

**IMPROVING STUDENTS' READING COMPREHENSION USING  
PROBABLE PASSAGE STRATEGY TO THE EIGHTH-GRADE  
STUDENTS OF JUNIOR HIGH SCHOOL  
(MADRASAH TSANAWIYAH AL-ISLAM) KEMUJA**

**Uswatun Hasanah<sup>1</sup>**

***Abstract***

*The main purposes of this thesis is to know the implementation of Probable Passage strategy in improving reading comprehension and to know whether any significant difference or not in improving reading comprehension of the students who were taught by using Probable Passage strategy. In this thesis the researcher used quantitative approach with quasi-experimental design. The population of the study was all of the eighth grade students of MTs Al-Islam Kemuja that consists of 214 students, while the samples of the research were 65 students.*

*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). The result of t-obtained was 24.4 higher than 8.40 of the critical value of t-table (at the significant level 0.05 in two tailed testing degree of freedom 33). 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 p-output value was lower than 0.05. Thus, the null hypothesis (H<sub>0</sub>) was rejected and the research hypothesis (H<sub>a</sub>) 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..*

*Keywords: Reading Comprehension, Probable Passage Strategy, and Narrative Text.*

**A. Background of the Study**

Generally, learning language involves of four skills that need to be mastered by learners. Those are reading, speaking, writing, and listening. Here the researcher focuses on reading, because reading is also part of language skills that is important to be taught. Reading is defined as the way of indirect communication

---

<sup>1</sup> Tarbiyah Departement English Language Education Study Program State College of Islamic Studies Syaikh Abdurrahman Siddik Bangka Belitung.

understanding of a book, text, situation, etc.<sup>2</sup> as stated by Richards that many foreign language students often have reading as one of their most important goals; one of them is for their career, and for study purposes.<sup>3</sup> Reading also a skill that has many benefits for students, such as the students can find what they need as for information, for pleasure and so on.

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.<sup>4</sup> Reading also a kind of process of interaction between the action of thinking (understanding), feeling want to know and produce the meaning. It is result in understanding reading is reasonable hard to be mastered. This case also happened in Mts al Islam Kemuja and reading is one of the four skills that must be learnt by the students in learning English beside speaking, writing, and listening.

One of the problems faced in our education is the weakness of strategy for teaching. The researcher focuses on reading, because it is the important language skill to be developed. It is essential for the students to develop their reading skills in English. So that the teaching and learning process, should be creative and inovative to apply some methods, and strategies to make the students interested. It is because teaching and learning by using traditional methods is only requires students to listen to the teacher's explanation therefore it only makes the students get bored.

Reading appears to be quite simple and reading is to construct meaning.<sup>5</sup> Reading also preceded by a vocabulary preview introducing students to a few words they will encounter in the selection.<sup>6</sup> Most of people translate word by word when faced the text material, while by that method it causes the teaching

---

<sup>2</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English the Eighth Edition*, (New York: Oxford University Press, 2010), page.1220.

<sup>3</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), page.273.

<sup>4</sup>T. Linse, Caroline. *Practical English Language Teaching: Young Learners*.(New York: McGraw Hill, 2006 ), page.69.

<sup>5</sup>Jeff Zwiers, *Buliding Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom activities*, California 2004 page 02.

<sup>6</sup>Deanne Milan Spears, *Improving Reading Skills*<sup>4th</sup> Ed, (USA: McGraw-Hill Higher Education, 2000).

learning became more difficult. Sometimes we need to make some predicting or scanning to construct the meaning. In reading skill, the students are expected to have skill to comprehend various kinds of texts, such as Recount, Narrative, Procedure, Descriptive, News Item, Spoof, Report, Analytical Exposition, Hortatory, Expository, Explanation, Discussion, and Review. Where the researcher choose the Narrative text.

In this case the teacher only needs to choose the best strategy to teach students in order to make them easier in learning reading. A creative teacher needs to find a way to create a new strategy in order to make the students comfortable while listening to the teacher's explanation and enjoy the learning process. That is why the researcher chooses Probable Passage strategy to improve students reading comprehension.

According to Balajthy and Wade, Probable Passage Strategy is an instruction strategy to teach reading through prediction, discussion, and writing.<sup>7</sup> Probable Passage can also provide support for students who struggle when writing expository text.<sup>8</sup> While the researcher here choose the narrative text, and it means that Probable Passage strategy helps the students in comprehending the reading text. The teacher also asks the students to make some predictions about the selected key words of the text and then asks the students to discuss about the text with their partner (members of group).

