

**THE EFFECT OF USING SOMEBODY WANTED BUT SO
(SWBS) TOWARDS STUDENTS' READING
COMPREHENSION**

(A Quasi-Experimental Research at SMAN 3 Rejang Lebong)

THESIS

This Thesis Is Submitted to fulfill the requirement for “Sarjana”

Degree in English Tadris Study Program



By :

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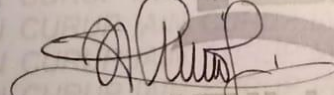
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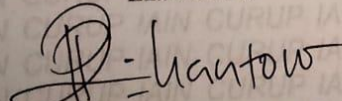
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PREFACE

First, praise and gratitude to Allah SWT who has given His mercy to the researcher to complete this thesis with the title “**THE EFFECT OF USING SOMEBODY WANTED BUT SO (SWBS) TOWARDS STUDENTS’ READING COMPREHENSION (A Quasi-Experimental Research at SMAN 3 Rejang Lebong)**”

This Thesis is submitted to fulfill the requirements For the “Sarjana” degree in the English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore, the researcher hopes and appreciates some critics who intended for this research, to be perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup, Mei 2024

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The researcher finished this thesis entitled **“THE EFFECT OF USING SOMEBODY WANTED BUT SO (SWBS) TOWARDS STUDENTS’ READING COMPREHENSION”**. This Thesis is submitted to fulfill the requirement For the “Sarjana” degree in the English Tadris Study Program in IAIN Curup. In the process of compiling this thesis, the researcher got support, guidance, assistance, contribution, and motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

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Finally, this research needs constructive suggestions to become a better research in the future. We hope that the results of this study can make a useful contribution to the development of education in the English Department and other schools. For all of the help that has been given to the author, both those mentioned above and those not mentioned, may Allah SWT provide a worthy reward. Amin.

Curup, Mei 2024

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MOTTO

**Dream big, work hard, and make it
happen**

DEDICATION

I proudly dedicate this thesis to myself, and my beloved parents, and I am proud of the English Tadris Study Program, as well as my friends and classmates of 2020. Thank you for your support and prayers for me. So, that I can finally complete this thesis. I love you all

ABSTRACT

Dela Puspitasari NIM. 20551014 “**THE EFFECT OF USING SOMEBODY WANTED BUT SO (SWBS) TOWARDS STUDENTS’ READING COMPREHENSION.**” Thesis, English Tadris Study Program (TBI).

This research aims to find out the effectiveness of using somebody wanted but so (SWBS) towards students' reading comprehension. The population and samples involved the students in this study were 1st-grade students of SMA Negeri 3 Rejang Lebong. Data were collected using pre-test and post-test, and the researcher used descriptive statistical analysis to process the data. The results showed that the mean scores of the pre-test and post-test in the control class were 66.13 and 69.07, while in the experimental class were (pre-test) and 67.30 (post-test) 73.60, the resulting significant value Sig. (P-Value) or Sig. (2-tailed) of equal variance is assumed to be 0.038 and α of 0.05 and t-statistic t table ($2.132 > 2.048$) means H_0 is rejected and H_a is accepted the researcher showed that the application of conventional methods in the control class showed an increase in the average score of students' reading comprehension, but this increase could not be categorized as a significant increase. The pre-test results were 66.13, while the post-test results showed 69.07. The research shows that the Somebody Wanted But So (SWBS) strategy is effective in improving students' reading comprehension skills. The results showed that the average score of students increased from 67.20 before the use of the strategy to 73.60 after the use of the strategy. In addition, the study also showed that the use of SWBS strategy can improve students' reading comprehension

Keywords: *Reading comprehension, SWBS strategy.*

TABLE OF CONTENT

THE STATEMENT OF OWNERSHIP	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
MOTTO	viii
ABSTRACT	ix
TABLE OF CONTENT	x
LIST OF TABLES	xi
LIST OF CHARTS	xii
CHAPTER 1 INTRODUCTION	1
A. Background of The Research	1
B. Limitation of The Research	5
C. Research Questions.....	5
D. Objectives of the Research	6
E. Operational Definition	6
F. Hypothesis.....	8
G. Significances of The Research	8
CHAPTER II LITERATURE REVIEW	10
A. Reading.....	10
B. Somebody Wanted But So (SWBS)	20
C. Review of Related Studies.....	24
D. Conceptual Framework.....	27
CHAPTER III METHODOLOGY OF THE RESEARCH	29
A. Research Design	29
B. Population and Sample	31

C. Procedure of the research.....	34
D. Technique of Collecting Data.....	38
E. Instrument of the Research	40
F. Analysis Technique	51
CHAPTER IV	54
FINDING AND DISCUSSION	54
A. Finding.....	54
B. Discussion.....	66
CHAPTER V	75
CONCLUSION AND SUGGESTION	75
A. Conclusion.....	75
B. Suggestion.....	76
BIBLIOGRAPHY	78

LIST OF TABLES

Table 2. 2 Development test for reading comprehension	22
Table 2. 3 Qualification score of test	22
Table 3. 1 Quasi-experimental design.....	30
Table 3. 2 Population	31
Table 3. 3 The result of the mean score from the population	34
Table 3. 4 Procedure in experimental group	35
Table 3. 6 Instrument Indicators Test Blueprint	42
Table 3. 7 The index Range and interpretation of validity	47
Table 3. 8 The Result of Validity Analysis.....	47
Table 3. 9 The reliability coefficients	48
Table 3. 10 The result of reliability analysis.....	48
Table 3. 11 The index range and interpretation	49
Table 3. 12 The result of item difficulty analysis	49
Table 3. 13 The indices of item discrimination.....	50
Table 3. 14. Normality	52
Table 3. 15 Result of Homogeneity test.....	53
Table 4. 1 The Percentage of Pre-Test Score Categories.....	55
Table 4. 2 The Percentage of Post-test Score Categories.....	57
Table 4. 3 Result of pre-test and post-test control class.....	58
Table 4. 4 The Percentage of Pre-test Score Categories	60
Table 4. 5 The Percentage Post-test Experimental Class.....	62
Table 4. 6 Result of pre-test and post-test experimental class	63
Table 4. 7 hypothesis.....	65

LIST OF CHARTS

Chart 4. 1 The Pre-test results in control class	55
Chart 4. 2 The Post-test results in control class	56
Chart 4. 3 The Pre-test results in experimental class	59
Chart 4. 4 The Post-test results in experimental class	61

CHAPTER 1 INTRODUCTION

A. Background of The Research

Reading English as a foreign language is one of the language skills that the students should master. In the case of English as a foreign language, students must read a lot of English reading materials during their learning process, such as sections, texts, letters, articles, etc. Moreover, reading in English offers numerous benefits to language learners. This can open their eyes to everyday life, cultural values, and social norms in English-speaking countries¹. It helps students expand their knowledge in various subject areas, such as literature, science, history, and current affairs.

Based on the 2013 Curriculum (K13) for English at the Senior High School (SMA) level in Indonesia, learning English has several main objectives. One of these goals is reading ability, and one of them reading English reading materials such as articles, short stories, or letters to help students understand the cultural and social context in which the language is used. Reading also enhances critical thinking skills as students analyze and interpret information from different perspectives. Reading is an activity that involves two aspects: pronunciation of words and comprehension. Reading will be better if comprehension is also good².

¹Ministry of Education and Culture. English Basic Material: Curriculum 2013. Jakarta: Ministry of Education and Culture. (2013)

² Janette K. Klinger, et al., Teaching Reading Comprehension to Students with Learning Difficulties (New York: Guilford Press, (2007), p.2

Reading comprehension is a crucial skill for students to develop as it enables them to understand and interpret various types of texts effectively.³ However, although there are different aspects to reading, the main thing is to get information from a source that can be read by understanding the content. By having an understanding, a person can be said to have carried out the process of reading. With understanding, people will find the information provided in the text because most of the valuable information is implied.

Based on the 2013 curriculum, students in first grade should master some of the text like descriptive text, recount, and narrative. It is not enough to simply read the words on the page; students need to be able to analyze and interpret the text to truly understand its meaning. Narrative and recount texts are some of the most common types of texts that students encounter in their academic journey. Meanwhile, Based on interview results with students at SMAN 3 Rejang Lebong, it was found that reading certain texts can be quite challenging for them. They reported that these texts often made them feel bored easily, particularly when they had to read lengthy paragraphs. Additionally, they found it difficult to locate and extract the information from the text, as well as to understand the meaning of the words used in the text. The researcher also conducted preliminary research by interviewing the English teacher about students' reading comprehension ability and he said that students have difficulty with reading comprehension especially, reading text as well as understanding content text. To reinforce the research data, the researcher conducted a series of interviews with several English teachers from

³ Cline, F., Johnstone, C., & King, T. Focus Group Reaction to Three Definitions of Reading (as Originally Developed in Support NARAP Goal . (2006)

various schools, including SMAN 5 Rejang Lebong and SMAN 2 Rejang Lebong. The purpose of these interviews was to find out how the students' reading comprehension in the two schools.

Therefore, The researcher chose SMAN 3 Rejang Lebong as the location for the study due to several reasons. Firstly, the initial interviews with students at SMAN 3 revealed difficulties with reading comprehension and engagement with texts, which provided a clear indication of the need for further investigation into the issue within that specific school environment. Additionally, the feedback from the English teacher at SMAN 3 corroborated these findings, suggesting a systemic issue with reading comprehension among students. In addition, their ability to learn English, especially reading understanding in reading comprehension is still low. They are having trouble understanding the text and are still confused about its main point. Generally, they struggle to comprehend what they read and have a limited vocabulary. In other words, they do not fully grasp what they have read⁴. Teachers use teaching strategies such as lectures, which do not help students understand texts, especially in students' reading comprehension, this, can be proven by the low average reading comprehension scores of students

By implementing the appropriate strategy, it is hoped that the challenges associated with reading comprehension can be effectively addressed. One potential solution to this issue is the implementation of the Somebody Wanted But So (SWBS) strategy. This strategy offers a structured framework to assist students in organizing and summarizing key information from texts, thereby aiding in

⁴ Interview with English teacher

comprehension. By utilizing SWBS, students can identify main ideas, and cause-and-effect relationships, make generalizations, distinguish between characters, and consider various perspectives present in the text. The strategy involves four charts: "Somebody" for identifying main characters, "Wanted" for character goals, "But" for obstacles faced, and "So" for solutions. This strategy has the potential to help students' weaknesses in reading comprehension, such as difficulties in identifying main ideas, understanding cause-and-effect relationships, or making accurate generalizations. Thus, this strategy can help students organize information, understand context, and develop better synthesis.

Previous research has shown that this strategy is effective in improving students' ability in reading comprehension, as well as assisting students in overcoming weaknesses related to reading comprehension. Research studies, such as those conducted by Mursyadi and Rahayu, have demonstrated the efficacy of SWBS in improving students' reading comprehension skills, indicating its potential as an effective instructional tool.⁵ SWBS stands out for its simplicity and ease of understanding, as it focuses on essential text elements, aiding students in grasping the story's structure and meaning. Additionally, active engagement with the text through summarization and detailed analysis, as encouraged by SWBS, facilitates better retention and a deeper understanding of the material. Given these benefits, SWBS emerges as a suitable strategy for enhancing reading comprehension, particularly in environments such as SMA 3 Rejang Lebong

⁵ Mursyadi. The Implementation of Summarizing Activity by Using Somebody Wanted But So (SWBS) Strategy to Improve Students' Reading Comprehension (2020)

Based on the explanation above, the researcher attempted to investigate the significant effect on student reading comprehension between those who are taught by using the Somebody Wanted But So (SWBS) strategy and those who are not taught by using Somebody Wanted But So (SWBS) strategy SMAN 3 REJANG LEBONG. Therefore, the researcher wants to conduct research with the title “The effect of using Somebody Wanted But So (SWBS) towards students' reading comprehension”

B. Limitation of The Research

1. This research was focused on using SWBS on the student's reading comprehension in text in first grade in SMAN 3 Rejang Lebong because based on the interview with the teacher above the students have difficulties in understanding reading text and the reading scores were still low.
2. The researcher will take 10th-grade students because the narrative and recount text learning were conducted in grade 10th at SMAN 3 Rejang Lebong.

