Abstract

This research aimed at finding out the effects of using random text strategy toward students’ reading comprehension at the tenth grade student of SMA Negeri 1 Wundulako. The importance of the topic of this research was to find out that if we use the random text strategy in teaching reading comprehension in senior high school students will give us positive effect and can probably increase the reading comprehension skill of the senior high school students. The objective of this research was to find out the effects of using random text strategy, the data and information about students’ reading comprehension at the tenth grade of SMA Negeri 1 Wundulako. This research was focused on the effect of using random text strategy towards student’s reading comprehension. The material applied was narrative text. The design of this research was Quasi – Experimental. The population of this research was the tenth grade students of SMA Negeri 1 Wundulako, and the sample of this research was 25 students of class X.IPS.3 as the experimental class, and 25 students of class X.MIPA.2 as the controlled class. The result of this research founded out that mean score of post-test 75.028 was higher than pre-test 46.104 and the value of tcount 34.170 was higher than ttable 2.064 at significant level 0.05 and degree freedom =24. It means that H0 was rejected and H1 was accepted. It can be concluded that there was an effects of using random text strategy towards students’ reading comprehension at the tenth grade of SMA Negeri 1 Wundulako.

Keywords: Random Text Strategy, Students’ Reading Comprehension
A. Introduction

In the senior high school curriculum, reading is one of the four skills in studying English. The standard competence of teaching reading is the students learning some texts in the form of narrative, report, descriptive, procedure, news it count in the context of daily life activities and to access knowledge. In addition, the questions in National Examination in English subject contain those kinds of texts and the students are asked to comprehend them. It means that comprehension is part of reading goal.

Although, teaching reading comprehension to senior high school is not an easy to teach reading especially, the teachers should use the appropriate way which have relations if they teach some text. Many students are not interested in reading text because they do not understand the content of the text. In order to overcome those problems in teaching reading comprehension, the teacher can use of interesting methods or strategies which are also suitable for the learners. The researcher propose done teaching strategy which has been shown to be a beneficial teaching in improving students' understanding of reading comprehension, which is by using random text strategy.

Besides, random text strategy is a disconnected reading text and the students arrange the text to be reading intact (Isabella, 2016). Random text strategy invites the students to train their creative and active thought so the students will be interested and not be bored in studying English especially in reading comprehension. This strategy is in accordance with language learning because it can help students think logically and chronologically. Therefore, researcher chose random strategy to see skills about reading comprehension of students because by using random strategy, students can be more active in learning to read and can improve students reading ability.

The objective of this research was to find out the effect of using random text strategy towards students reading comprehension at the tenth grade SMAN1 Wundulako.

The hypothesis of this research consists of:

\( H_0 \ = \) There was no effect of using random text strategy towards the students' reading comprehension at the tenth grade of SMAN 1 Wundulako.

\( H_1 \ = \) There was an effect of using random text strategy towards students reading comprehension at the tenth grade of SMAN 1 Wundulako.

B. Literature Review

1. Reading Comprehension

The major goal of reading for senior high school student is comprehension. Readers’ ability to understand to the author message is influenced by their background knowledge to the topic given in the text. According to Lems (2010), reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not atastic. Competency varies according to the purposes for reading and the text that is involved. Oakhill (2015) states
that reading comprehension is important, not only to understand text, but also for broader learning, success in education and employment. Karen (2015) says that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word of knowledge, and fluency. It means that a process reader on reading activities build understanding of the text. Therefore, reading comprehension means understanding what has been read before. It is an active process that depends not only on comprehension skill but also on the reader "experience and prior knowledge". There are combined logical thinking which is owned by a collection of letters, words and sentences in text and use world knowledge, and fluency.

2. **Teaching Strategies**
   Strategy is a plan, method, or series of activities designed to achieve a particular educational goal (David in Harumni, 2010). According to Mintzbergas quoted by Nickols (2016) point out that people use “strategy” in several different ways:

1. **Strategy is a plan, a "how," means of getting from here to there.**
2. **Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high-end" strategy.**
3. **Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.**
4. **Strategy is perspective, that is, vision and direction.**

   Aswanetal (2010) says that teaching strategy is a teacher’s plan in teaching and learning process to achieve a purpose which have plan.

Based on the previous statement, the researcher concludes that strategy is a important part in teaching process. Strategy can make the process of teaching learning more effective and interesting. The researcher uses strategy for teaching reading using random text strategy in teaching reading especially in narrative text.

