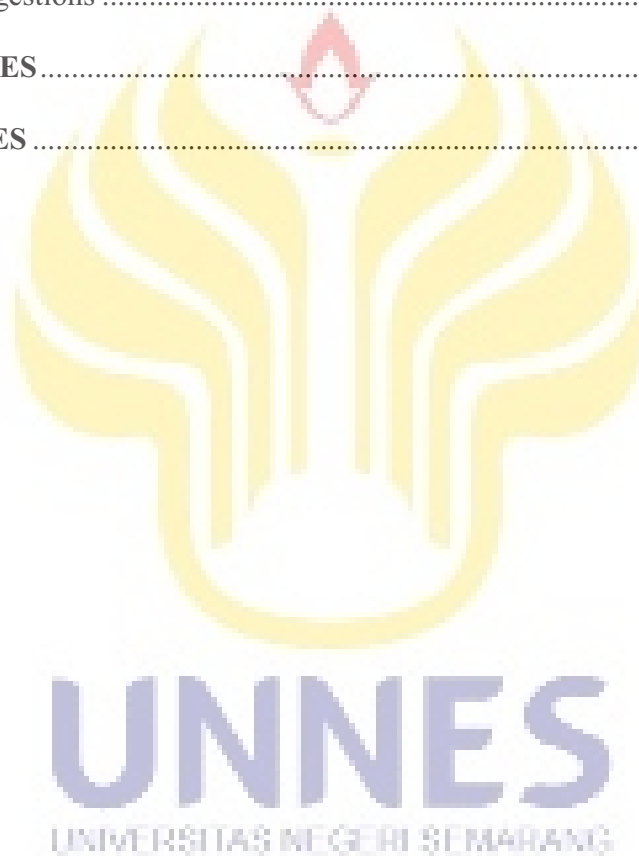
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CHAPTER I

INTRODUCTION

This chapter is divided into seven subsections. They are background of the study, reasons for choosing the topic, statement of the problem, purpose of the study, hypothesis, significances of the study, and outline of the report.

1.1 Background of the Study

Language has an important role in daily human life. Language is used as a mean of communication by human beings to express their feelings, ideas, or wishes in community. There are many languages in the world, one of them is English. English is an international language that is spoken by most people all over the world.

English as a language has four basic skills which are listening, speaking, reading, and writing. People learn English because they have their own motivation that depends on their needs, interests and sense values. "Students must be trained adequately in all basic language skills, understanding, speaking, reading, and writing" As the result the government always makes an effort to improve the quality of teaching. (Alexander 1975:vii).

From the statement above, learning English is easy when we have our interest and motivation when we start learning. So do the students. They can because they accustomed to learn English which has 4 skills; understanding, speaking, reading, and writing. They are the basic skills where can improve the students' comprehension in

English language. In addition, the teachers must play role here to improve their quality of teaching, so that the students' ability will improve too.

Reading is one of the skills that must be mastered in Formal School, here in Senior High School. Reading comprehension involves much more than readers response to the text. It is a complex process that involves many interactions between readers' and what they bring to the text as well as variables related to the text itself (Klinger, Vaughn, and Boardman, 2007:8). In other words reading comprehension ability is the readers' ability in understanding the text to find required information in accordance with the readers' purpose.

From the definition above, reading comprehension is one skill which is needed by the learners to comprehend their understanding. It also needs their response by reading a text. When they get those acquired information from the text, they have good understanding to enhance their knowledge in reading comprehension. The teaching of reading comprehension should be improved by the teacher. The teacher should make the students enjoy and be stimulated in learning particularly reading comprehension. Teachers use many ways to enhance students' reading comprehension. Here, the new strategy has been found to enhance the students' reading comprehension. One of the writer's suggestions is using Say Something strategy that will be examined in this final project is about the implementation of teaching English to see the students' improvement in reading comprehension.

Nowadays, both teachers and students have difficulties in reading comprehension. It is not easy for teachers to find an effective way to teach reading

comprehension while it is hard for students to acquire information and knowledge about reading comprehension given by their teachers. It is worse because students have less vocabulary which is very useful to comprehend a passage.

In this research, the researcher introduces one strategy that can be used for reading activity. The new strategy is Say Something strategy. The writer takes some theories of the experts about the definition of Say Something strategy. According to Harste (1996:55), Say Something is a strategy provides students with opportunities to construct meaning and monitoring their understanding, it establishes a very clear and simple strategy for helping the students make clear connection ideas in the text.