Suryawati investigated that Probable Passage strategy able to make an easier process for teacher to increase the students' capability in writing paragraph especially in narrative text.<sup>9</sup> While the other study by Valiandra noted that Probable Passage strategy has some advantages toward students' reading achievement, the students become aware toward their ability in reading and

---

<sup>7</sup>Balajthy, Ernest and Wade, *Struggling Readers: Assessment and Instruction in Grades K-6: Solving Problems in the Teaching of Literacy*. New York 2003: Guildford Press page.112.

<sup>8</sup>Diana F, *Literacy in The Content Areas : Learning From Informal Text*, (London,2003), page. 330.

<sup>9</sup>Suryawati Sari, Teaching Writing A Narrative text by Combining Probable Passage with Cops Strategies at Senior High School, (Online), Vol. 4, No 2, (<http://ejournal-s1.stkip-pgri-sumbar.ac.id/index.php/Inggris/article/view/2459/>), accessed on September 14, 2015).

comprehend content of the text. Also can explore the students critical thinking and last this strategy motivates the students to read.<sup>10</sup>

In Madrasah Tsanawiyah Al-Islam Kemuja, the teachers taught some methods in English, such as Total Physical Respon (TPR) and the else. Based on the researcher's observation, the problem that she found was the students got difficulty in reading comprehension. When the researcher observed teaching and learning activity of English in the classroom, the teacher used textbook to teach the students where the teacher asked the students to translate the words and to describe the meaning of narrative text. Then, it seemed that some of the students had no interest and bored in learning during the activity in the class. As a result, their achievements in reading comprehension were still below the standard. It was the facts that the students did face difficulty in reading comprehension. Thus, related to the problems above, the researcher hopes that by using Probable Passage strategy the students explored their mind or thought easily in reading comprehension and easier to understand the meaning of teacher's material based on the text.

## B. The Problems of the Study

Dealing with the topic above, the researcher formulates two problems of the study as follow:

1. How is the implementation of Probable Passage usage in improving students' reading comprehension in reading narrative texts in Mts Al Islam Kemuja?
2. Is there any significant difference of the students' comprehension in reading narrative text between the students who are taught using Probable Passage strategy, and those who are taught using non Probable Passage strategy?

---

<sup>10</sup>Nia Sari Valiandra, "Teaching Reading Narrative text by Combining Reciprocal Teaching and Probable Passage Strategy at Junior High School of the Eighth Grade Students in the Academic Year of 2012/ 2013" *Undergraduate Thesis*, STKIP PGRI University: Sumatra Barat, <http://ejournal.unp.ac.id/index.php/jelt/article>, accessed on January 28, 2015

### C. Method of the Research

In this study, the researcher used quantitative method. This method was used to improve reading comprehension in narrative text to the eighth grade students at Junior High School (Madrasah Tsanawiyah Al-Islam) Kemuja.

Related to this study, the researcher used quasi experimental design. Quasi-experimental designs differ from true experimental designs in two ways. First, participants are not randomly selected from a specified population. Second, participants are not randomly assigned to experimental and control groups. In other words, quasi-experimental design enable researchers to move their experimentation out of the laboratory and into into a natural context.<sup>11</sup>

According to Nunan, “this design has two groups, they are experimental group and control group, but no random assignment of subjects. Both of them would receive pre-test and post-test.”<sup>12</sup>

The following is the formula of quasi experimental designs:<sup>13</sup>

$$\frac{T_1 \quad X \quad T_2}{T_3 \quad T_4}$$

Note:

**T<sub>1</sub>** : the pre-test of experimental group

**T<sub>2</sub>**: the post-test of experimental group

**X** : the treatment of experimental group

**T<sub>3</sub>** : the pre-test of control group

**T<sub>4</sub>**: the post-test of control group

It meant the experimental group and control group would have pre-test and post-test. Firstly, both of them were given a pre-test. After that, the researcher gave the experimental group treatments and no treatments for control group. Lastly, they would be given a post-test.

<sup>11</sup>Ronald C. Martella, Ronald Nelson, and Nancy E. Marchand-Martella, *Research Methods; Learning to Become A Critical Research Consumer*, (New York: Allyn and Bacon, 1999), page. 144

<sup>12</sup>David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p. 41.