C. Research Questions

Based on the research background, the researcher formulated the following questions:

1. How do the students' reading comprehension in control class under the teaching by using lecture method?
2. How do the students' reading comprehension before and after the SWBS strategy was implemented in the experimental class?

3. Is there any significant difference in reading comprehension between students who are taught by using SWBS strategy and who are not taught by using the SWBS strategy first grade students of SMAN 3 Rejang Lebong?

D. Objectives of the Research

1. The objectives of this research were to investigate reading comprehension before and after the conventional strategy implemented in the control class, the researcher will design a pre-test before the lesson begins and a post-test after the lesson, with the scores of the pre-test and post-test in the control class can be used as initial evidence
2. Students' reading comprehension before and after the SWBS strategy is implemented, a pre-test before the lesson begins, and a post-test after the lesson, which the score of the post-test can be used as secondary evidence.
3. There is a significant difference in students' reading comprehension between those who were taught by using the Somebody Wanted But So strategy and those who were not

The researcher intends to find out if there is any improvement in the Students' reading comprehension after being taught through the SWBS strategy. Furthermore, the research is also conducted to find out about the students' responses Toward the strategy in helping students comprehend the text.

E. Operational Definition

1. Somebody Wanted But So (SWBS)

is SWBS is a reading strategy that helps readers identify the key elements of a story or text by focusing on four key aspects: Somebody, wanted, But, So.⁶

2. Reading Comprehension

Reading comprehension is a process and activity to understand all of the reading text that includes vocabulary and concepts, making inferences, and linking key ideas, the reader will get an idea or meaning from the written text. Reading comprehension is simultaneously extracting and constructing meaning through interaction and involvement with written language.⁷

3. Narrative text

Narrative text is a type of text that precisely recounts activities or events in the past, demonstrating problematic experiences and resolutions that aim to entertain and are often intended to provide moral lessons to readers⁸

4. Recount Text

Recount text is A retelling text that details and describes past experiences by recounting events in the order in which they happened. The aim is to inform or entertain the audience by retelling these events. (or both).⁹

⁶ Dian Tika Cahyanti, "The Implementation of Somebody Wanted But So (SWBS) Strategy in Increasing Students' Reading Comprehension Achievement at SMP 15 Bandar Lampung", (Thesis, Lampung University 2016).

⁷ Nurdiana, - & Rizki Amelia, Interpretive Reading. (2017)

⁸ Riana, S., Sartika, S., Anastasia, S., Gulo, P., & Saragih, E. An Analysis of Recount Texts in English textbooks used by Tenth Grade Students. *Journal of Language and Language Teaching*. (2017).

⁹ Purba, R. Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique. *Advances in Language and Literary Studies*. (2023)

F. Hypothesis

In this study, the researcher formulated two to know the effectiveness of applying the Somebody Wanted But So strategy toward Students' reading comprehension. They were:

1. The alternative hypothesis (H_a)

There is an effect in reading comprehension between students who are taught with Somebody Wanted But So strategy and those who are not taught with Somebody Wanted But So strategy students of the first year at SMAN 3 Rejang Lebong

2. The null Hypothesis (H_0)

There is no significant effect on reading comprehension between students who are taught with Somebody Wanted But So strategy and those who are not taught with Somebody Wanted But So strategy students of the first year at SMAN 3 Rejang Lebong

G. Significances of The Research

The result of the research is expected to be valuable for

1. The English teacher

For teachers, this research provides a valuable tool to enhance their instructional practices, particularly in reading comprehension. By integrating the SWBS strategy into their lesson plans, teachers can help their students understand and improve their overall reading comprehension skills. Additionally, teachers can use this research to identify areas where students require additional support and tailor their instruction accordingly, leading to

more effective learning outcomes. This, in turn, can enhance students' ability to comprehend texts, increase student participation in the learning process, and improve overall learning outcomes.

2. The Students

For students, this research offers an opportunity to deepen their understanding of Reading Comprehension and become more confident and proficient readers. By learning and using the SWBS strategy, students can become more engaged with the text and develop critical thinking skills that will particularly benefit their reading comprehension abilities. This can lead to improved creativity and better text comprehension. Furthermore, students can apply the skills they learn through this strategy to expand their understanding of reading comprehension, fostering a more comprehensive understanding of the subject. As a result, students can enhance their ability to comprehend texts and achieve better learning outcomes overall.

3. The Next Researcher

For the researcher, it can be referenced for another researcher who wants to do the same subject research and solve them, especially reading. This research can serve as a foundation for further studies on the effectiveness of the SWBS strategy, exploring its application in different educational settings, and identifying potential limitations and areas for improvement.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Reading Comprehension

Reading is the practice of extracting information from a text. Reading helps one to understand what is happening in the text and gain new knowledge. Reading is an activity that requires comprehension. Therefore, students should practice as much as possible. By reading, students can gain more knowledge because they can understand and construct the meaning of the text. Text comprehension is determined by the purpose of reading. According to Neil J, reading is the process of readers constructing meaning by combining facts from the text. Based on this explanation, the researcher concludes that reading is an activity of understanding a text to obtain information or messages by what is stated in the printed or written text.¹⁰

Reading comprehension is important in the reading process. Reading is an activity to get information. Meanwhile, comprehension is the key to reading, which is a way to find ideas from the content of reading. Thus, reading and comprehension cannot be separated because reading without comprehension is useless. Utami states that reading comprehension is important to be taught to students because it can help them get information from written texts. ¹¹As a

¹⁰ Anderson, Neil J.. ACTIVE Skills for Reading 4 (2013)

¹¹ Utami, E. M. K. Improving Students' Reading Comprehension Through PicturedStories For The Sixth Grade in SD N Delegan 3 Prambanan in The Academic Year of 2010/2011. Yogyakarta State University, Languages and Arts Faculty. English Education Departement (2013).

result, reading activities do not go well, and the purpose of reading will not be achieved if students cannot understand the text. Therefore, reading comprehension is important and an effective way of learning English for secondary school students.

Basically reading activities aim to find and get the message or understand the meaning. This affects the type of reading chosen, for example, fiction or non-fiction. According to Anderson, there are seven kinds of purposes for reading activities, namely:

1. reading for details or facts
2. reading for main ideas
3. reading for sequence or organization,
4. reading for inferences
5. reading to classify
6. reading to evaluate, and
7. reading to compare or contrast.¹²

That is, the purpose of reading activities is to obtain details or facts, obtain the main idea, know the order or organization of the essay, conclusions, classification, evaluation, and comparison or contradiction.

Based on the definition and purpose of reading, the reader can obtain the important information they want. In this study, some of the objectives of reading activities as stated above become the basis for understanding the

¹² Anderson, P.S. Language Skills in Elementary Education. New York: The Macmillan Pub. Co., Inc. (1972).

content of reading (understanding information), especially in the objectives of obtaining details or facts, obtaining main ideas in reading, and summarizing the content of reading.

1. Descriptive Text

To describe a specific of people, people's places, or things. Focus on specific participants. Use of attributive and identification processes. Frequent use of epithets and classification in nominal groups. Use of simple present tense.

2. Recount Texts

Recounts are events to inform or entertain. It concentrates on specific participants, uses various material processes, specifies time and place, uses the past tense, and focuses on the chronological order of events.

3. Narrative Text

To comfort, console, and deal with actual or surrogate experiences in narratives in different ways. Narratives deal with troubling moments that lead to a crisis or turning point, which in turn finds resolution. Focus on a particular participant and are usually individualized.

4. Report Text

Describes the state of things concerning various natural, man-made, and social phenomena in our environment.

5. Announcement

A written or spoken statement that provides information about an event or situation to the public.¹³

Reading comprehension of a text is very important for readers because comprehension shows that the reader has been able to understand the message or all the information that the author wants to convey.

Reading comprehension is understanding reading following the meaning or message intended by the author. Thus, reading comprehension is a reading activity carried out by someone to capture the content or meaning contained in the discourse deeply and thoroughly. Brown emphasizes the importance of reading comprehension as a major problem in developing appropriate and efficient comprehension strategies.¹⁴

To understand a text in the way its author intended, we must not only read the words but also understand their meaning in context. This process involves reading comprehension. The following is according to Brown, there are some general criteria used to measure students' reading comprehension:

1. Main idea (topic): Ask students to identify the main theme.
2. Inference (implied details): asks for the implicit but not directly stated information.
3. Grammatical features (references): requires an understanding of events mentioned elsewhere in the text.

¹³ Nanan suryana, genre reading comprehension (Jakarta) ibid 9-12 (2021)

¹⁴ H Douglass Brown, Language Assessment Principle and Classroom Practices, (San Fransico, California,(2003)

4. Exclusion of unstated details: Ask students to find facts that are not stated in the text.
5. Supporting ideas: Ask students to extend beyond the material to generate new ideas based on what they have read.
6. Vocabulary in context: asking for what it means of words as they are used in the text.
7. Idioms/expressions/phrases: assessing the comprehension of idiomatic language and expressions.
8. Details (scan for specifically mentioned details):asking for specific pieces of information provided in the material.¹⁵.

Based on this explanation, reading comprehension results from the reader interacting with the text, understanding its words, relating them to the target language, and grasping the text's purpose. Therefore, the reader recognizes main ideas/topic sentences, inferences (implied details), expressions/idioms/phrases in context, grammatical features, and details (scanning for specifically stated details), while excluding unstated facts (unstated details), supporting ideas, and vocabulary in context. The reader's background knowledge aids in comprehending the text. Essentially, reading without comprehension is not truly reading.

2. Teaching Reading Comprehension

Reading is viewed from a variety of perspectives in the classroom, extending beyond its role as a source of information and a fun activity to include its

¹⁵ Ibid p 206

significance in expanding one's language knowledge. Nunan says that comprehension here is understanding, meaning, and entertainment. ¹⁶ In this case, teachers should teach students how to acquire as well as analyze and synthesize what they have read as an important part of the reading process. Five specific strategies will help students become active readers:

- a. Skimming ahead and jumping back
- b. Highlighting or underlining keywords and ideas
- c. Looking up unfamiliar vocabulary words
- d. Recording your questions and comments
- e. Looking for clues throughout the text ¹⁷

Reading is a fluent process for readers to combine information from the text and their background knowledge to construct meaning. Fluent reading is defined as the ability to read at an appropriate speed with adequate comprehension. ¹⁸Reading is usually understood as a solitary activity in which the reader interacts with the text. So, when a reader reads a text, there is an interaction between the reader and the text. For example, when the reader is interested in what the author is saying, the reader can sense what the author is saying

3. Genre Of Reading Text

a. Narrative text

The narrative text expresses what the reader feels about an event. This event or series of events is transmitted from the narrator's point of view of place, time, and

¹⁶ David Nunan, Practical English Language Teaching. (New York: Pearson Education, (2003)

¹⁷ Ibid 68

¹⁸ Ibid 72

people to provide information about a piece of text information¹⁹. Narrative text answers questions about time, events, sequence of events, and why characters perform certain roles in the story. The elements of narrative text are:

1. The topic mentions the name of the story.
2. Characters are people or animals who perform actions in the story.
3. Setting is the place where and when the story takes place.
4. Sequence of events is the order of events or things that happen.
5. Problems and solutions tell the reader the important things in the story and how to solve them.

1) Generic structure of narrative text

Narrative texts have three general structures: orientation, complication, and resolution.²⁰

1. Orientation

Orientation means introducing the participants or characters of the story to the setting of time and place. Orientation is present in every type of text although with different terms.