By doing this research, the writer hopes that by applying Say Something strategy, the students can have a better reading ability.

1.2 . Reasons for Choosing Topic

This research needs to be carried out because first, the students seem to have difficulties to use their comprehension in reading the text. Second, the students might lack their understanding to know what the meaning of the text. Third, the technique in teaching reading skill for Senior High School may not be interesting for the students.

The first reason why I choose reading as my research because I had an experience where almost all students especially Senior High School's Students had the difficulties in comprehending a text. When they were in a class and then the teacher asked them to read a text, they will not understand what inside of the text

once, so they had to reread what they had read. In case, this difficulty to be solved by a new strategy to help the students comprehend the text.

The second reason why the study needs to be carried out is the technique in teaching reading skill for Senior High School students may not be interesting for the students. According to the result of my observation, some of the students do not seem to be interested in following the lesson. They might feel bored and choose to talk to their friends in the class. Because of it, the students need an interesting learning technique to attract their willingness to learn about reading technique. There are some techniques that can be used to teach reading skill. However, I think there is a different technique to be tried whether or not it is the effective technique to read a text. In this case, Say Something for reading can be tried to increase students' willingness in learning reading and catch the meaning. It is a technique which might make the students enjoy the lesson and decrease the worry in learning reading to improve students' reading ability in the class.

1.3 Statements of the Problem

The questions can be elaborated as follows:

(1) What is the result of teaching reading by using Say Something strategy?

(2) What is the result of teaching reading by using Lecturing method?

(3) Which one is more effective to teach reading between Say something strategy and lecturing method?

1.4 Purposes of the Study

Based on the research questions, the purposes of this study can be stated as follows:

(1) To find out the result of teaching reading by using Say Something strategy.

(2) To find out the result of teaching reading by using lecturing method.

(3) To find out which one is more effective between Say Something strategy and lecturing method in teaching reading.

1.5 Hypothesis

Hypothesis is an idea or a suggestion that is based on known facts and is used as a basis for reasoning or further investigation. In this case, hypothesis is a statement about the expected relationship between variables. It is a prediction of expected outcomes of the research. The problem statement identifies the phenomenon of interest. The hypothesis predicts how the phenomena will be related.

There are two hypotheses in this study that are working hypothesis and null hypothesis. Working hypothesis (H1): there is significant difference in the students' reading comprehension of particular texts after being taught using Say something strategy. Null hypothesis (H0): there is no significant difference in the students' reading comprehension of particular texts after being taught by Say Something strategy.

1.6 Significance of the Study

The study will be expected to give some advantages for the following sides:

(1) Theoretically

The finding of the study may be able to develop further research on testing about say something strategy for teaching reading technique. This Say Something strategy may be applied as an alternative way in teaching reading.

(2) Practically

Say Something will help the students to read narrative text, and they can also apply this strategy to learn any other subjects. This strategy is supposed to increase students' achievement in reading comprehension. Hopefully, this strategy can be applied by teachers in teaching reading narrative text.

(3) Pedagogically

Pedagogically, the result of the study hopefully can be useful as the source of reference and it is also useful to inform the readers about the effectiveness of Using Say Something strategy for Teaching Reading of The tenth grader of SMA Negeri 6 Semarang.

1.7 Limitation of the Study

This research was conducted to find out the effectiveness of Using Say Something Strategy for teaching reading Narrative Text. Generally, Say Something strategy is one of reading strategies to teach students in Senior High School. This strategy is suitable for all kinds of text, but the writer only focuses on Narrative texts which are

suitable on syllabus for tenth grade. Based on this reason, the writer conducted a research that applied Say Something strategy to teach reading Narrative texts in tenth grade.

1.8 Definition of Key Terms

(1) Say Something

This strategy is during-reading activity that helps students' monitor their reading comprehension which used some steps in learning activity. (Hoboken, 2007)

(2) Lecturing Method

Lecturing is a method which can be conducted in many circumstances and for many students especially for communicating a conceptual knowledge.

(Charlton, 2006)

(3) Narrative Text

Narrative is a text which tells a story using a series of events. Its social function is to amuse, entertain and to deal with actual or vicarious experience in different ways. (Gerot and Wignell 1994: 204)

(4) Teaching Reading

In teaching reading, teachers need to foster the qualities of competence, awareness, and self-initiation. If students are attempting to summarize a paragraph, they need to gain skill in doing that strategy. (Guthrie et all. : 2004).