<sup>13</sup>Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics*, (Rowley: Newbury House Publisher, Inc., 1982), p. 25.

## D. Population and Sample of the Study

In this part, the researcher put down the population and sample of the study.

### 1. Population

The population of this study was the entire eighth grade students of Madrasah Tsanawiyah Al-Islam Kemuja as the population. It was shown in the following;

**Table 1**

**The Population of the Study**

No	Class	Program	Number of Students
	XI	IPA 1	29
2	XI	IPA 2	30
3	XI	IPA 3	31
4	XI	IPS 1	31
5	XI	IPS 2	31
6	XI	IPS 3	32
7	XI	IPS 4	30
<b>TOTAL</b>			<b>214</b>

*Source: Senior High School (SMAN) 3 Pangkalpinang in academic year 2013-2014*

### 2. Sample

In this study, the sample of this study took from the population. There were some considerations in choosing the sample of this study; (1) the students had the same characteristics; classes of VIII. (2) the teacher who teaches English subjects at the eighth grade students of Madrasah Tsanawiyah Al-Islam Kemuja asked the researcher to use VIII. 1 and VIII. 5 to do the research. (3) there are many of the students in VIII. 1 and VIII. 5 who got low scores in reading comprehension of narrative text.

Based on the consideration above, the researcher took VIII grade students as sample. There are only in class VIII.1 and VIII.5 were chosen

as the sample. The sample as purposive sampling or the choosen samples based on the purpose were VII.1 and VII.5. Then, the researcher will determine VII.1 of the experimental group and VII.5 will become the control group.

**Table 2**

**Sample of this Research**

No	Group	Class	Male	Female	Total
1	The experimental group	VIII.1	15	16	31
2	The control group	VIII.5	19	15	34
	<b>TOTAL</b>				<b>65</b>

*Source: Madrasah Tsanawiyah Al-Islam Kemuja in academic year 2015-2016*

**E. Technique for Collecting the Data**

In this study, the researcher used three kinds of instruments for collecting the data, they are observation, test, and documentation.

**F. Validity and Reliability**

**1. Validity**

For validity of items, the researcher used Pearson Product Moment Correlation Coefficient. This statistic formula was used to measure the degree of relationship between two variables.<sup>14</sup> In the following is its formula;<sup>15</sup>

$$r_{xy}^2 = \frac{N(\sum XY)(\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

Note :

**r** : Pearson Product Moment Correlation Coefficient

**x** : Independent Variable

**y** : Dependent Variable

<sup>14</sup>Evelyn Hatch and Anne Lazaraton, *The Research Manual: Design and...*, p. 195.

<sup>15</sup>*Ibid.*, p. 198.

**n** : The Number of Sample

## 2. Reliability

In this study, the reseacher used K-R21 formula to estimate of reliability. In the following is K-R21 formula:<sup>16</sup>

$$\mathbf{K-R21} = \frac{\mathbf{n}}{\mathbf{n-1}} \left[ 1 - \frac{(\bar{\mathbf{x}} - (\bar{\mathbf{x}} \div \mathbf{n}))}{\mathbf{S}_i^2} \right]$$

Note :

**K- R21** :the Kuder-Richardson 21 formula

**n** : the number of items in the test

$\bar{\mathbf{x}}$  :the mean of the scores

$\mathbf{S}_i^2$  :the variance of the scores in the sample

## G. Research Findings

### 1. Data Distribution

The data were collected from the pre-test and post-test of the Experimental Group and the Control Group. The first data were gotten from Experimental Group who was given treatment by using Probable Passage strategy in improving reading comprehension and the second data were gotten from Control Group who was not given treatment by using Probable Passage strategy in improving reading comprehension. After the data were collected, they were analyzed by using paired t-test formula of Statistical Package for Social Science (SPSS) 17.

#### a. The Result of Pre-test and Post-test in Experimental Group

The objective of pre-test and post-test that were given by the researcher was to know whether the students improve or not in reading comprehension by using Probable Passage strategy. Thus, the result of test was seen from the pre-test and post-test of students. The results of pre-test and post-test scores of experimental group were presented in table 5 as follow:

---

<sup>16</sup>Evelyn Hatch and Anne Lazaraton, *The Research ...*, p. 538.