2. Complication

In a narrative text, the crisis is the pivotal moment where the conflict reaches its peak and the characters face their greatest challenges. Without this crisis, the story lacks tension and fails to engage the reader.

3. Resolution

¹⁹ Ozdemir, S. Effect of summarization strategies teaching on strategy usage and narrative Text summarization success. *Universal Journal of Educational Research*, 6(10), 2199-2209. [https://doi.org/10.13189/ujer\(2018.\)](https://doi.org/10.13189/ujer(2018.))

²⁰ Barbara Fine Clouse, *The Student Writer*. (New York: McGraw Hill, (1996), p. 173

The resolution is the final series of events that occur in the story. The resolution can be good or bad. The point is that it has been achieved by the characters.

2) . Grammatical features of Narrative Text

1. Use of past tense
2. Specific nouns replace people, animals, and things in the story, e.g. stepbrother, housework, etc.
3. Adjectives that form non-phrases, e.g. long black hair, two red apples, etc.
4. Time conjunctions and conjunctions to sequence events, e.g. then, before that, soon, etc.
5. Adverbs and adverb phrases to show the location of events or occurrences, e.g. here, on the mountain, happily ever after, etc. Action verbs in the past tense, e.g. lived, climbed, etc.
6. Fixed verbs that mark utterances such as said, said, promised, and thinking verbs that mark the thoughts, perceptions, or feelings of the characters in the story, e.g. think, understand, feel, etc.²¹

b. Recount Text

According to Hartono, recount text is a report or retelling of an event activity, or experience in the past. In addition, Helmi argues that recount text is a type of text that retells events in the past that aim to inform or entertain readers.

²¹ Nanan suryana, genre reading comprehension (Jakarta,2021)

Based on the explanation above, it can be concluded that recount text is a simple text that retells events or events in the past. The purpose is to inform or entertain the audience. In other words, the main purpose of recount text is as a medium for the writer to tell events and activities that happened in the past related to his experience.

1) Generic structure of Recount Text

According to Dirgeyasa explained the generic structures of recount text as follows:

1. Orientation: Provides some basic information related to the event such as who, what, where, and when.
2. Events: Tells the events that happened in a chronological sequence.
3. Re-orientation: A conclusion of the story²²

2. Grammatical features Of Recount Text

According to Pardede the language features of recount text are:

1. Proper nouns to identify those involved in the text.
2. Use adverbs and phrases adverb to indicate the location and time.
3. The use of the past tense to retell the event.
4. Words that show the order of events (for example first, next, then)²³

²² Dirgeyasa. "In college academic writing a genre - based perspective". Jakarta: Prenadademia Group (2016)

²³ Pardede. "The effectiveness of using recount text to improve writing skill for grade III students of kalam kudus elementary school 2 pematangsiantar". IOSR Journal Vol.19 (2014)

B. Assessing Students' Reading comprehension

The Students' ability to understand information presented through writing on printed materials is called reading comprehension. Thus, the reading test aims to determine students' understanding of the material. According to H Douglas Brown and to find out whether the SWBS Strategy can help students' knowledge in determining recognize cause and effect relationships, character traits in texts regarding material based on Preszler's theory

There are five comprehension questions to assess reading comprehension which are explained below. Main idea, Inference(Details implied), Supporting details (based on brown) and cause and effect relationships Character traits (based on Preszler)

Table 2. 2

Developing Test For Reading Comprehension

Objectives	Indicators	Explanation of the question
To figure out students' abilities in reading comprehension	Main ideas	Students identify the main idea of the reading passage
	Inference (Implied detail)	Students can find The information that is implied but not stated directly in the material
	Supporting detail	Students can find information that supports or provides additional context for understanding the text
	Cause and effect relationship (aspects of SWBS Strategy)	Students can understand the cause-and-effect relationship between two events or phenomena in the text

	Character traits (aspects of SWBS Strategy)	students to analyze the traits or characteristics of characters in the text.
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Classifying the scores of the students' answers. The scores were classified into five level classifications which adapted to the scoring system from Purwanto as follows:

Table 2. 3

The Classification of the Students' Scores²⁴

No	Qualification	Score
1	Very Good	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	<40

B. Somebody Wanted But So (SWBS)

The Somebody-Wanted-But-So strategy is used during or after reading. SWBS strategy was developed by Macon, Bewell, and Vogt in 1991. It provides a framework to use when summarizing the action of a story or historical event by identifying key elements. The strategy also helps students identify the main ideas, recognize cause-and-effect relationships, make generalizations, identify differences between characters, and look at various points of view.²⁵ It is more often used with narrative text but can also be used with expository text.

²⁴ Purwanto, M. N. (2010). Prinsip-prinsip dan teknik evaluasi pengajaran. *Remaja Rosdakarya*. (2010)

²⁵ Macon, J., Bewell, D., & Vogt, M. E. Responses to literature: Grades K-8. New York: International Reading Association. (1991).

Preszabeth states that Somebody Wanted But So (SWBS) is a simple strategy that can be used to help students understand the various plot elements of conflict and resolution. Either during reading or after reading. This strategy is successful in two ways and is suitable for fiction texts. This means that the Somebody Wanted But So (SWBS) strategy is very helpful for students who have difficulty reading. By using this strategy, students will more easily retrieve information from the texts they read. Students will be able to generalize, recognize cause and effect relationships, and find main ideas. ²⁶The goal is for students to understand the content of the story and be able to summarize it with their statements. For a sample, SWBS can be used for a summary of goals/motivations, conflicts, etc, events, or obstacles of a historical or contemporary character or group of people.

The framework below shows that four columns of this Strategy can show students how to summarize a text. Somebody means knowing (a) the main character of the story; Wanted means the character's desire from the story, But means the problem faced by the main character, So means the solution used by the character to solve the problem and conclusion. All this information should be converted into paragraphs. Thus, with this strategy, students will find it easier to understand the reading text as a whole by focusing only on the key points of the text.

²⁶ Preszler, J. On target: More strategies to guide learning grades 4-12. Plaza Boulevard: ESA (2006)

Table 2. 1

The Framework of SWBS Table 2. 3²⁷

Somebody	Somebody a main character or person of the story
Wanted	Explaining a goal or motivation of the character
But	The problem faced by a character
So	A solution that is used by the character to solve the problem/ conclusion of the story

Table 2. 2

Below is an example of a Somebody Wanted But So strategy²⁸

Somebody	wanted	But	So
Cinderella	Wanted to go to the ball	But, her wicked stepsister and mother didn't want the beautiful Cinderella at the ball	So, Her fairy godmother waved her wand and a carriage man appeared

1. Procedure Applying Somebody Wanted But So the strategy

1) Step 1

Demonstrate 'Somebody Wanted But So' strategies for reading out a chosen text or retelling an event - it can be a story, movie, or real-life incident. Fill in the SWBST four-column chart: Someone (character), Wanted

²⁷ Ibid 18

²⁸ Ibid 18

(goal/motivation), But (conflict), So solution used by the character to solve the problem. Point out that there can be more than one 'Somebody Wanted But So in a text/chapter selection and show how a second SWBS statement can be generated, if applicable

2) Step 2

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

3) Step 3

Choose another text or retell an event and in pairs/groups complete the SWBS Chart. Share the SWBS statements in small groups and discuss the similarities and differences in the statements, as well as the evidence in the text used to support each statement. Continue to guide Students until they can use the strategy independently ²⁹

2. Advantages and Disadvantages of using The SWBS Strategy

However, based on Macoon, the Somebody Wanted But So Strategy is a special type of strategy in graphical organizing. The SWBS strategy has some advantages and limitations.

²⁹ Macon, J., Bewell, D., & Vogt, M. E.. Responses to literature: Grades K-8. New York: International Reading Association(1991)

The advantages of the Somebody Wanted But So the strategy is as the following:

1. This strategy helps them decipher the important parts of the text to be included in the summary.
2. Groups can be helpful for understanding and explaining different situations.
3. They have more to contribute to the class discussion.
4. Students bring more and better information and energy to the post-reading discussion.
5. Students can read with better comprehension

It could be seen that the advantage of Somebody Wanted But So is that it can help build students' reading comprehension both for advanced readers and for weak readers. The book builds students' identification with the story by summarizing during and after reading the text. In addition to the advantages of the SWBS strategy, there are also disadvantages of the SWBS strategy which is that it takes quite a lot of time because students have to write or make notes during reading or after reading about all the processes of the story.

C. Review of Related Studies

The first study was conducted by Mursyadi who implemented summarizing activities through the Somebody Wanted But So (SWBS) strategy in improving students' reading comprehension in junior high school. ³⁰The purpose of his research was to find out whether SWBS can help students in reading comprehension after being taught using the Somebody Wanted But So (SWBS) strategy and which

³⁰ Mursyida, A. Muslem & I. A. Samad The Implementation of Summarizing Activity by Using Somebody Wanted But So (SWBS) Strategy to Improve Students' Reading Comprehension (2020)

aspects of reading skills have improved the most. The results of her study showed that there was an improvement in students' reading comprehension achievement after being taught using SWBS strategies.

The second study was conducted by Rahayu. She conducted action research for first-grade students of the social program at SMAN 14 Padang.³¹ In this study, she compared two strategies between SWBS strategy and the questioning strategy to see which strategy is more effective. The result showed that the SWBS strategy was more effective than the questioning strategy on students' reading comprehension. Based on the previous research on the Somebody Want But So strategy, this strategy can improve students' reading comprehension and make the activities between teachers and students in the classroom more fun and interesting. But, This study used two different types of texts, namely recount text and narrative text, to measure students' reading comprehension ability.

The third research was conducted by Dian Tika Cahyanti. She conducted research entitled “The Application of Somebody Wanted But So Then (SWBST) Strategy in Improving Students' Reading Comprehension Achievement at SMP Negeri 15 Bandar Lampung”³². The purpose of her research was to find out whether there was an increase in students' comprehension achievement after being taught using the Somebody Wanted But So Then (SWBST) strategy and which aspects of reading skills improved the most. The results showed that there was an increase in

³¹ Rahayu, “The Effectiveness of Sombebody Wanted But So Then (SWBST) Strategy Toward Students' Reading Comprehension at Senior High School”, (Thesis STKIP PGRI Sumatra Barat, (2014).

³² Dian Tika Cahyanti, “The Implementation of Somebody Wanted But So (SWBS) Strategy in Increasing Students' Reading Comprehension Achievement at SMP 15 Bandar Lampung”, (Thesis, Lampung University 2016)

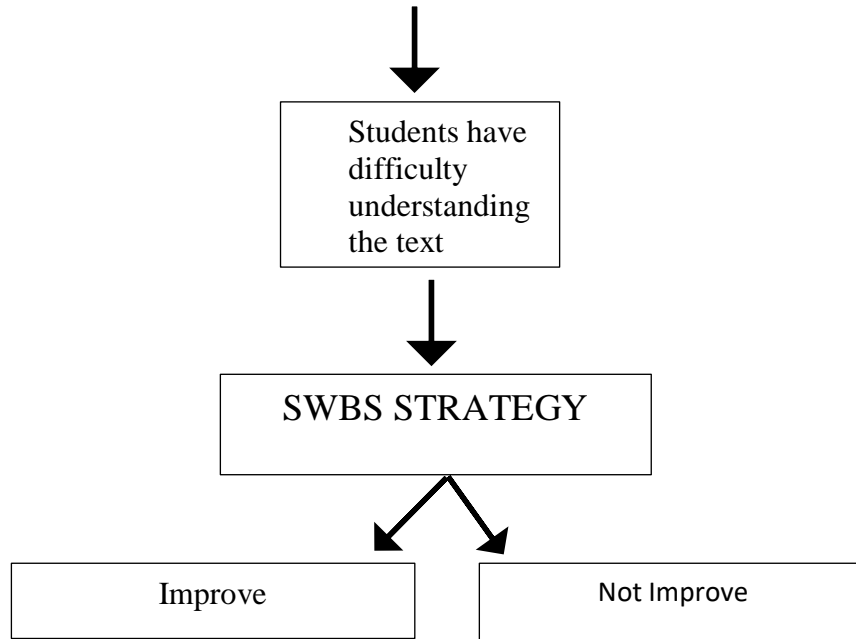
students' reading comprehension achievement after being taught using the SWBS strategy.