1.9 Outline of the Study

This final project consists of five chapters. Chapter I covers the general background of the study, reasons for choosing the topic, hypothesis, statements of the problem, the objectives of the study and significance of the study

Chapter II discusses review of related literature and review of the previous study. It comprises the effectiveness of Using Say Something Strategy for teaching reading.

Chapter III talks about method of investigation that consists of data of the study or data collection, participants of the study, variable, instruments for collecting data, try out, t-test, procedures of collecting data.

Chapter IV discusses data analysis and discussion that consists of students' reading comprehension achievement and the result of the research.

Chapter V presents two subchapters. They offer some conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents three sections. The first section presents the previous studies of subjects related to this topic. This is then followed by the second section which is the review of the theoretical study. The last section is theoretical framework which is used as the basis of the research.

2.1 Review of the Previous Studies

There are some studies dealing with the use of Say Something strategy in teaching reading skill. The first research was conducted by Prihartini (2014). This research entitled "The Effect of Using Say Something Strategy Toward Students' Reading Comprehension". The purpose of this research was to examine the influence of Say Something strategy in English Subject; especially for teaching reading. This research used an experimental method which is divided into two groups classification; an experimental class and control class. In the experimental class, the researcher gave the treatment by using Say Something Strategy and another class by using Questioning. The subjects were class VIII C as experimental class, and VIII B as control class. To see the quality of the questions, the researcher gave the pre-test and post-test for both classes. The result of this data analysis, it showed that the conclusion that Say Something strategy gave the effect in reading comprehension technique. It showed when the researcher got the significance score between the class that was using Say Something, and the class without this technique.

Another source of this research is from Putri (2014) which conducted the research about teaching reading by using Say Something strategy. The paper entitled "Teaching Reading of Descriptive Text by Combining Say Something Strategy and Three Minutes Pause Strategies at Junior High School". The purpose of this paper is to help English teachers to solve the problems in teaching reading in Junior High School. In this paper, the researcher discussed the use of Say Something strategy and Three Minute Pause to be applied in teaching reading descriptive. These two strategies are to help the students in comprehending the text that is given by the researcher. From the result of the paper, the researcher had the conclusion that using the combination Say Something strategy and Three Minute Pause gives the advantages to improve their reading comprehension, especially in understanding a text.

The third research was carried out by Ramadhan (2015) entitled The Use of Mahabharata Story as The Material to Develop Students' Motivation in Reading Comprehension. This research is an action research which provided the Mahabharata Story as the medium to improve students' reading comprehension in SMP Negeri 1 Semarang. The objective of the study was to examine whether the use of Mahabharata Story given by the teacher can improve students' reading ability or not. The result proved that this medium can help the students to comprehend the text and it was a proper strategy for teaching reading.

The fourth research was conducted by Fungkassari (2013). This research entitled "The Influence of The Jakarta Post Headlines On Students' Reading

Comprehension of News Item Texts (An Experimental Research at the Tenth Grade Students of SMA Negeri 1 Bantarbolang Pemalang in the Academic Year 2012/2013)." The purpose of this research was to describe the difference of the students' achievement in reading news item texts between those who were taught by using *The Jakarta Post* headlines and those who were not, and to investigate the influence of *The Jakarta Post* headline on the students' reading comprehension of news item texts. The number of subjects was 70 students. The data were obtained by administering reading test to X-7 as experimental group and X-6 as control group. The research was conducted by giving pre-test, treatments, and post-test to both experimental and control groups. The result of experimental group was 79.34 and control group was 74.63. Based on the result, this method is effective to improve students' reading comprehension.

After learning some studies related to the use of reading strategy in teaching reading skill, I found that none of them talk or study about the of application Say Something strategy in teaching reading narrative text. Because of that, I would like to apply Say Something strategy as an alternative technique that is used to teach reading narrative text. I also would like to find out the influence of that technique on students' reading skill.

From the pevious studies above, there have been some strategies that can be used for teaching reading. However, not all of them are suitable for teaching reading comprehension. One of the strategies is Say Something. Therefore, there is still an area of studies that has not been much explored in teaching reading which is the use

of Say Something in any kinds of texts. The writer would like to carry out a research whether or not Say Something is effective to teach reading.

2.2 Review of the Theoretical Study

This sub chapter is divided into eight parts. They are the definition of reading, reading skill, reading comprehension, reading purpose, teaching reading, teaching reading senior high school, descriptive text, and Say Something.