3. **The Concept of Random Text Strategy**
   According to Isabella (2016), random text strategy of learning is a disconnected reading text and the students arrange the text to be reading intact. Random text strategy invites the student straining their creative and active thought, because in random text as active learning strategy, students arrange the text that have been cut into pieces to be a good sentence then the sentence will be arranged into a good and suitable paragraph. Hisyam (2010) states that random a text is best used for language course. With the strategy students are required to think logically with a sort of story line of reading.

   Based on the definition above the researcher concludes that random text is a good strategy where learners or students are required to logical thinking to sort the storyline or reading. This strategy will be suitable use for lessons language although it can also be used for other subjects.
4. The Strategy of Random Text
According to Anwar and Hendra (2011), strategy of random text consists of some steps, as follows:

1. Select the reading to be delivered.
2. Cut of the reading becomes some parts. Pieces can be one or two sentences.
3. Make the students some small groups.
4. Give each group reading intact and have been cut into pieces.
5. Give students assignments to arrange the parts so that can be read in sequence.
6. Students learn the text reading in a desired way.

Based on the previous strategy of random text the researcher concludes that this strategy requires students to think logically with sort of a storyline or reading. Besides training certain skills, strategy of random text can also foster a sense of solidarity within the group. It makes the students understand the material well and creates a classroom environment pleasant atmosphere but still serious.

5. Theory of Narrative Text

Narrative text is a story that is ‘told,’ conveyed to recipients, and this telling requires a medium; that is, it is converted into signs, a text that does not consist of narration in the specific sense. In every narrative text, one point to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event, a description of face, or of allocation (Bal, 2010)

Prasetya (2011) states that narrative is a type of text that is proposed to amuse and to deal with the actual and vicarious experience in different ways, narrative also deal with problematic events which in turn find are solution. Narrative text is a text which contains about story fiction or non-fiction. The purpose of which is to entertain, create, stimulate, emotion, motivate and teach readers.

From the previous explanations, narrative text has certain language features which are adapted from a story. It shows how the whole story is; also it becomes a special character of narrative text among other texts. Then, the main goal of narrative is to entertain, to get and pay attention from readers.

6. Teaching Reading Narrative Text Using Random Text Strategy

In teaching reading narrative text using random text strategy, the researcher should do prepare before starting the lesson. The researcher can do some procedures as follow:

1. The researcher conveys the competence to be achieved
2. The researcher gives the material and explains the material briefly about the narrative text
3. The researcher divides into 5 groups, each group consists of 3-4 students.
4. The researcher gives instruction to the students about the procedures of random text strategy in learning reading narrative text.
5. The researcher gives every group a narrative text that has been cut into pieces.
6. The researcher gives assignment to the student to arrange the text in to good narrative text so that can be read in sequence and make certain about generic structure of narrative text.
7. The researcher gives about 10 minutes for the students to discuss with their group.
8. After that, every group performs the result of their discussion. While, the other groups listen and add their opinion about the result that performed by their friends.
9. Every groups gives the reason why they select the sentences to be first paragraph, second paragraph, etc, then they must mention every part of the text based on the generic structure of narrative text.
10. The next after finished, the students answer the question based on the text. Then, the writer and the students discuss it together.

7. The Advantages of Random Text Strategy

According to Hisyam (2010), advantages of random text strategy are:

1. This learning strategy will make the students to learn while playing. They can recreate and learning and thinking, learn something relaxed and not make it stressful or depressed.
2. Besides making fun class and train certain skills, strategy of random text can also foster a sense of solidarity within the group.
3. Improving the ability to cooperate and socialize.
4. Understanding the material well.
5. Getting direct experience in the implementation of learning.
6. Creating a classroom environment that is pleasant atmosphere but still serious.
7. This strategy can encourage students to think more broadly.

C. Methodology

1. Research Design

This research used Quasi-Experimental design. According to Sugiyono (2011) quasi experimental design is one of kinds of research which used two groups, namely experimental class and control class is not chosen randomly. The difference between the experimental group and control group is in treatment.

The quasi experimental design consisted of experimental group and controlled group. In experimental class, the researcher provide Class X.IPS.3 that involved in experiment class who received Random Text Strategy as the treatment, while Class X.MIPA.2 involved as controlled class. In this class, there was no any treatment.