Table 5

The result of Pre-test and Post-test in Experimental Group in Teaching Reading through Probable Passage Strategy

NO.	Students Number	Score	
		Pre-test	Post-test
1.	1	20	60
2.	2	30	70
3.	3	36	66
4.	4	50	78
5.	5	30	60
6.	6	46	68
7.	7	60	80
8.	8	50	70
9.	9	40	70
10.	10	46	72
11.	11	40	74
12.	12	26	60
13.	13	40	70
14.	14	46	66
15.	15	28	60
16.	16	30	58
17.	17	60	86
18.	18	40	66
19.	19	50	78
20.	20	50	86
21.	21	55	74
22.	22	30	60
23.	23	36	64
24.	24	38	60
25.	25	50	70

26.	26	40	68
27	27	36	62
28	28	40	68
29	29	38	68
30	30	50	70
31	31	40	68

Based on the students' pre-test and post-test results in table 5, the notice of pre-test and post-test score of experimental group who were taught by Probable Passage strategy were presented as follow, the lowest score in the pre-test was 20 and the highest was 60. Meanwhile, in the post-test, the lowest score was 60 and the highest was 86.

#### b. The Result of Pre-test and Post-test in Control Group

The objective of pre-test and post-test that were given by the researcher was to know whether the students' improve or not in reading comprehension those who were not taught by using Probable Passage strategy. The results of pre-test and post-test scores of control group were presented in table 6 as follow:

**Table 6**

**The result of Pre-test and Post-test in Control Group in Teaching Reading through Probable Passage Strategy**

NO.	Students Number	Score	
		Pre-test	Post-test
1.	1	40	60
2.	2	50	65
3.	3	46	50
4.	4	50	60
5.	5	40	48
6.	6	70	78
7.	7	50	60

8.	8	55	60
9.	9	60	66
10.	10	46	48
11.	11	36	46
12.	12	74	84
13.	13	40	60
14.	14	60	68
15.	15	38	46
16.	16	50	60
17.	17	40	50
18.	18	62	70
19.	19	50	66
20.	20	40	50
21.	21	50	56
22.	22	30	44
23.	23	42	42
24.	24	50	50
25.	25	40	40
26.	26	50	50
27.	27	70	70
28.	28	30	50
29.	29	60	66
30.	30	50	60
31.	31	60	66
32.	32	50	64
33.	33	38	56
34.	34	46	60

Based on the students' pre-test and post-test results (See Appendix J and K), the notice of pre-test and post-test score of control group who were not taught by Probable Passage strategy were presented as follow: the

lowest score in the pre-test was 30 and the highest was 74. Meanwhile, in the post-test, the lowest score was 40 and the highest was 84.

## 2. Statistical Analyses

In this part, the researcher described four descriptions of statistical analyses, they were:

### a. The Description of Statistical Analysis on the Experimental Group

Table 7

Paired Samples Statistics					
Pair 1	Mean		N	Std. Deviation	Std. Error Mean
	Pre-test (exp)	41.0000	31	9.82853	1.76526
	Post-test (exp)	67.8710	31	6.59162	1.18389

Based on paired samples t-test statistic of the experimental group above, it could be described that the mean of pre-test was 41.00 the standard deviation was 9.82 and the standard error mean was 1.76, while the mean of post-test was 67.87, the standard deviation was 6.59 , and the standard error mean was 1.18.

Table 8

Paired Samples Correlations				
Pair 1		N	Correlation	Sig.
	pre-test (exp) - post-test (exp)	31	.791	.000

Paired sample correlation showed that the correlation between pre-test and post-test in experimental group was .791 with probability (sig) was .000.

**Table 9**

Paired Samples Test								
Pair 1 pre- test (exp) - post- test (exp)	Paired Differences			95% Confidence Interval of the Difference		T	D f	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
	2.68710	6.12504	1.10009	24.62428	29.11765	24.426	30	.000

In the result of paired samples test table, the paired differences showed that the mean between pre-test and post-test in the experimental group was 26.87, standard deviation was 61.25, standard error mean was 1.10 and t-obtained was 24.4, at the significant .000 for two tailed and degree of freedom 30. Since the p-output .000 was lower than the value of probability .05, it could be stated that there was a significant difference between students' pre-test and post-test in reading comprehension through Probable Passage strategy (See Appendix F). Therefore, the null hypothesis was rejected, while the research hypothesis was accepted.