Based on the research above, the writer is interested in composing research by Formula “The effect of using Somebody Wanted bu But So (SWBS) towards students reading comprehension ” (an explanatory: a quasi-experimental design). The researcher also used the same theory for frame designing. This research differs from the previous one in several ways:

1. the researcher used a different class from the previous research class
2. This study uses two types of texts (narration and recount) to test the effectiveness of SWBS in two types of texts
3. This study aims to identify the specific aspects of reading comprehension (main idea, inferences, supporting ideas, cause and effect, and character traits) that are most affected by the use of SWBS

D. Conceptual Framework

The schema of the conceptual framework of the study Reading Comprehension



In this conceptual framework, the interconnected addresses the issues faced by students. The problems faced by students include three main aspects. First, many of them have difficulty understanding long and complex reading texts. Second, students often have difficulty finding relevant information from long and varied reading. An effective information search process is essential to support deep understanding. Therefore, strategies are needed that can arouse the interest of students to be actively involved in reading.

To address these issues, the researcher suggests that the Somebody Wanted But So (SWBS) strategy can enhance learners' text comprehension. Using graphic organizers like SWBS to visually represent the text or topic makes the classroom more engaging and enjoyable. Teachers can effectively use this strategy to aid

learners in understanding texts. Additionally, it helps attract students' interest and encourages active participation in reading comprehension activities. The SWBS strategy can significantly benefit teachers by improving their instructional methods and assisting learners in achieving better reading comprehension. By using visual representations of concepts, ideas, and relationships between topics, main ideas, and details from the text, teachers can help students easily grasp the message and information, thus improving their reading comprehension skills. Based on previous research and related literature, the researcher concludes that the SWBS strategy is an effective discussion technique that actively involves students in reading comprehension, achieving efficiency in practice.

However, it is important to remember that although SWBS is a useful tool, its successful implementation will depend on other factors such as the teaching approach and level of student engagement. Therefore, this strategy can improve reading comprehension and information-seeking abilities, but its effectiveness also depends on the context and overall implementation.

CHAPTER III METHODOLOGY OF THE RESEARCH

This Chapter includes the research methodology of research design. The population and sample, the procedure of the research, the instrument of the research, the technique of collecting, and the techniques of analyzing data

A. Research Design

In this study, the writer used a experimental design because the writer wanted to find out the effect of using SWBS strategies in learning reading comprehension. Experimental research is called experimental research because it is a research method used to determine the effect of variables on other variables. Wiersma emphasized that the basic concept of an experiment is something tested, that is, one or more independent variables are set and controlled to measure the effect. The controlled independent variable is called the experimental variable.³³

In this study, the writer uses an experimental study which uses the quasi-experimental design (non-equivalent control group design). Which are SWBS as an independent variable and reading comprehension as the dependent variable. Kimberley claims that the essence of a quasi-experimental is non-random manipulation of the independent variable. In a non-equivalent group design, the researcher selects existing homogenous groups, but only one of the groups receives the treatment.³⁴

In this study, the experimental Group will receive treatment in the form of

³³ Wiersma, William. *Research Methods in Education: An Introduction*. Boston: Allyn and Bacon. (1991).

³⁴ Burkholder, Gary J., Kimberley A. Cox, Linda M. Crawford, and John H. Hitchcock, eds. *Research design and methods: An applied guide for the scholar-practitioner*. Sage Publications, (2019)

SWBS strategy in their reading comprehension activities, while the control group will conventional treatment. Before going to treatments to the experimental group, the researcher gives the pretest to the two groups, and the test will be given an objection to know the average of the scores between the two groups. After giving the treatment several times to the group where using the SWBS strategy to the experimental group and the usual method to the control groups the researcher gave the post-test was made by the researcher to measure the students' average score reading comprehension

table 3. 1
Quasi-experimental design (Non-equivalent group design)

Class	Pre-test	Treatment	Post-test
Control	T ₁	X	T ₂
Experimental	T ₁	Y	T ₂

Description:

T₁ : Pre test

X :Treatment by applying Lecture Method

Y. : Treatment by applying SWBS strategies

T₂ : Post-test

The writer adapted the design above in which the subject of the research is the first-year students at SMA 3 REJANG LEBONG, then the treatment was done at eight meetings.

B. Population and Sample

1. Population

The population for this study consisted of first grade students at SMAN 3 Rejang Lebong, specifically from three classes in the first grade. The researcher chose these classes because of their homogeneous characteristics, particularly similar reading comprehension levels. This homogeneity ensured that the sample was representative of the first-grade population as a whole, thus allowing the findings of this study to be generalized to all first-grade students.

The selection process involved identifying classes that demonstrated consistent academic levels and reading comprehension abilities, most likely through consultation with teachers. By focusing on this particular group, the researcher aimed to control for irrelevant variables and obtain more accurate and reliable data regarding the reading comprehension ability of first-grade students at SMAN 3 Rejang Lebong.

Table 3. 2
Population

No	Class	Students		TOTAL
		Male	Female	
1	X IPA 1	13	17	30
2	X IPA 2	12	18	30
3	X IPA 3	14	16	30
4	X IPS 1	11	19	30
5	X IPS 2	15	15	30
6	X IPS 3	12	18	30
SUM UP OF POPULATION				180

2. Sample

However, based on Ary et. Al³⁵, the sample is part of the population. In this study, two classes out of six classes will be taken as research samples, namely one class as an experimental group and one class as a control group.

The researcher obtained homogeneity using the reading comprehension test results from the teacher. The students' scores were then calculated by averaging the scores of all students representing each class. After obtaining the students' average scores, the researcher conducted a homogeneity test between two classes, IPS 1 and IPS 2, as well as the other four classes, and performed a normality test on both classes. The results of the homogeneity and normality tests between class X IPS 1 and X IPS 3 and the average scores can be seen in the table.

Test of Homogeneity of Variances

hasilreading

Levene Statistic	df1	df2	Sig.
,028	1	54	,867

Tests of Normality

	VAR00001	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasilreading	1	,124	28	,200*	,958	28	,318
	2	,124	28	,200*	,973	28	,666

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

³⁵ Donald Ary, An Introduction to Research in the Educational Setting, 8th Edition, (2010)

Table Mean Score

No	Class	Mean Score
1	X IPA 1	68,86
2	X IPA 2	70,21
3	X IPA3	67,20
4	X IPS 1	66,00
5	X IPS 2	69,79
6	X IPS 3	66,86
	Total	68,18

3. Sampling

The sample in this study used non-probability sampling where the sample was taken with a homogeneous strategy. Non-probability sampling is a sampling technique in which not all populations are given the same opportunity to become sample members. The researcher used a sampling method with specific reasons, namely judgment sampling. Bryman stated that judgment sampling is a sample-taking method in which researchers select samples based on subjective assessments and criteria of researchers about who or what is most important or relevant to the study. In this study, the researchers used the following criteria:

- 1) The classes selected were the ones with the two lowest scores out of the six classes in the reading comprehension test. There are X IPS 1 as the experimental and X IPS 3 as the control class
- 2) The Researchers take samples By identifying the class with the lowest score to be sampled, researchers can form a control class and an experimental class to ensure that respondents have low reading comprehension skills.
- 3) The aim is to get students who can participate in the learning process by using the SWBS (Somebody-Wanted-But-So) strategy and observe whether there

is an improvement in their grades after applying this strategy. This method is effective for collecting relevant and accurate data, as the predetermined criteria allows the researcher to determine the control and experimental classes according to the desired characteristics. The homogeneity data of this research can be as in the table :

Table 3. 3
The result of the mean score from the population

No	Class	Mean Score
1	X IPA 1	68,86
2	X IPA 2	70,21
3	X IPA3	67,20
4	X IPS 1	66,00
5	X IPS 2	69.79
6	X IPS 3	66,86
	Total	68,18

The researcher chose two classes with homogeneity from the homogeneity test, They are X IPS 1 as the experimental class with a mean score of 66,86 and X IPS 3 as the Control class with a mean score of 66,18. The data shows that X IPS 1 and X IPS 3 classes get the lowest mean score previously explained, the researcher considered the class that had the lowest score which the researcher determined as class.

C. Procedure of the research

1. Procedure in Experimental Group

The procedure of activity in using the SWBS strategy that will be used in this Research for collecting data as the classroom of experimental, research follows three procedures and divided 3 activities, as follows:

Table 3.4

Procedure in this research group

Experimental class	Control class
<p>Opening :</p> <ul style="list-style-type: none"> ➤ The researcher opens the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude <p>Basic activity</p> <ul style="list-style-type: none"> ➤ The researcher brainstorms to test whether students are ready to follow the learning process. ➤ The teacher reviews the material again has been studied before. The teacher conveys the goal of learning. 	<p>Opening :</p> <ul style="list-style-type: none"> ➤ The researcher opens the class by greeting and praying to start learning, then checks the attendance of students as a disciplinary attitude ➤ The researcher conducts brainstorming ➤ Researcher gives a text in printed format ➤ The researcher does read comprehension on students to read narrative text/recount text
<p>Main activities :</p> <ul style="list-style-type: none"> ➤ The researcher showed sample narrative text or recount text to stimulate student curiosity. ➤ The researcher explained the SWBS strategy. Where there is a table with 4 components that correspond to SWBS. These four components include: <ul style="list-style-type: none"> • “Somebody” that is can be the Main Character, people, person, animal, thing, figure, or item from the text and students Must write “Somebody” in the first column • “Wanted” is be motivation or goal of character. And what did somebody want to do? Main Events, main ideas, detail, and students 	<p>Main activities :</p> <ul style="list-style-type: none"> ➤ The researcher explains the narrative/recount text Conventional strategy (lecture method) ➤ Students analyze narrative and recount texts given by the researcher to determine the social function, and text structure, and analyze the language features of the texts ➤ Students are guided by the Researcher to better understand narrative/recount texts by translating the text using a dictionary. ➤ Students are asked to read narrative text/recount Students are given time to ask questions about anything about narrative/recount text ➤ Students perform the task or lesson

<p>Must write in the second column.</p> <ul style="list-style-type: none"> • “But” that is the conflict or problem in the story/ events experienced by the character in the column third • “So” that is the resolution of the problem/ conclusion of the story • Students make a summary of the story from the column sequentially <ul style="list-style-type: none"> ➤ Students are divided into a groups, each group groups consist of 4-5 students. ➤ After explaining SWBS, students are given a SWBS table and story text, and then they only need to fill in or look for the 4 SWBS components. ➤ At each meeting the researcher used a different text, both narrative text and recount text 	
<p>Closing activities :</p> <ul style="list-style-type: none"> ➤ One student is asked to come forward and demonstrate their lesson or task by explaining retell what he got from the chart and writing the SWBS chart on the board. ➤ Students discuss together about the SWBS chart. ➤ Students make conclusions about SWBS strategy using charts ➤ Students are asked questions in multiple-choice form and whether they can answer these questions after making a SWBS table with its 4 components ➤ Students close the lesson with a prayer 	<p>Closing activities :</p> <ul style="list-style-type: none"> ➤ Students demonstrate their lesson or task by explaining what has been read and making connections between the text's ideas and their knowledge, interests, or perspectives. ➤ And then Students are given time to ask about difficulties ➤ Students are given motivation by the teacher ➤ Students are given homework ➤ Students close the lesson with prayer.