2.2.1 The Definition of Reading

In this part, the researcher is going to discuss the about the definition of some key words. There are some definitions of reading. Reading is like opening the door of understanding to human's past, where it can serve as a looking glass for our present. Reading also stimulates the development of brain cells, reinforces language skills, enhances organizational abilities, improve one's temperament and poise, and provides strength to endure frustration. In short, reading is the best and only way of enabling humans to absorb new experiences and replace old views.

The first opinion comes from Grabe and Stoller (2002:9) who state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. In reading process, there will be the writer's intention and the reader's interpretation. The writer puts the meaning of the text through printed or written verbal symbols. Then the reader will interpret what is meant by the writer. A

reading activity needs a process in which people comprehend what they have already read.

Reading is a process of how information is processed from the text into meanings, starting with the information from the text, and ending with the reader gains. Goodman (1976) and Smith (1973) indicated that reading is a language process, not merely the sum of various decoding and comprehension subskills. In short, reading is the process of reconstructing the author's ideas and information.

As Goodman (1976) described, reading is a psycholinguistic guessing game, in which the reader actively interacts with the text to construct meaning. Goodman (1973) and Smith (1973) both elaborated the "psycholinguistic method" of reading and argued that it had provided new insights into the rading process as well as the process of learning to read..

Based on the definitions above, we can conclude that reading is a way to construct meaning which has information from a text. To sum up, reading is the act of constructing meaning while transacting with the text. Just as we use information stored in background knowledge to understand and interact with the world around us, so do we use this knowledge to make sense of point.

2.2.2 Models of Reading

There are three theories or models of reading. They are reading as a schema theory, an interactive view of reading, and views of metacognition in reading.

Sheridan (1981) makes some reference to this theory about schema theory:

A more recent theory of reading comprehension is called "schema theory" or the "schema perspective." The goal of schema theory is to describe interaction between what is in the text and how that information is shaped and stored by the reader. (Adam and Collins). The underlying assumption is the meaning does not lie solely in the print itself, but interacts with the cognitive structure or schemata already present, in Ausubel's terms, the "ideational scaffolding" or framework for understanding new information. Thus the reader has presented in cognitive structure schemata which constitute a cognitive filter through which one views the world and from which one predicts or makes inferences what is read.

From the theory above, it carries that the goal of the schema theory of reading activity is to describe the relationship/interaction between what is in the text and the reader's comprehension. Moreover, it will depend on each reader in interpreting what context and content inside.

Sheridan (1981) states additional information about schema theory:

Schemata, according to Rummelhart and Ortony, represent generic concepts which are stored in memory. The way in which a particular concept is stored is not by remembering that isolated event in its totality down to its most basic components, but by identifying those aspects of the event related to other concepts already stored. We make connections between the information in the text and what we already know.

From the definition of schema theory above, the learners have to memorize what they are being read. This model of reading demonstrates that the students (the learners) should remember and after that they connect from the text and what we already know.

According to Nunan (1991), reading is usually conceived of as a solitary activity in which the reader interacts with the text isolation. It means that the readers must be concentrated on what they are reading about.

2.2.3 Reading Skill

Reading is one of the most important things in learning activities. Without reading you would not be able to acquire knowledge that is fundamental to your intellectual growth. There are numbers of reading definitions. Different experts may have different definition of reading.

Reading is a unique accomplishment. It requires the coordinated orchestration of just about every perceptual, linguistic, and cognitive process that has been identified. (Wagner, Schatscheneider, & Sence 2009: xxi). They also state that reading has done so by conscripting the services of organs and functions related to vision, speech and language that have proved beneficial to human existence over the years. So, reading can also be defined as a composite of language, speech, and human existence.

2.2.4 Reading Comprehension

Klingner (1994:2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include world reading, world, and world knowledge, and fluency. The similar statement is stated by another theory. According to Hesharn (2005:143), reading comprehension is a combination of identification and interpretation skill in constructing meaning of the text. It means that there are two kinds of skill in here, such as identification and interpretation to get meaning and comprehensive about the text, the students have to understand the text to know the meaning from what they have been read. In additional, Grellet (2006:3)

divides that reading comprehension is understand a written text means extracting the required information from it as efficiently as possible.

Reading comprehension is an important aspect to develop students' ability to read with understanding. Barr, Sadow, and Blachwicz (1990) emphasized that reading is an active process in which readers interact with the text to reconstruct the message of the author or writer.