### b. The Description of Statistical Analysis on the Control Group

**Table 10**

Paired Samples Statistics					
Pair 1	Mean		N	Std. Deviation	Std. Error Mean
	Pre-test (cont)	48.9118	34	10.87217	1.86456
	Post-test (cont)	57.1176	34	10.59378	1.81682

Based on paired samples t-test statistic of the control group above, it could be described that the mean of pre-test was 48.91, the standard deviation was 10.87 and the standard error mean was 1.86, while the mean of post-test was 57.11, the standard deviation was 10.59, and the standard error mean was 1.81.

**Table 11**

Paired Samples Correlations				
Pair 1		N	Correlation	Sig.
	pre-test (cont) - post-test (cont)	34	.860	.000

Paired sample correlation showed that the correlation between pre-test and post-test in the control group was .860 with probability (sig) was .000.

Table 12

Paired Samples Test								
Pair 1 pre- test (cont ) - post- test (cont )	Paired Differences			95% Confidence Interval of the Difference		T	D f	Sig. (2- taile d)
	Mean	Std. Deviati on	Std. Error Mean	Lower	Upper			
	8.20588	5.69305	.97635	6.21948	10.19228	8.405	33	.000

In the result of paired samples test table, the paired differences showed the mean between pre-test and post-test in the control group was 8.20, standard deviation was 5.69, standard error mean was 9.76 and t-obtained was 8.40, at the significant .000 for two tailed and degree of freedom 33. Since the p-output .000 was lower than the value of probability .05, it could be stated that there was a significant difference in students' reading comprehension although they were taught without treatments in the control group (See Appendix F). Therefore, the null hypothesis was rejected, while the research hypothesis was accepted.

### c. The Difference Analysis Students' Pre-test between Experimental and Control Group

Table 13

#### Group Statistics

Categories		N	Mean	Std. Deviation	Std. Error Mean
Ss_scores	Pre_Exp	31	41.0000	9.82853	1.76526

**Group Statistics**

Categories		N	Mean	Std. Deviation	Std. Error Mean
Ss_scores	Pre_Exp	31	41.0000	9.82853	1.76526
	Pre_Cont	34	48.9118	10.87217	1.86456

Based on group statistics above, it could be described that the differences analysis students' pre-test between the experimental and control group were the mean of the experimental group was 41.00, the standard deviation was 9.82 and the standard error mean was 1.76, while the mean of the control group was 48.91, the standard deviation was 10.87, and the standard error mean was 1.86.

**d. The Difference Analysis Students' Post-test between Experimental and Control Group**

**Table 15**

**Group Statistics**

Categories		N	Mean	Std. Deviation	Std. Error Mean
Ss_scores	Post_Exp	31	68.71	7.386	1.326
	Post_Cont	34	57.12	10.594	1.817

Based on group statistics above, it could be described that the differences analysis students' post-test between the experimental and control group were the mean of the experimental group was 68.71, the standard deviation was 7.38 and the standard error mean was 1.32, while the mean of the control group was 57.12, the standard deviation was 10.59, and the standard error mean was 1.81.

## E. Interpretations of the Study

In this section, the researcher would like to interpret the result of test, observation, and implementation of usage Probable Passage strategy in experimental group with the result of the researcher applied conventional method in control group. Here, the researcher wanted to know whether the usage of Probable Passage strategy was able to improve the students' reading comprehension in reading narrative text to the experimental group. The significant difference of students' reading of narrative text achievement between the students who were taught by using Probable Passage strategy and the students who were taught without by using Probable Passage strategy of VIII.1 and VIII.5 grade students at Madrasah Tsanawiyah Al-Islam Kemuja.

Furthermore, from the result of the test, it can be concluded that the students who were taught using Probable Passage strategy got better score on their post-test than their pre-test. It showed from the result of pair *t-test* that the mean score of the post-test was higher than the mean score of the pre-test in experimental group.

In addition, there was a significant difference between post-test the experimental and control group. It could be seen from the result of the independent samples *t-test*. It was found that the value of t-obtained was higher than value of t-table and the value of p-output (sig.2-tailed) was lower than 0.05. It mean that there was a significant difference between students' who were taught by using Probable Passage strategy and the students who were taught without by using Probable Passage strategy.

This result supported by previous study. Previous study was proved that Probable Passage strategy can improve students' comprehension in reading narrative text. As described by Urquhard and Frazee in chapter II points out, Probable Passage is a reading strategy that improves comprehension by integrating prediction, summarization, discussion and vocabulary instruction. Therefore, a strategy is very important for students in teaching learning process in the future. It proved that Probable Passage strategy able to make students easier to understand in reading narrative text.