In this study, two classes were used as subjects: a control class and an experimental class. In the control class, the teaching strategy used was the lecture

method. The teacher provided information explained the narrative and recounted texts by speaking, while students listened and recorded the information provided. In contrast, in the experimental class, the teaching strategy used was the SWBS strategy. This strategy focuses more on the students and allows them to actively participate in the learning process. In this strategy, the teacher provides a text and asks students to understand the content of the text by identifying "somebody", "wanted", "but", and "so". Students use the information obtained from the text to answer questions and It is important to understand the content of the text more deeply.

Those are the procedures of this research that have the purpose of seeking the differences between the experimental group and the control group. In experimental group consisted 8 meetings with two meetings for the pretest and posttest the researcher used the SWBS strategy on Narrative and recount text as learning material in the experimental group, where students were asked by the researcher to read the SWBS strategy on Narrative and recount text stories as much as possible at home then bring their note about what students have read and discuss it among students in the classroom to see their understanding. In the control group researcher conducted 8 meetings except the pretest and posttest where 6 meetings were full of teaching based on the procedure above. The material for teaching in the control group was using narrative texts and recounts based on the modules used in Senior High School 3 Rejang Lebong

The researcher conducted 8 meetings by considering the following points:

1. The total meetings for one semester are 32 hours per semester, which is reduced by 6 hours which are ineffective hours used for school activities and exams, and the remaining 26 hours are effective hours for research.
2. The researcher arranged the material for the research with a total of 6 meetings, then with 2 meetings for the pretest and post-test after that 8 meetings were obtained for this study. *Appendix.*

D. Technique of Collecting Data

The technique of collecting data in this experiment used two classes, the control Class and the experiment class. In the control class, the researcher just employed conventional teaching without treatment. However, in the experiment class, the researcher employed SWBS. To collect data in this research, the researcher used pre-tests and post-tests. In collecting the data, the researcher spent time in eight meetings for each class (experimental and control) in the first meeting, the researcher gave students a pre-test aiming to measure the student's initial ability in reading comprehension skills. From the second to seventh meetings, the researchers started teaching them by applying the SWBS strategy for the experimental class and control class. Last the nine meetings, the post-test was given to measure the student's ability to know whether there was a significant difference after the treatments were given

1. Test
 - a. Pre-test

Students were given the same pretest questions in the experimental and control classes so that this study could compare students' abilities before and

after treatment, as well as compare between students who received treatment and students who did not receive treatment. Thus, this study can find out whether the treatment given to the experimental class can improve students' ability in reading comprehension, as well as compare learning outcomes between experimental and control classes. In the pretest, students were given a reading comprehension test in the form of multiple-choice, true-false, matching based on the topics provided with a total of 25 items with four choices and a 90-minute time allocation. All items tested considered the blueprint described above.

b. Post-test

In the post-test, students were given questions that were different from the pre-test questions, so that this study could compare students' abilities before and after treatment, as well as compare between students who received treatment and students who did not receive treatment. That is, the post-test was conducted to determine whether The students' reading comprehension was assessed after being taught using the Somebody Wanted But So strategy. In the post-test, students answered a reading comprehension test composed of multiple-choice, true-false, and matching questions based on the given topic, with a total of 25 items and a 90-minute time limit. To ensure the test items were valid and reliable, a pilot test was conducted before administering the pretest. This step was taken to confirm that all items were appropriate and dependable for use in both the pretest and posttest.

E. Instrument of the Research

Instruments are all tools used to collect data needed by researchers. Tests were used as instruments in this study to measure students' reading comprehension skills. This test is a series of questions designed to test students' ability to understand the content of the text, these questions are based on reading comprehension indicators, namely (main ideas, inference, cause and effect relationships, supporting ideas, and character traits) and the form includes multiple choice, true/false, and matching tests. Thus, this test can help researchers to better understand students' ability to read and understand texts, as well as to find out whether the treatment given can improve students' ability to read comprehension more effectively. The test will be conducted on both sample classes before and after treatment. The test will consist of 25 questions. In this case, students answer the questions by choosing one of the five options (a, b, c, d, e), true-false, matching, and each question is given a score of 1 if answered correctly. Thus, students get a score of 100 if they answer all questions correctly, but get a score of 0 if they answer incorrectly.

The researcher used three steps of research: Pre-test, treatment, and post-test. After constructing the instrument, the Researcher will try the pre-test and post-test. The requirement of the Instrument is valid and reliable. An instrument is valid and reliable if it Measures what is to be measured.

1. Writing Blue Print

Before constructing items, the researcher created the blueprint of the study instrument to plan the test. This blueprint was commonly called a test content requirement. It consisted of identifying the syllabus, determining the objective of the test, the kind of the test, the number of the text, and many items.

2. Write the reading test

The reading test consists of writing instructions and test items. In this study, the researcher prepared 25 questions with 3 types of test forms, namely multiple choice, true and false, and matching tests. The questions consisted of 25 questions taking into account 5 aspects of reading comprehension (main ideas, inference, cause and effect relationship, supporting ideas, character traits) where each indicator has 5 questions as an aspect of assessing reading comprehension. Overall, writing 25 questions with 3 different types of tests can help researchers collect sufficient data to produce accurate conclusions about students' abilities in reading comprehension

Table 3. 5

Instrument Indicators Test Blueprint

In this research, the researcher uses 3 kinds of Test objectives. There are multiple-choice, true-false, and Matching tests for test Reading Comprehension

1) Multiple Choice

Objectives	Indicators	Explanation of the question	Kinds of Test	Item Numbers
To figure out students' abilities in reading comprehension	Main ideas	Students identify the main idea of the reading passage	Multiple choice	1,6,13
	Inference (implied details)	Students can find The information that is implied but not stated directly in the material	Multiple choice	2,7
	Supporting idea	Students can find information that supports or provides additional context for understanding the text	Multiple choice	4,9
	Cause and effect relationship (an aspect of SWBS Strategy)	Students can understand the cause-and-effect relationship between two events or phenomena in the text	Multiple Choice	3,8
	Character traits (an aspect of SWBS Strategy)	students to analyze the traits or characteristics of characters in the text.	Multiple choice	5

2) True- False

Objectives	Indicators	Explanation of the question	Kinds of Test	Item Numbers
To figure out students' abilities in reading comprehension	Inference (implied details)	Students can find The information that is implied but not stated directly in the material	True - False	10,14,17
	Character traits (an aspect of SWBS Strategy)	students to analyze the traits or characteristics of characters in the text.	True - False	11,12,15,16

3) Matching Test

Objectives	Indicators	Explanation of the question	Kinds of Test	Item Numbers
To figure out students' abilities in reading comprehension	Main ideas	Students identify the main idea of the reading passage	Matching test	18,19
	Supporting idea	Students can find information that supports or provides additional context for understanding the text	Matching Test	20,21,22
	Cause and effect relationship (an aspect of SWBS Strategy)	Students can understand the cause-and-effect relationship between two events or phenomena in the text	Matching test	23,24,25

3. Expert validators

The researcher seeks to support of an expert to validate the results. A professional validation is a subject matter expert in reading. The purpose of the validator is to determine 1. whether the number of questions for each topic is balanced, 2. whether the questions are not confusing (can be misinterpreted), 3. whether the questions are difficult to understand, 4. whether the questions can be done by most students. and finally, whether it is ready to be used. then the researcher will redesign the questions according to the direction of the experts.

4. first revision

The following results The first review of the validator is material, which includes consistency between statements and indications specified in the theory, where there are still questions that are difficult to understand and ambiguous answer choices, the second review is the accuracy of the grammatical components implemented in the instrument still needs to be corrected, and the third question that is compiled has questions that are difficult to understand. And the third question that was prepared had confusing questions.

5. Trying out the test

The try-out test had the purpose of producing the required data with a reasonably valid instrument. This test was given to the students from the sample. The tryout was held in another class except experimental and control. However, the class that was given the tryout has the same level as

the subject of this study, which means the same grade, which is X IPA 3 as class was given try out

6. Analyzing try out the test

.Analyzing the data that were readily obtained from try-out, Analyzing the data that were readily obtained from pre-test and post-test, and Making a report of findings. To determine whether the test is valid and reliable. The scores of applicants will be calculated. The calculation was made automatically by using the SPSS 23 application. The explanation is as follows :

a. Validity

A useful test must have validity. Validity refers to the extent to which test scores enable meaningful and accurate interpretations. In other words, validity measures how well an instrument assesses what it is intended to assess. An instrument with high validity is considered to be highly valid. Three concepts were used to assess the test's validity. Three options are taking a content validity test SPSS 23, hiring a judgment expert, and Determining whether the test has validity or not, researchers used the validity of the contents and construct validity.

(1) Content Validity

Best and Kahn say that content validity refers to the extent to which the test measures or is specific to the designed feature, and content, validity is therefore based on a careful examination of the textbook, syllabus, objectives, and assessment of the subject matter³⁶. a test is

³⁶ John W. Best and James V. Kahn, A Research in the Education (7th ed.), (New Delhi, PrenticeHall, 1995), pp. 219

said to have content validity if it measures certain specific objectives that are parallel to the material or content of the lesson given³⁷, Content validity is based on ensuring that the material aligns with the learning objectives outlined in the syllabus. To achieve content validity, the test was tailored to match the textbook and the syllabus for tenth-grade high school. Specifically, in this study, the test was aligned with the syllabus for tenth-grade high school, with a particular focus on Competency Standard (KD) numbers 3.7., 3.8, 4.7,4.8. *Appendix.*

(2) Construct Validity

Best and Kahn stated that construct validity is required for measurement instruments that have several indicators to compare one aspect. or construct³⁸. Meanwhile, Arikunto said a test is said to have construct validity if the items made measure each aspect of thinking based on the theory used in the study. in other words, the items measuring each aspect of thinking are the aspects of thinking that become instructional goals³⁹. for this reason, researchers provide and design tests whose scoring includes eight aspects of reading according to Brown, namely: main idea, inference, supporting ideas, and aspects of SWBS according to Prezler, namely: main ideas, supporting ideas, causal relationships, character traits, and character traits: Supporting ideas, causal relationships,

³⁷ Arikunto, S.. Dasar-dasar Evaluasi Pendidikan, Edisi 3. Jakarta: Bumi Aksara(2018)..p.186

³⁸ Ibid 219

³⁹ Ibid 186

character traits. The researcher validated the test instrument by Validator Item number 1,6,11,13,18,19 main idea, number 2,7,10,14,17 inference. Number 3,8,23,24,25 cause and effect. Number 4,9,20,21,22 supporting ideas. Number 5,11,12,15,1 character traits. correct the above sentence. To know the validity of this research, the writer analyzed the data by using SSPS 23 as shown in the table below

Table 3. 6

The index Range and interpretation of the validity table ⁴⁰

Index Range	Interpretation
0.800-1.000	Highest
0.600-0.800	High
0.400-0.600	Enough
0.200-0.400	Low
0.000-0.200	Lowest

Table 3. 7

The result of Validity Analysis

Pre Test		Post Test	
Highest		Highest	
High	1,3,4,6,7,9,10,11,12,13,15,16,17, 18,19,20,22,23,24	High	2,3,4,,8,10,11,12,13,14,15,16, 18,19,20,22,23,25
Enough	5,21	Enough	1,5,6,7,9,17,21,24
Low		Low	
Lowest		Lowest	

The result from the table above showed that all of the items in the instruments are categorized into a good range of validity. Some questions

⁴⁰ Arikunto, S.. Dasar-dasar Evaluasi Pendidikan, Edisi 3. Jakarta: Bumi Aksara. (2018)

are in the highest range and the tests are in enough range. Moreover, it can be drawn that the instruments in this research are valid. *Appendix*

b. Reliability

Reliability refers to the consistency of test scores, indicating that the data is dependable. Those using measurement tools should employ techniques to assess the consistency and reliability of these tools. According to Creswell, reliability means that an instrument's results are stable and consistent.⁴¹ . A good test must exhibit high reliability, ensuring that the scores are consistent. Researchers must determine the reliability of their tests

Table 3. 8

The reliability coefficients⁴²

Reliability coefficient Category	Category
0.800 – 1.000	Very high reliability
0.600 – 0.899	High reliability
0.400 – 0.600	Medium reliability
0.200 – 0.400	Low reliability
0.00 - ≤ 0.200	Very Low

Table 3. 9

The result of the reliability analysis

Guttman Split-Half Coefficient	Pre Test	Post Test
	0.759	0,757

Based on the results of the SPSS calculation, the analysis of reliability showed that the score calculation was 0.759 for the Pre-Test and 0.757 for

⁴¹John W. Creswell, Educational Research: Designing and Conducting Quantitative and Qualitative Research, (Boston: Pearson Education, 2012)

⁴² Sugiono, Metode Penelitian Kuantitatif Kualitatif (Bandung : Alfabeta, 2011), P.184

the Post-Test. Both scores were classified into a high range of reliability, as a result, it was clear that the instrument used in this study was reliable, and the researcher was not required to conduct additional tests for the instruments. *Appendix 2*

c. Item difficulty

Item difficulty ranges are 00-1.00. The score of 1.00 is the easiest one. The following are categories of item difficulty.