In short, reading comprehension is one of the important goals when reading. The readers cannot put the meaning of the text behind and just concerning with the context only. The aspects which help people comprehending the text are their experiences, knowledge, structures and genre, meta-cognitive, basic reasoning abilities and active engagement.

From all of the definitions of those experts, the writer makes conclusion. Reading comprehension is the process in understanding a text by using the reader's background knowledge to find the meaning of the text. Reading comprehension is one of the pillars of the act of reading, doing reading is not just about read a text but also focuses on the meaning from the text and how to construct the meaning by themselves.

2.2.5 Reading Purpose

Reading has some purposes. Wagner and Schatsneider (2009) explain about the purpose of reading that the only purpose for reading is to comprehend the author's message. Yet most of what we know about reading concerns the mechanics of decoding individual words. For a long while, it was assumed that a near-exclusive

focus on decoding individual words was appropriate because that was the clear bottleneck for poor reading. Once a reader was able to identify the words on a page, comprehension of the text would follow automatically. That has not turned out to be the case. Intervention programs, for example have been found to have modest, at best, effects on reading comprehension. So, reading is a medium to connect what the author says about the case to readers.

The main purpose of reading activity is to gain information and for pleasure. Reading for purpose regularly can improve our vocabulary, comprehension, writing skill and can give more knowledge for us. Reading for pleasure means that you choose what you want to read. For example you choose to read magazine or a book by your favorite author in your free time. This does not however mean that you are not learning from this type of reading.

Having a purpose for reading is a part of effective motivation. "A reader's purpose determines the way in which he treats a passage and which a comprehension skills he uses" (Carnine, Silbert, and Kameenui, 1990:45). It shows that the purpose of reader does reading is he wants to gain his knowledge and comprehension.

Thus, Grabe and Stoller (2002:113) mention that the purpose of reading are follows: (1) Reading to search for simple information, (2) Reading to skin quickly, (3) Reading to learn from the text, (4) Reading to integrate information, (5) Reading to write (or search for information needed for writing), (6) Reading to critique texts, (7) Reading for general comprehension.

From some purposes of reading above, it can be concluded that readers should have some purposes before reading something. We ease ourselves if we know the purposes first, and then we will understand each passage that we learn.

2.2.6 Teaching Reading Activities

In teaching cognitive strategies for reading, teachers need to foster the qualities of competence, awareness, and self-initiation. If students are attempting to summarize a paragraph, they need to gain skill in doing that strategy. Beyond competence, students need to feel a sense of awareness and to initiate strategies appropriately. (Guthrie et all. : 2004)

Grellet (1998) divides the reading activities into interrelated stages as follows: (1) Pre-reading activities, this stage demonstrates the introduction arouse interesting material dealing with the topics. It can also motivate learners, and it can provide preparation for the text. (2) While-reading activities, this stage aims to help students in developing their reading ability and strategies so they can be effective and independent readers. In this stage students are expected to understand the text which consists of the writer's ideas. (3) Post-reading activities, that the post-reading stage is intended as a kind of follow up activity. It may be done by giving assessment or feedback.

In reading, senior high school students are taught about the short functional text and short simple essay in daily life context. Short functional text is a text to give information or warning to the readers that something is important to be known. It can also be mentioned as a short text containing the command, direction, something to be

done like invitations, short message, announcement, and many more. While in short simple essay student will learn and read about some genres of text, they are descriptive, narrative, report, recount text, news item text, etc. In a simple way, simple essay are longer than short functional text.

Teaching reading in Senior High School on tenth grade has many texts to learn. They are reports, descriptive, narrative, and analytical exposition. From the explanation, senior high school studemts will learn about texts materials in their reading section.

2.2.7 Narrative Text

Narrative is a text which tells a story using a series of events. Its social function is to amuse, entertain and to deal with actual or vicarious experience in different ways (Gerot and Wignell 1994: 204). It can be be taught in the Junior and Senior High School students. Anderson (1997:6) states that narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. We can see that narrative text tells us about the past story in order to amuse or entertain the reader about the story that has been made from the Anderson's statement.

A narrative is a story and a narrative writing is writing tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.

Narrative text consists of three major parts. The first part is the orientation where the writer sets the scene and introduces the participants. Then, the second part

is the complication. This is the part where a crisis arises. The part when the crisis is resolved is called resolution. Narrative text has some language features such as focus on specific and usually individualized participants, use of material processes, and use of past tense. Fairytales, myths, legends and mystery are the instances of narrative texts.