Furthermore, the researcher could interpret that teaching learning process by using Probable Passage strategy was running well. It was shown by the students' observation in implementation of Probable Passage strategy including attendance and attention, activities in asking and answering researchers' questions, doing all the activities, and applying of Probable Passage strategy.

Firstly, the result of the observation from the first to the last meetings in attendance, the students' attendance showed that they were very good in following the class regularly during the treatments. There were some meetings the students absent like in the third, fifth, seventh, and ninth meetings. They was absent as there was sickness, permit, and no information.

After that, the students' paid attention from first to tenth meetings. Based on the result of observation, students paid attention during the researcher's explanation. It showed that the students' paying attention from the first to the last meetings was run very well. Although, there were some of students every meeting no paying attention during treatment such as; there was student which was busy and noisy, there was student which fights and intested while the researcher explanation the material in third meetings, there was student which was sleepy, bored, and there was also students which was talked with their classmate. Then, there also activities in asking and answering the researcher's questions.

The second meeting to third meetings, the students were spirit in asking and answering the questions. It was caused some of them very enthusiastic in researcher's explanation. The fourth meeting to the fifth some of students were lazy to ask and answer the questions. While in the sixth to the last meeting, students were better in asking and answering the questions from the researcher.

Next, the result of students' doing all activities during treatment like doing task, come forward, and others. Based on the observation from the first to the last meetings in students learning process showed that they were very

good in doing all activities during the treatments. There were only three or four students did not do the task well from the researcher in each meeting.

Lastly, the result observation of implementation Probable Passage strategy based on the researcher experienced in the classroom. The students showed that by using Probable Passage strategy, teaching process in reading narrative text running was very well. Even though, there were some students still confused to apply Probable Passage strategy in the fourth and fifth meetings. While in the sixth to the last meetings, students were able to apply Probable Passage strategy. There were some factors in applying Probable Passage strategy during treatment. Even though, applying Probable Passage strategy were able to improve students reading comprehension but the researcher found some difficulties using those steps.

The researcher divided four steps of Probable Passage strategy. Thus, the student did three steps only in every meeting. It was done by the researcher because it needed much time to apply six steps for one meeting. Therefore, students attendance were important in teaching learning process. If student absents, consequently, student will confused to use the Probable Passage strategy steps. Then, the researcher found students difficulties in doing the second step of Probable Passage strategy that when the researcher asks to the students to think about categories of words (setting, character, problem, solution, and ending). Students were quite hard to complete and looking for the five elements in Probable Passage strategy.

In conclusion, the result of the observation and the significant differences of post-test, most of the students were good in every activity. Therefore, the researcher could interpret that the usage of Probable Passage strategy could made the students motivated and interested in learning especially in improving their reading comprehension of narrative text.

## REFERENCES

- Afflerbach, Peter. *Understanding and Using Reading Assessment*, (College Park: International Reading Association, 2007)
- Arikunto, Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2009)
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Bumi Aksara, 2010)
- Ary, Donald et.al, *Introduction to Research in Education*, 8<sup>th</sup> Ed., (Belmont: Wadsworth Cengage Learning, 2010)
- Best, J.W., *Research in Education* (fourth edition), (New Jersey: Prentice hall, Inc, 1981)
- Brown, H. Douglas. *Language Assessment Principles and Classroom Practices* (White Plains: Pearson Education, 2004)
- Daniels, Harvey and Steven Zemelman. *Subject Matter : Every Teacher's Guide to Content-Area Reading* (Portsmouth, NH: Heinemann, 2004)
- Diana, F. *Literacy in The Content Areas : Learning From Informal Text*, (London, 2003)
- Ernest, Balajthy, and Wade, *Struggling Readers: Assessment and Instruction in Grades K-6: Solving Problems in the Teaching of Literacy*. New York 2003
- Fraenkel, Jack R. and Norman E. Wallen. *How to Design and Evaluate Research in Education*. San Francisco: San Francisco State University, 1990.
- Gebhard, Jerry G. *Teaching English as a Foreign or Second Language* (Michigan: The University of Michigan Press, 1996)
- Gerot, Linda and P.Wignell, *Making Sense of Functional Grammar*, Sidney: GerdStabler, 1994.
- Grabe, William. *Reading in a Second Language; Moving from Theory to Practice*, (Cambridge University Press, 2009)
- Grace, Eudia and Th. M. Sudarwati. *Look Ahead an English Course*, (Erlangga, 2007)