Table 3. 10

The index range and interpretation⁴³

Index Range	Category	Interpretation
80-100	Very easy	Should be revised
60-79	Easy	Possible to be retained
40-59	Moderate	Possible to be Retained
20-39	Difficult	Possible to be retained
00-19	Very difficult	Should be revised

Table 3. 11

The result of the item difficulty analysis

Pre Test		Post Test	
Very Easy		Very easy	
Easy	3,6,7,8,10,11,12, 14,15,16,17,19,21,24,25	Easy	1,2,3,4,5,6,7,8,10,11,13, 14,15,16,17,21,22,,24,
Moderate	1,2,4,5,9,13,18,20,22,23,25	Moderate	9,12,18,19,20,23,25
Difficult		Difficult	
Very Difficult		Very Difficult	

According to the results of the table above, all of the items in the instrument are categorized into a good range of question difficulties. Moreover, none of the items should be revised by the researcher. *Appendix*

⁴³ ibid

d. Item Discrimination

The following elaborations describe the item discrimination. The ID index varies from 1.00 (if all upper group students respond correctly and all lower group students answer incorrectly) to 1.00 (if all lower group answer correctly and all upper group students answer incorrectly). The closer the index is the better. The categorization of the item discrimination is based on guidelines from Ebel as shown in the table below.

Table 3. 12
The indices of item discrimination⁴⁴

Index Range	Interpretation
<0,19	Very poor item
.20-.39	Poor item
.40-.69	Good item
.70-1	Very good item

Pre Test		Post Test	
Very poor item		Very Poor item	
Poor item		Poor item	
Good item	1,3,4,5,7,10,14 15,16,19,21,24,25	Good item	1,2,3,4,5,7,10,11, 12,15,16,17,19,20,21 ,22,23,24,25
Very Good item	2,6,8,9,11,12,13, 17,18,20,22,23	Very good item	8,13,14,18,

Based on the result of the spss 23 calculation, the analysis of item discrimination showed that some of the questions are classified into a good range of items, and the

⁴⁴ ibid

rest are very good items, as a result, it was clear that the research instrument has pass the item discrimination without any revision. *Appendix*

7. Final Revision

The researcher completed the final modification had received confirmation of the validity and dependability. After the last revision is made, the researcher tool is ready

F. Analysis Technique

In this research, the data of the research were picked from students' pre-test and Post-test scores of the experimental class and control class. To answer this research question, the author analyzed the data using SPSS 23. After the data was collected, the researcher analyzed the data using an independent sample t-test. Two tests must be done before analyzing data using the independent sample t-test. The two tests are the normality test and the homogeneity test.

In the first step, the researcher obtained the mean and standard deviation scores of the Control class and experimental class. The formula was:

1. Normality Test

The normality test is employed to determine if the data from the experimental and control classes are normally distributed. In this study, researchers used SPSS (Statistical Package for the Social Sciences) for statistical calculations to assess normality. The normality tests applied were the Kolmogorov-Smirnov and Shapiro-Wilk tests. The hypothesis for the normality test is formulated as follows:

Ho : The data are normally distributed .

Ha : The data are not normally distributed .

The criteria for acceptance or rejection of the normality test are as follows:

H₀ is accepted if Sig. \geq $\alpha = 0.05$

H_a is accepted if Sig. $<$ $\alpha = 0.05$

Table 3. 13.
Normality

	kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil	Pre test	,154	30	,069	,937	30	,074
	Post test	,144	30	,115	,942	30	,102

a. Lilliefors Significance Correction

In the normality test data in Tabel 4.2 After passing the shapiro test analysis and data transformation on the pre-test 0.074 which if it is assumed that the score is > 0.05 ($0.074 > 0.05$) and post-test data in control class shows sig 0.102 . Which means that the pre-test and post test data in the control class are normally distributed. Furthermore, the kolmogrov test analysis the pre-test and post-test in eksperimental class transformation data in the co class shows sig 0.069 and 0.115 which if it is assumed that the score is > 0.05 ($0.069 > 0.05$) which means that the pre-test and post-test data in the experimental class are normally distributed

2. Homogeneity Test

The homogeneity test is used to determine whether the data obtained from

the sample are homogeneous. In this study, researchers conducted the homogeneity test using statistical calculations with SPSS (Statistical Package for the Social Sciences). Levene's Test was the statistical method used for the homogeneity test. The hypotheses for the homogeneity test are formulated as follows:

- Ho = the variances of the data are homogenous
- Ha = the variances of the data are not homogenous .

While the criteria for acceptance or rejection of the homogeneity test are as follows:

- Ho is accepted if $\text{Sig.} \geq \alpha = 0.05$
- Ha is accepted if $\text{Sig.} < \alpha = 0.05$

Table 3. 14

Result of Homogeneity test

Levene Statistic	df1	df2	Sig.
1,752	1	58	,191

Based on the results of the Barlett statistic or test in Table , it shows that the significance value of homogeneity in the control class and experimental class is 0.191 which is higher than the standard significance value of 0.05 ($0.191 > 0.05$). This indicates that the pre-test and post-test data in both classes show homogeneously distributed variances, because if the distribution is not homogeneous, then the significance value will be lower than 0.05

CHAPTER IV FINDING AND DISCUSSION

In this chapter, the results of the research and discussion will be explained to measure the effectiveness of the SWBS Strategy on students' reading comprehension. Then it will explain the implementation of the research and data analysis conducted and its discussion.

A. FINDING

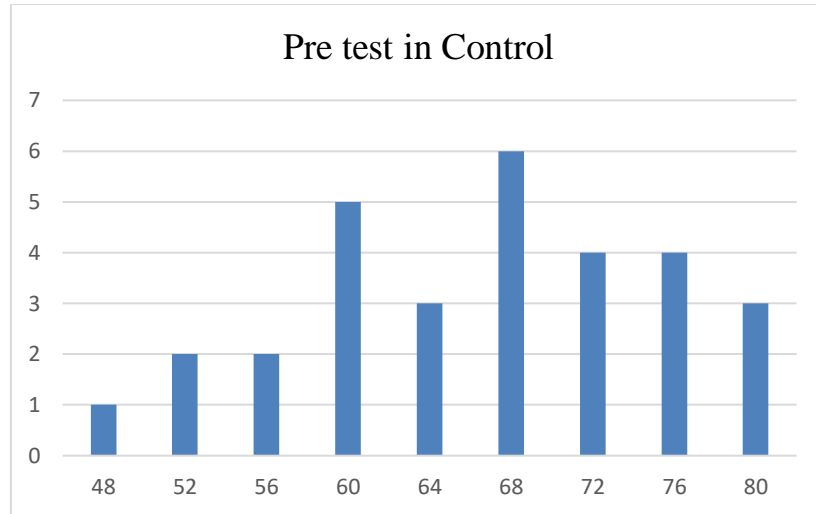
1. Students Reading comprehension in control class (Using lecture method Teaching)

a. Pre-test Result in Control Class

The researcher conducted a pre-test in the control class on February 19, 2024, to assess the student's reading comprehension level before applying any treatment presented 25 questions to students, with each correct answer counting 4 points, so if all 25 questions were answered correctly, the students will receive 100 points. The reading comprehension pre-test scores of students in the control class were analyzed and showed an average score of 66.13. The distribution of these scores, as shown in the chart 4.1:

Chart 4. 1

The Pre-test Result in Control Class



Based on chart 4.1, it can be seen that out of 30 students, 1 student scored 48, 2 students scored 52, 2 students scored 56, 5 students scored 60, 3 students scored 64, 6 students scored 68, 4 students scored 72, 4 students scored 76, 3 students scored 80. Then, the percentage of bar chart students pre-test can be seen in the following table:

Table 4. 1

The Percentage of Pre-Test Score Categories

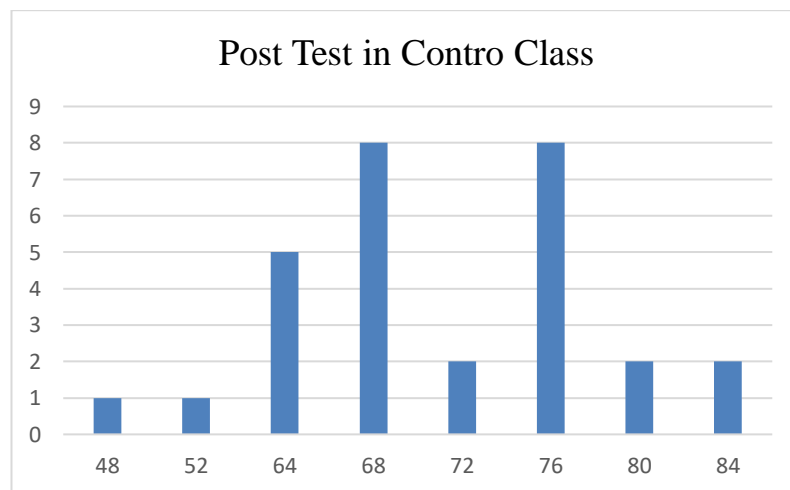
No	Qualification	Score	frequency	Percentage
1	Very Good	86-100	0	0,00%
2	Good	71-85	11	36,67%
3	Fair	56-70	16	53,33%
4	Poor	41-55	3	10,00%
5	Very Foor	<40	0	0,00%
		total	30	100,00%

In the percentage of pre-test score categories, it can be seen that the maximum score interval is 71-85 (36.67%) with a good category. Then, the minimum pretest score interval is 41-55 (10%) with a poor category. In addition, it can be seen that 56-70 (53.33%) Fair, 41-55 (10.00%) Less. This shows that before the conventional approach is applied, students' reading comprehension in the sample in the control class is still lacking. It can be seen from the percentage table that only 71-85 (36.67%) were classified into the good category.

b. Post-test Result in Control Class

To determine the students' reading comprehension after the treatment, the researcher gave a post-test in the control class on Tuesday, April 29, 2024. Analysis of the post-test scores showed the average score of students post-test was 69.07. The distribution of these scores is illustrated in the following chart.