2.2.8 Say Something

In this research, the writer introduces one strategy that can be used for reading activity. The new strategy is Say Something. Teachers should find the new way to grab the students' attention. The writer takes some theories of the experts about the definition of Say Something Strategy.

Harste (1996:55) states Say Something strategy is a strategy provides students with opportunities to construct meaning and monitoring their understanding, it establishes a very clear and simple strategy for helping the students make clear connect ideas in the text.

Another definition comes from Joyce. Joyce (1999:163) defines that it is a strategy that demonstrated the active role of readers when reading and it encourages expression in reading of personal response then this strategy also a good comprehensive activity.

Beers (2003:108) adds that Say Something strategy will help the students to attend to their reading, this strategy interrupts a student read of a text, giving the students a chance to think about what is being read and help the students to comprehend what they read as their prediction, question, clarify, connect, or

comment. And the last theory comes from Hoboken (2007:52) this strategy is another during-reading activity that helps students monitor's their reading comprehension.

From the experts statements above, it can be concluded that Say Something strategy is one of reading strategies that uses partner work in during reading activity, this is a simple strategy to construct meaning of the text about by using some key words like; make a prediction, ask question, clarify something, make a comment, and make a connection. The key words also help the students in monitoring of their comprehension, so in this strategy the students will be active reader by doing some steps of the strategy itself.

The purpose of Say Something strategy is to help students comprehend what they are reading as they predict, question, clarify, connect, or comment. Telling students to say something about the text, or giving them specific types of things that they can say, keep students interacting with the text. From that interaction, comes meaning.

According to Beers (2003), the steps of conducting Say Something strategy begins with the instructions from the teacher. The teacher asks the students to have in pair, small groups, or as a whole group. After that, the teacher goes over the rules below. The teacher can write these on the board if she think it will help. Tell students that when they "say something" they must identify an unfamiliar vocabulary term, make a prediction, ask a question, clarify something they misunderstood, make a connection, or make a comment. Students can use the sentence starters included with the reading logs in their folders to help them find something to say. Rules for Say

something as follows: (1) Decide who will say something first. (2) When you say something, do one or more of the following: Identify an unfamiliar vocabulary term, make a prediction, ask a question, clarify something you misunderstood, make a connection, and make a comment. (3) If you can't do at least one of those five things, then you need to reread.

Based on those steps above, Say Something strategy is appropriate to apply in Senior High School students because this strategy will motivate them to comprehend the context and emerges them to say about what they have read. This strategy may be good for all kinds of texts, but here I'll also apply only to narrative text which is based on the syllabus on tenth grade second semester.

2.2.9 Lecturing Method

A lecture is an oral presentation intended to present information or teach people about a particular subject. The teacher used a conventional method to convey critical information, history, background, theories, methods, and equations.

Lectures are probably the best teaching method in many circumstances and for many students; especially for communicating conceptual knowledge, and where there is a significant knowledge gap between teacher and audience. (Charlton, 2006). However, the lack of a convincing rationale has been a factor in under-estimating the importance of lectures and there are many advocate their replacement with written communication or electronic media.

There are several the advantages of conducting this method in the class. They are as follows (1) Gives the instructor the chance to expose the students to be ready of the material, (2) Allows the instructor to precisely determine the aims, content, organization, and presentation. (3) Can be used to arouse interest in a subject, (4) Can complement and clarify the text material, (4) Can facilitate the large-class communication.

Meanwhile, there are still the disadvantages of conducting the lecturing method in the class such as (1) Places students in passive rather than an active role, (2) Encourages only one-way communication, (3) Requires a considerable amount of unguided students time outside of the classroom, (4) Requires the instructor to have or to learn effective writing and speaking skills.

2.3 Theoretical Framework

In this part, a brief conclusion from both previous studies and theoretical studies will be explained. From the previous studies, there are several studies related to the technique for teaching reading. Since the research about improving students' reading ability using some techniques used, I intend to study deeper about Say Something for teaching reading narrative text.

Reading is an important skill in language learning besides listening, speaking, and writing. As one of the four skills in language learning, ability in reading also has to be improved. Meanwhile, it is not easy for students to comprehend the context of

the text. Say Something is one of reading strategies used by the teachers in teaching reading narrative text that is assumed can help students in reading activity.