- Hafidz, Muhd.Aland MasvaniMarulafau. "Teaching Writing a Narrative text to Junior High School Students by Using Probable Passage Strategy, <http://ejournal.unp.ac.id/index.php/jelt/article>, accessed on January 21, 2015
- Hasibuan Kalayo and Fausan Ansyari Muhammad, *Teaching English As a Foreign Language (TEFL)*, (Riau: UNRI Press, 2007)
- Hatch, Evelyn and Hossein Farhady, *Research Design and Statistics for Applied Linguistics*, Rowley: Newbury House Publishers, Inc., 1982.
- Hill, Susan. *Developing early literacy Assessment and Teaching*, (Prahan: Eleanor Curtain Publishing, 2008)
- Hornby, A. S., *Oxford Advanced Learner Dictionary*, (Oxford: University Press, 1995).
- [Http://www.bendersoncountypublicschoolsnc.org/elementaryeducation/files/2012/02/probable\\_passage\\_20110830\\_132858\\_18.pdf](Http://www.bendersoncountypublicschoolsnc.org/elementaryeducation/files/2012/02/probable_passage_20110830_132858_18.pdf), accessed on January 18, 2015
- Karina, Mira. *Teaching Writing Expository Essay to the Eleventh Grade Students of SMAN 1 Mendo Barat through Communicative Language Teaching, Thesis*, English Education Department, State College for Islamic Studies, Bangka Belitung, 2012
- Kothari, C.T., *Research Methodology Method and Technique*, (Jaipur; New Age International, 2004),
- Linse, Caroline T, *Practical English Language Teaching: Young Learners*, New York: McGraw Hill, 2005.
- Martela, Ronald C. et al., *Research Methods: Learning to Become A Critical Research Consumer*, Needam Heights: Allyn & Bacon, 1999.
- Mikulecky, Beatrice S. and Linda Jeffries, *Reading Power: Reading for Pleasure, Reading Comprehension Skills, Thinking Skills, Reading Faster*, (New York: Longman Publishing Group, 2005)
- Moody, Lynn P. , *A Framework for Middle and High School Literacy*, (Rock Hill, 2009)
- Nunan, David, *Research Method in Language Learning*, New York: Cambridge University Press, 1992.

- Oshima, Alice & Ann Houge. *Writing Academic English*, (New York: Pearson Education, Inc., 2006)
- Richards, Jack C. et al., *Longman Dictionary of Language Teaching and Applied Linguistics*. England: Addison Wesley Longman, 1992.
- Richards, J.C. and W.A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge University Press, 2002.
- Riduwan. *Metode Dan Teknik Menyusun Proposal Penelitian*, (Bandung: Alfabeta, 2009)
- Ruddell, Martha Rapp. *Teaching Content Reading and Writing*, (New Jersey: John Wiley & Sons, Inc, 2005)
- Slavin, Robert E. *Cooperative Learning: Theory, Research and Practice*, (London: Allyn & Bacon, 1995)
- Spears, Deanne Milan. *Improving Reading Skills* 4<sup>th</sup> Ed, (USA: McGraw-Hill Higher Education, 2000).
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2011.
- Valiandra, Nia Sari "Teaching Reading Narrative text by Combining Reciprocal Teaching and Probable Passage Strategy at Junior High School of the Eighth Grade Students in the Academic Year of 2012/ 2013" *Undergraduate Thesis*, STKIP PGRI University: Sumatra Barat", <http://ejournal.unp.ac.id/index.php/jelt/article>, accessed on January 28, 2015
- Vicki, Urquhard and Frazee, Dana, "Teaching Reading in the Content Areas: if not me, then who?". Third edition. (Boulevard, 2012: McREL)
- Wehmeir, Sally (ed.), *Oxford Advanced Learner's Dictionary of Current English*, 7<sup>th</sup> Ed., (Oxford: Oxford University Press, 2005)
- Yenti, Yeni Fitri "Teaching Reading by Combining Probable Passage with Knowledge Rating Strategy for Senior High School Students SMA N 1 Lembah Gumanti of the Eleventh Grade Students in the Academic Year of 2013/ 2014" *Undergraduate Thesis*, STKIP PGRI University: Sumatra Barat, <http://ejournal.unp.ac.id/index.php/jelt/article>, accessed on January 28, 2015

Zwiers, Jeff, *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities*, California: International Reading Association, 2004.