Chart 4. 2
Pos-test result in Control Class



Based on Chart 4. 2, it can be seen that out of 30 students, 1 student scored 48, 1 student scored 52, 5 students scored 64, 8 students scored 68, 2 students scored 72, 8 students scored 76, 2 students scored 80, 2 students scored 84. Then, the percentage of bar chart students post-test can be seen in the following table:

Table 4. 2
The Percentage of Post-test Score Categories

No	Qualification	Score	frequency	Percentage
1	Very Good	86-100	0	0,00%
2	Good	71-85	15	50,00%
3	Fair	56-70	13	43,33%
4	Poor	41-55	2	6,67%
5	Very Foor	<40	0	0,00%
		total	30	100,00%

Furthermore, the percentage of post-test score categories after the application of the conventional approach with the lecture method in the control class can be seen in Table 4.2, the maximum percentage score is 71-85 (50%) with a good category. Then, the minimum score interval of the post-test is 41-55 (6.67%) with a poor category. In addition, it can be seen that the score of 56-70 (43.33) is fair, this shows that after the conventional approach (lecture method) is applied, students' reading comprehension in the sample in the control class there are increases in scores on students who are categorized as good but not too much

increase in percentages. This can be seen from the total percentage of the pre-test from the maximum score of 71-85 (36.67%) to the maximum score of students in the post-test 71-85 (50%).

c. The analysis of Pre-test and Post Test In the Control group

The researcher also has the essential function of encountering four aspects of a score when establishing the result of the pre-test and post-test in the control group. The goal of this analysis is to determine the reading comprehension of students in the control class after eight meetings of learning activity. In other words, this analysis will answer the first research question of this research. They included the highest, lowest, mean, and standard deviation scores. By the data displayed on **bar chart 4. 1** and **bar chart 4 .2** the four aspects can be seen on Table 4 below:

Table 4. 3

Pre-test and Post-test result in control class

Group	Highest Score		Lowest Score		Mean score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
control	80	84	48	48	66.13	69.07	8.772	8.972

According to the table above, the maximum score obtained by two students in the control class of 30 students was 80, and the lowest score obtained by one student was 48. Meanwhile, In the post-test, two students achieved the highest score of 84, while two students achieved the lowest score of 48. Based on the total score, there was found the

mean score was found to be 66.13 in the pre-test and 69.07 in the post-test. The researcher then calculated the standard deviation of the pre-test and post-test results. The pre-test standard deviation is 8.658, while the e the post-test standard deviation is 8.079.

2. Student' Reading Comprehension in Experimental (Using SWBS Strategy)

a. Pre-test Result in Eksperimental

The Researchers gave a pre-test in the experimental class on February 23, 2024. The pre-test was taken to measure students' reading comprehension before treatment. Analysis of the pre-test scores in the experimental class showed an average score of 67.20. The distribution of this score is presented in the following Chart 4.3

Chart 4.3

The Pre-test result in Eksperimen Class

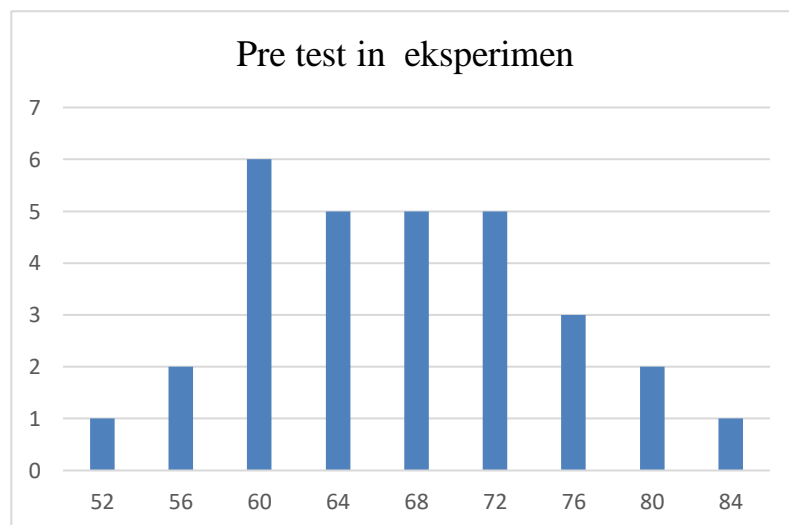


Chart 4.3 illustrates the distribution of scores among the 30 students. The breakdown is as follows: 1 student scored 52, 2 students scored 56, 6 students scored 60, 5 students scored 64, 5 students scored 68, 5 students scored 72, 3 students scored 76, 2 students scored 80, and 1 student scored 84. Then, the percentage of bar chart students pre-test can be seen in the following table:

Table 4. 4
The Percentage of Pre-test Score Categories

No	Qualification	Score		frequency	Percentage
1	Very Good	86	100	0	0,00%
2	Good	71	85	11	36,67%
3	Fair	56	70	18	60,00%
4	Poor	41	55	1	3,33%
5	Very Foor	<40		0	0,00%
		total		30	100,00%

Before the SWBS Strategy treatment in the experimental class, researchers conducted a pretest first. In the pretest data in the experimental class in Table 4.4, the Max interval score of 71-85 (36.67%) was obtained in the good category. Then, the minimum interval score of the pretest is 41-55 (3.33%) with a poor category. In addition, it can be seen that 56-70 (60%) is fair. This shows that before the SWBS approach is applied, students' reading

comprehension in the control class is still lacking. This can be seen from the maximum score of students is 71-85 (36.67%).

b. Post test Result in Eksperimental

To measure students' reading comprehension after the treatment, the researcher gave a post-test in the experimental class on Tuesday, April 3, 2024. The results of the post-test score analysis showed an average score of 73.60 in the experimental class. The distribution of these scores can be found in the attached data in Bar Chart 4.4:

Chart 4. 4
The Post-test Result in Eksperimen Class

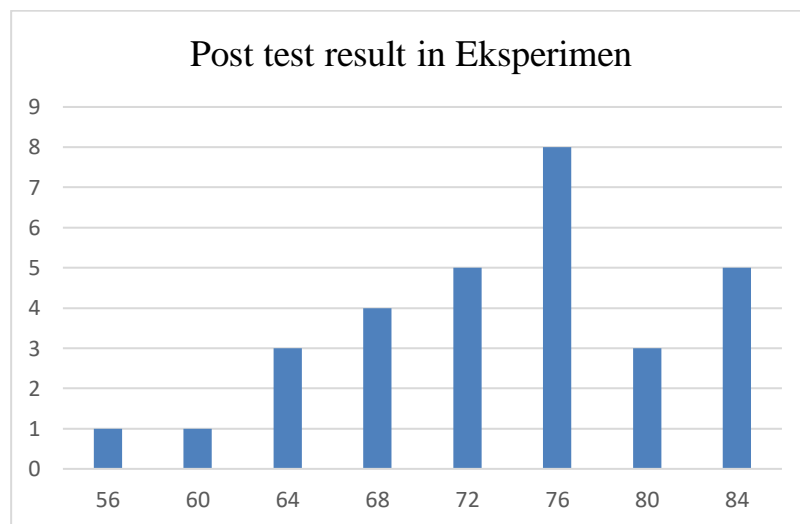


Chart 4.4 shows the distribution of scores among the 30 students in the post-test: 1 student scored 56, 1 student scored 60, 3 students scored 64, 4 students scored 68, 5 students scored 72, 8 students scored 76, 3 students scored 80, and 5 students scored 84. Then, the percentage of bar chart students post-test can be seen in the following table:

Table 4. 5

The Percentage Post-test Experimental Class

No	Qualification	Score	frequency	Percentage
1	Very Good	86-100	0	0,00%
2	Good	71-85	21	70,00%
3	Fair	56-70	9	30,00%
4	Poor	41-55	0	0,00%
5	Very Foor	<40	0	0,00%
		total	30	100,00%

Furthermore, the post-test score obtained after the application of the SWBS approach in the experimental class can be seen in Table 4.2, the maximum score is 71-85 (70.00%) with a good category. Then, the minimum pretest interval score is 56-70 (30.00%) fair, this shows that after the SWBS strategy approach is applied, students' reading comprehension in the experimental class has increased in percentage in the student score category. This can be seen from the total percentage which only has a maximum score of 71-85 (36.67%) to the maximum score of 71-85 (70.00%) students, and it can be seen in the bar chart that there is an indication that the SWBS Strategy treatment in the Experimental class has significant results from the comparison of scores between pretest and posttest.

c. The analysis of Pre-test and Post Test In the Experimental Class

The researcher also has the essential function of encountering four aspects of the score when establishing the result of the pre-test and post-test in the experimental group. The goal of this analysis is to determine the reading comprehension of students in the experimental class after eight meetings of learning activity. In other words, this analysis will answer the second research question of this research. They included the highest, lowest, mean, and standard deviation scores. By the data displayed in bar chart 4.3 and bar chart 4.4 the four aspects can be seen in table 4.1 below:

Table 4. 6

Pre-test and Post-test result in experimental class

Group	Highest Score		Lowest Score		Mean score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
experiment	84	84	52	56	67.20	73.60	7.899	7.472

According to the table above, the maximum score obtained by two students in the experiment class of 30 students was 84, and the lowest score obtained by one student was 52. Meanwhile, In the post-test, two students achieved the highest score of 84, while two students achieved the lowest score of 56. Based on the total score, there was found the mean score which achieves 67.20 on the pre-test and 73.60 on the post-

test. The researcher then calculated the standard deviation of the pre-test and post-test results. The pre-test standard deviation is 7.899, while the post-test standard deviation is 7.472

d. Result of Data Analysis

After collecting the data, the researchers analyzed it using an independent sample t-test. Before conducting the t-test, two assumptions must be satisfied. These assumptions need to be verified prior to examining the results of the data analysis using the independent sample t-test.

1. The result of the hypothetical Test

After determining that the data was normal and homogeneous, the researcher analyzed it using an independent sample T-test to determine the significance of the treatment effect. The hypotheses were:

H₀: There is no any significant effect of using the Somebody Wanted But So Strategy toward students' reading Comprehension

H_a: There is any significant effect of using Somebody Wanted But So Strategy toward students' Reading Comprehension

The criteria for acceptance and rejection of the hypothetical are :

H_a is accepted if Sig.(P-value) \leq 0.05

Table 4.7 Hypothesis

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil	post test control	30	69,07	8,971	1,638
	post test eksperimen	30	73,60	7,472	1,364

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	5% Confidence Interval of the Difference	
									Lower	Upper
hasilreadingcomprehension	Equal variances assumed	,916	,343	2,127	58	,038	-4,533	2,132	-4,668	-4,399
	Equal variances not assumed			2,127	56,164	,038	-4,533	2,132	-4,668	-4,399

Based on the results presented in Table 4.6, the significant value of Sig. (P-Value) or Sig. (2-tailed) for equal variance assumed conditions obtained from the independent sample t-test. = 0.038 and α of 0.05 or $t_{count} > t_{table}$ (2.132 > 2.048) means the decision is H_0 rejected and H_a accepted. Based on the results of these calculations, it can be concluded that there is a significant effect of using the Somebody Wanted But So strategy on the reading comprehension of class X students of SMAN 03 Rejang Lebong in the 2024/2025 academic year.

B. DISCUSSION

Reading is a method humans use to obtain information from written material. According to Lems, it is an interactive process where the reader engages with the text using strategies and prior knowledge.⁴⁵ Reading comprehension will develop well if it is linked to writing, listening, and speaking activities. This means that reading comprehension is an important skill in English that can develop other skills because if their reading skills are good, it will be easier for them to master other skills.

As previously explained, the data collection conducted by researchers used pretest and posttest in both classes. In the control class, the pretest was conducted before the application of the conventional approach with the lecture method, and the posttest was conducted after eight applications of the conventional approach. In the experimental class, the pretest was conducted before the application of the SWBS strategy, and the posttest was conducted after eight applications of the strategy. The following is a discussion of the research results in the control class and experimental class as well as the significance of the differences between them:

1. This study was conducted to measure the reading comprehension ability of students taught with traditional teaching methods. The study focused on two types of texts, namely narrative and retold texts, using class X IPS3 as the control class. Both classes went through several stages of

⁴⁵ Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p. 33

research: pretest, teaching implementation, and posttest. The data results were analyzed using SPSS 23 and the mean scores were obtained.

In the control class, the learning strategy used was the lecture method. The concept of narration was explained to the students, examples of stories were given, and reading comprehension tasks were given. In addition, students were divided into small groups and asked to discuss small examples and questions.