A Quasi-experimental research is used to conduct this study that uses two groups, they are experimental and control group. Both two groups are given pre-test and post-test. Experimental group is taught using Say Something, however control group is taught using conventional method. To measure the effectiveness of using Say Something strategy, the writer will compare the students' achievement in experimental and control group. The further explanation will be discussed in chapter III.

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┌─────────────────────────────────┐
│            PROBLEM              │
└─────────────────────────────────┘
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┌──────────────────────┐      ┌──────────────────────┐
│ STUDENTS ARE LACK OF │      │   STUDENTS ARE NOT   │
│    COMPREHENDING     │      │ INTERESTED IN READING│
│    NARRATIVE TEXT    │      │    NARRATIVE TEXT    │
└──────────────────────┘      └──────────────────────┘
```

```
┌─────────────────────────────────┐
│            SOLUTION             │
└─────────────────────────────────┘
```

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┌──────────────────────┐      ┌──────────────────────┐
│  TEACHING READING    │      │  TEACHING READING    │
│ NARRATIVE TEXT USING │      │ NARRATIVE TEXT USING │
│    SAY SOMETHING     │      │  LECTURING METHOD    │
│      STRATEGY        │      │                      │
└──────────────────────┘      └──────────────────────┘
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```
┌─────────────────────────────────┐
│            COMPARE              │
└─────────────────────────────────┘
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┌─────────────────────────────────┐
│            RESULT               │
└─────────────────────────────────┘
```
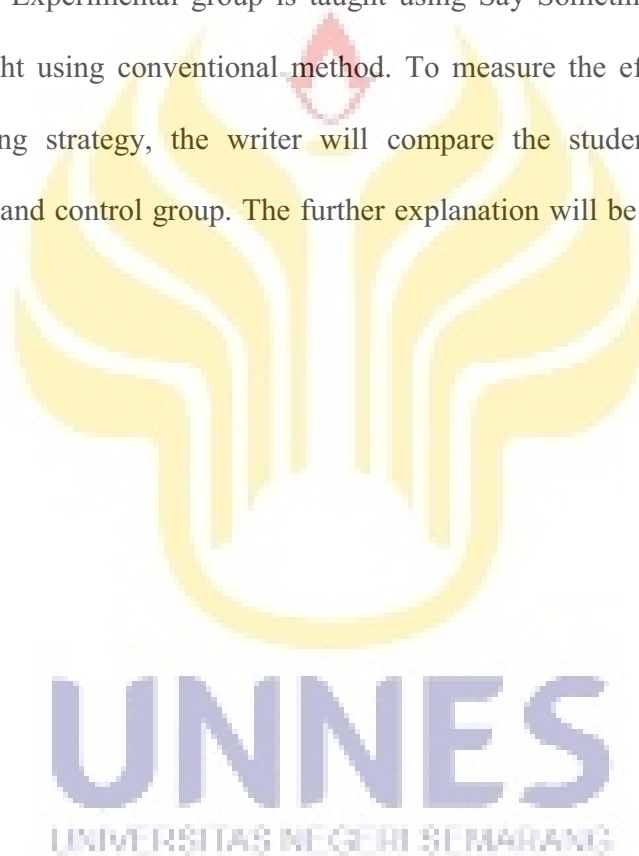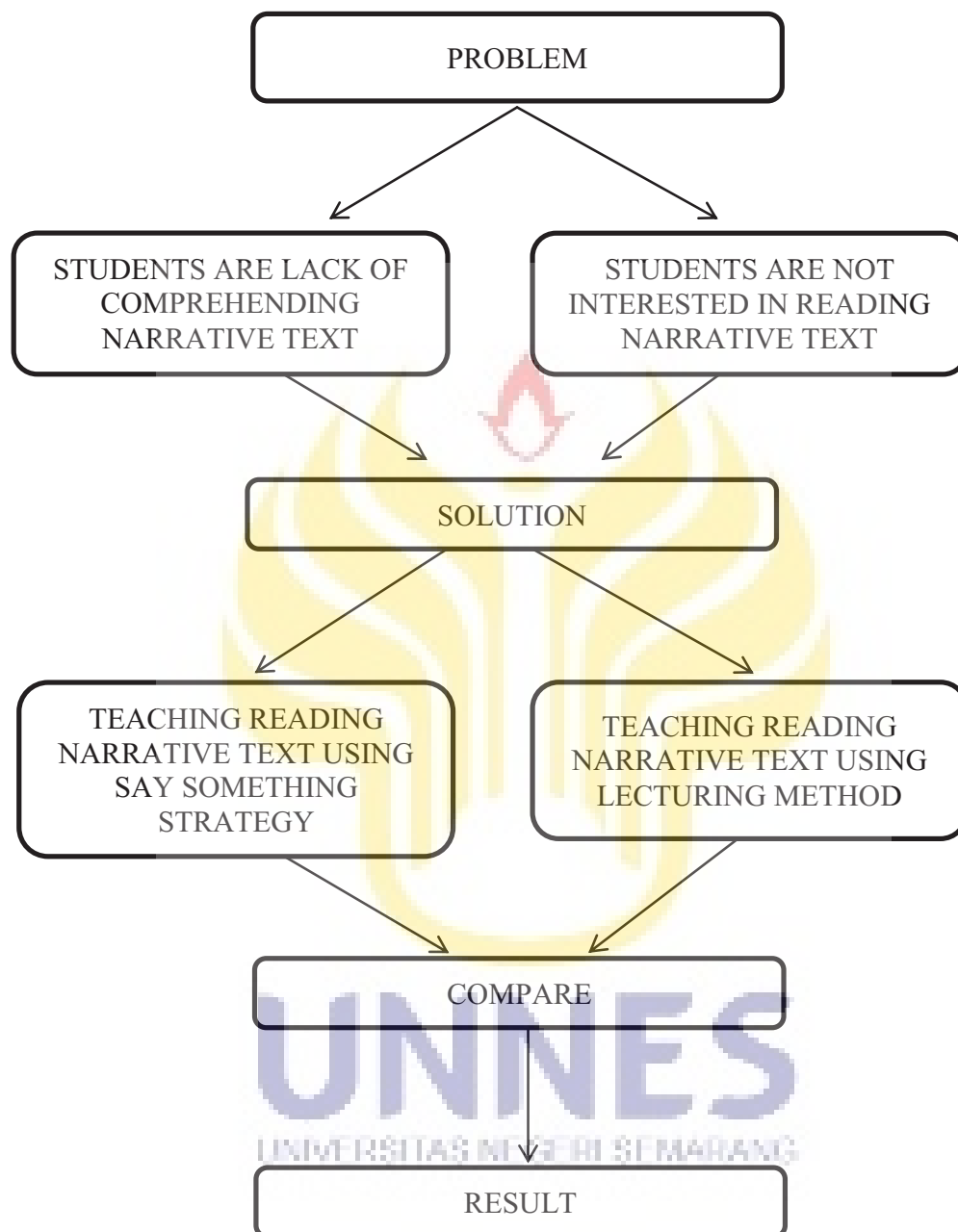
Figure 2.1

Theoretical Framework of the Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the discussion of data findings and discussion in the previous chapters.

5.1 Conclusions

Based on the results of data findings and discussion in the previous chapter, the writer comes to a conclusion about his study. The conclusions in this study are Say something Strategy is effective to teach reading comprehension. This strategy helps the students to comprehend the context of its text by sharing what is their mind when they are reading. It can be proved from the data that the control and experimental group has significant result in post-test. The result shows that the mean score of experimental group was 72.63 while the mean score of control group was 64.22. Say Something strategy helps the students to increase their ability in reading comprehension.

Meanwhile, lecturing method is a good way in learning reading comprehension. It can increase one's comprehension in reading. However, there is still the disadvantages in conducting the lecturing method in reading comprehension activity. Since it is not only one way communication or teacher-centered teaching, but also it is a passive teaching style. So, lecturing method is less useful for reading comprehension on narrative text.

From the result of the study, Say Something helps the students to have a better achievement of narrative text. It can be concluded from the t-test analysis and it can be said that there was a significant difference between control and experimental groups. It can increase their comprehension by conducting the steps given by the teacher.

5.2 Suggestions

Based on the conclusions above, the writer would like to present suggestions for English teacher, students, and readers.

(1) For English Teachers, this study could be an alternative way when the teacher wants to teach reading narrative text. This strategy could be combined with another learning activity in process of teaching reading.

(2) For Students, this study could be appropriate for Senior High School students. Most of them are lazy to read long and complicated texts, but Say Something strategy proves that method of learning can be sharing to your friends about what you get from the text and it can also as fun learning for them.

(3) For Readers, the readers are expected to get the knowledge after reading this study. It is helpful for those who want to try this reading strategy in their life. This study could be their references.

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