Despite various efforts to improve reading comprehension, students in the control class still faced significant difficulties in understanding reading texts, particularly narrative and recount text types. Based on the research findings and supported by Anderson's theory, this difficulty is largely due to the teaching approach which may still focus on the lecture method and word-for-word translation or reading the text in its entirety without paying special attention to deep comprehension.

2. Meanwhile in experimental class. This study examines the effectiveness of the SWBS strategy in students' reading comprehension. Class X IPS 1 is the class designated as the experimental class in which the SWBS Strategy treatment focuses on two types of texts: narrative texts and recount texts. The strategy is implemented by first asking students to form groups of 4-5 students; after explaining the SWBS concept, students are given a SWBS chart and a narrative text that matches the set theme. The students' task is to find the four main elements in the story - character, purpose, problem, and solution - and to fill in the table.

However, in the experimental class, students had an easier time comprehending the text. This was due to the implementation of the SWBS (Somebody-Wanted-But-So) strategy, which involves the use of tables to help students better organize information from the text. This strategy helps students identify key elements in the story such as the main character (Somebody), the character's goal or desire (Wanted), the conflict or problem faced (But), and the resolution or outcome (So). The application of this table makes it easier for students to understand the storyline and remember important information.

The theory proposed by Dian Tika supports the effectiveness of using tables in the SWBS strategy, stating that tables help students organize and simplify information from the text so as to facilitate the understanding process. With tables, students can see the relationship between story elements visually and systematically, which ultimately improves their ability to analyze and understand narrative and recount texts better. This approach also makes learning more interactive and student-centered, which not only improves comprehension but also increases students' interest and motivation in reading. It is this combination of clear structure and interactive approach that makes students in the experimental class more successful in comprehending reading texts.

3. Furthermore, the results of the data analysis prove that there are significant differences in the post-test scores of experimental and control class students. The results from the independent sample t-test presented in Table 4.7 show a significant p-value of 0.038, assuming equal variances

with an alpha level of 0.05. Additionally, the calculated t-statistic of 2.132 exceeds the critical t-value of 2.048 ($2.132 > 2.048$). These findings lead to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). Consequently, it can be inferred that the utilization of the Somebody Wanted But So the strategy has a significant impact on students' reading ability. Therefore, it can be concluded that H_a is accepted and H_0 is rejected. In other words, there is a significant difference between students who are taught through activities using the SWBS strategy in class X students of SMAN 3 Rejang Lebong compared to students who are not taught through the strategy.

This finding is in line with the SWBS strategy theory proposed by Macon et al. which states that SWBS is an effective strategy to improve students' reading comprehension. to improve students' reading comprehension.⁴⁶ This strategy helps students to generalize, recognize cause and effect, and find the main idea of reading. This is in line with, The results of this study indicate that SWBS is effective in improving reading comprehension.

This is also supported by Mursyida who conducted research using the SWBS strategy at MTS in Banda Aceh district on grade VIII students. The results of her research showed that there was a significant effect on reading comprehension between students who were taught the SWBS strategy and those who were not taught the strategy in narrative text in narrative text. In this study, the results obtained also showed a significant difference in improving students' reading

⁴⁶ Macon, J., Bewell, D., & Vogt, M. E.. Responses to literature: Grades K-8. New York: International Reading Association. (1991)

comprehension, after the application of the SWBS strategy. However, with the application of different samples, namely grade 10, and using 2 types of texts, namely recount and narrative. and The use of SWBS strategies to improve student's reading skills in this study shows its effectiveness.

In addition, Cahyanti found that the SWBS strategy is effective in improving students' reading comprehension of narrative text.⁴⁷The average post-test score in the experimental class was 53.33 while the average post-test score in the control class was 28.50. While in this study there was a significant increase compared to previous studies, namely with an average post-test score in the experimental class of 73.60 and a slight increase in the post-test score in the control class of 69.07. This study shows that the small significance value, expressed in the experimental post-test results, does not correspond to the results obtained in this study. In this study, the experimental class post-test score of 73.60 showed a significant increase compared to the control class post-test score of 69.07. This means that this study does not show a small significance value, but a higher significance value, which indicates a significant difference between the experimental and control classes in the post-test results.

Rahayu conducted research on the effectiveness of the Somebody Wanted But So (SWBS) strategy compared to the questioning strategy in improving students' reading comprehension. Her study specifically targeted class XI IPS at SMA N 14

⁴⁷ Rahayu, "The Effectiveness of Sombebody Wanted But So Then (SWBST) Strategy Toward Students' Reading Comprehension at Senior High School", (Thesis STKIP PGRI Sumatra Barat, (2014).

⁴⁷ Dian Tika Cahyanti, "The Implementation of Somebody Wanted But So (SWBS) Strategy in Increasing Students' Reading Comprehension Achievement at SMP 15 Bandar Lampung", (Thesis, Lampung University 2016)

Padang, focusing on narrative texts. By comparing the SWBS strategy to a conventional approach and examining two text types, recount and narrative, Rahayu found a notable enhancement in students' reading comprehension following the implementation of the SWBS strategy, despite the different texts used. This finding is in line with the results of Rahayu's research, which emphasizes the superiority of the SWBS strategy in improving reading comprehension, but also extends the application of this strategy to cover various types of texts.

After conducting the research, the researcher also found that among the five reading comprehension indicators, namely main idea, inference, supporting idea, cause and effect relationship, and character traits, the cause and effect relationship indicator has the highest percentage in terms of students being able to answer correctly. This shows that students can more easily understand and identify cause and effect relationships in the text they read through the SWBS (Somebody-Wanted-But-So) table. This finding is also supported by Prezler's research which states that the SWBS strategy helps students in generalizing information and recognizing cause and effect relationships.⁴⁸

According to Mursyida, students in the experimental class scored higher on the inference indicator compared to students in the control class.⁴⁹ This finding is in line with the research results which show that on the inference indicator (implied detail), students have a fairly good ability, with a high percentage of correct answers after applying the SWBS strategy. This indicates that students can capture the

⁴⁸ *ibid*

⁴⁹ *ibid*

implied meaning in the text and make logical conclusions based on the information available.

Also, Anggraini argues that teaching the SWBS strategy is a very practical and effective way to help students understand the main idea of a text⁵⁰. According to this study, the number of correct answers that included the main idea indicator was after the cause-and-effect and inference indicators. However, students' ability to understand the main idea of a text after applying the SWBS strategy is still far from their ability to understand the main idea of a text after applying the SWBS strategy. However, the results show that further attention and development are still needed in this area to improve students' overall comprehension.

According to Macon, the SWBS strategy can help students determine character traits.⁵¹ However, on the other hand, the character traits indicator has a lower percentage of correct answers compared to the indicators of causal relationship, inference, and main idea. This shows that students still have difficulties in understanding and identifying character traits in the text. Although the SWBS strategy is effective in several aspects of reading comprehension, such as causal relationships and inference, the aspect of character traits still needs further attention to improve students' ability to recognize and analyze character traits in the text.

Based on Mursyida's research, there was a significant improvement between students who were taught through summarizing activities using the SWBS strategy

⁵⁰ Anggraini, R The influence of Somebody Wanted But So strategy toward students' reading comprehension in narrative text at the eight grade students of SMP 22 Bandar Lampung in the academic 2018/2019 (Doctoral Dissertation). Universitas Islam Raden Intan Lampung, Lampung. . (2018).

⁵¹ *ibid*

and students who were not taught the strategy, especially in the aspect of supporting ideas.⁵² However, this study also found that the supporting ideas indicator was the lowest indicator that students could answer among the other five indicators. This shows that students still have difficulties in understanding and identifying supporting ideas in the text, even though the SWBS strategy has been applied.

According to Preszler, students find it easier to develop inferences from reading texts through this strategy. They can complete charts or graphic organizers that identify characters or relationships between characters in the story, then, this strategy can be adapted to other content areas⁵³. In this study, the researcher proved this strategy by trying to apply this strategy to narrative and recount texts, allowing students to more effectively understand and organize information from the text. The results showed effective results on students' reading comprehension, which was also agreed by Mursyida in her research on narrative texts, showing that this strategy can be applied effectively in improving students' ability to understand texts.

This study has some similarities with other studies, but the researcher would like to complement the information by using two types of texts in this study, namely narrative and recount. In this study, the researcher found that the results were very significant in improving students' ability to write recount and narrative texts. In particular, this study featured multiple recount texts, which was not found in other studies, which only featured one text to represent in the student reading test. Thus,

⁵² *ibid*

⁵³ Preszler, J. *On target: More strategies to guide learning grades 4-12*. Plaza Boulevard: ESA regions(2006)

this study featured two texts, which allowed me to explore students' abilities in recount text and reading comprehension more intensively.

From the results of the above research, it is clear that the SWBS strategy is effective on students' reading comprehension ability. This is also supported by the statement from Mursyida and Prezler: SWBS strategy is effective on students' reading comprehension ability for several reasons. First, his strategy can facilitate students in overcoming various problems that they often face when reading texts. These problems generally include difficulties in finding the main idea, understanding references, making inferences, and capturing supporting details from the text. Second, by using the SWBS strategy, teachers can help students to more easily solve these problems. This strategy provides a clear and structured framework for students to analyze and understand the text, thus improving their reading comprehension skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results in the fourth chapter and after conducting the results of the treatments, the researcher concludes that. The research showed that the application of conventional methods in the control class showed an improvement in the average score of students' reading comprehension, but this increase could not be categorized as a significant increase. The pre-test results showed an average score of 66.13 with a certain score distribution, while the post-test results showed an increase in the average score to 69.07. While there was an increase in the number of students who achieved higher scores after the treatment, from 10 students to 12 students, this difference was not significant enough to show that the conventional method had a substantial impact on students' reading comprehension. Therefore, it can be concluded that the application of the conventional strategy did not produce significant changes in students' reading ability in the control class.

The research shows that the Somebody Wanted But So (SWBS) strategy is effective in improving students' reading comprehension skills. The results showed that the average score of students increased from 67.20 before the use of the strategy to 73.60 after the use of the strategy. In addition, the study also showed that the use of SWBS strategy can improve students' reading comprehension

This research reveals a noteworthy disparity in post-test scores between students in the experimental and control classes. Analysis of the data, as presented in Table 4.7, indicates a significant p-value of 0.038, assuming equal variances and

an alpha level of 0.05. With a calculated t-statistic surpassing the critical t-value ($2.132 > 2.048$), the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_a). This outcome underscores the substantial impact of employing the Somebody Wanted But So (SWBS) strategy on students' reading proficiency. In essence, it highlights a marked divergence between students instructed with the SWBS strategy and those taught through conventional means in class X at SMAN 3 Rejang Lebong. Thus, it can be inferred that the adoption of the SWBS strategy notably enhances students' reading skills in comparison to traditional methods.

B. Suggestion

According to this study, instructing reading comprehension utilizing the Somebody Wanted But So (SWBS) strategy is proven to improve students' abilities. Therefore, to prove that this strategy can be used in all schools, the researcher provides two suggestions for two different parties.

The first suggestion is for English teachers. They can try to apply the SWBS strategy in improving students' reading comprehension. This strategy can facilitate students in overcoming various problems that they often face when reading texts. These problems generally include difficulties in finding the main idea, understanding references, making inferences, and capturing supporting details from the text. By using the SWBS strategy, teachers can help students to more easily solve these problems. This strategy provides a clear and structured framework for students to analyze and understand the text, thus improving their reading comprehension skills. Therefore, English teachers in reading classes are strongly recommended to adopt and integrate SWBS strategies in their teaching methods.

The second suggestion is for other researchers. Researchers who are interested in conducting research with SWBS strategies are advised to try applying these strategies to other skills besides reading comprehension, such as writing, speaking, or listening, to see if these strategies can also provide effective results in the context of other language skill

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