2. Participants/Respondents/Population and Sample
The population of this research was the tenth grade students of SMA Negeri 1 Wundulako in the academic year of 2019/2020 which consists of eight classes. The population was 200 students. This research used 50 students as a sample. The sample was divided by two groups that were the experimental group and control group. The first group was the experimental group (X.IPS.3) which consists of 25 students. The second one was the control group (X.MIPA.2) which consists of 25 students.

3. Technique of Data Collection

In doing this research the researcher used three activities to collect the data. The first was pre-test, the second was treatment and the last was post-test:

1. Pre-test

A pre-test provided some attributes or characteristics that were answered by the participants before they received treatment. Pre-test was given for both classes, X.MIPA.2 as the controlled group and X.IPS.3 as the experiment group. The test consisted of 30 questions of multiple choices.

2. Treatment

To conduct the treatment, the researcher gave a treatment used Random Text Strategy in teaching reading in experimental group and the researcher used common way of learning in control group.

3. Post-test

After giving treatment, the students must do post-test. The test was a written test. The type of post-test was multiple choice and it also consisted of 30 questions.

4. Instruments

In this research, the instrument used was a test. This research used pre-test and post-test in getting the data.

a. Pre-test

Pre-test was measured in some attribute or characteristic that you assess for participant in an experiment before they receive a treatment (Creswell, 2012).

b. Post-test

Post-test was measured on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2012).

In this research, the try out was conducted before the instrument was used to collect the data. It was used to find out the validity of the instrument. In order to know the validity of the data, the researcher counted it by using Microsoft Excel. Criteria of validity test:

- If $r$-count was bigger than $r$-value of table ($r_{xy}$-count>$r$-table), it means that the instrument was valid.
- If $r$-count was smaller than $r$-value of table ($r_{xy}$-count<$r$-table), it means that the
The instrument used in this research was reading test. The test was an objective test in the form of multiple choice questions. The reason is the multiple choice type that can be scored objectively and can measure learning outcome directly. There were 50 questions of multiple choice were tested in SMAN 1 Wundulako to know the validity of the test. Furthermore, the valid question was 30 questions used as the instrument of this research.

Questions given in pre-test and post-test between the experimental group and the control group in research was the same. The type of test in this research was multiple choices about narrative text, there were 30 of multiple choice questions.

5. Technique of Data Analysis

In analyzing the data, the researcher used descriptive statistic and inferential statistic. Descriptive statistics was used to describe the basic features of the data in the research and inferential statistic used to test the hypothesis to know the result have an effect of random text strategy in teaching reading comprehension on narrative text or not. After gaining the data the researcher got analyze by using SPSS 22.

D. Findings and Discussion

1. Findings

1. The Result of Students’ Test in Experimental Class and Controlled Class

The result of the data bellow was obtained through pre-test and post-test of experimental class and control class.

Table 1 The Result of Students’ Pre-Test and Post-Test in Experimental Class and Controlled Class

| No. | EXPERIMENTAL CLASS | CONTROLLLED CLASS |
|-----|-------------------|-------------------|
|     | Initial | Pre-Test | Post-Test | Initial | Pre-Test | P0st-Test |
| 1   | H       | 30       | 60       | PZ     | 36.6    | 60       |
| 2   | S       | 56.6     | 86.6     | R      | 66.6    | 76.6     |
| 3   | SA      | 26.6     | 56.6     | AR     | 36.6    | 56.6     |
| 4   | AY      | 60       | 86.6     | ARD    | 80      | 86.6     |
| 5   | DY      | 46.6     | 76.6     | NWN    | 56.6    | 66.6     |
| 6   | AA      | 80       | 93.3     | L      | 50      | 70       |
| 7   | PPM     | 40       | 70       | SNTM   | 46      | 56       |
| 8   | RSS     | 40       | 70       | AFF    | 80      | 90       |
| 9   | A       | 70       | 90       | RZK    | 70      | 86.6     |
| 10  | MM      | 60       | 90       | AK     | 50      | 70       |
| 11  | SV      | 40       | 66.6     | IAZA   | 46.6    | 66.6     |
| 12  | MA      | 30       | 60       | NR     | 46.6    | 66.6     |
| 13  | AN      | 26.6     | 56.6     | JL     | 66.6    | 76.6     |
| 14  | GD      | 36.6     | 66.6     | ATB    | 60      | 80       |
| 15  | RRA     | 36.6     | 66.6     | CLH    | 40      | 70       |
| 16  | WW      | 40       | 76.6     | I      | 40      | 60       |
2. Descriptive Analysis of Pre-Test

In this section, there were two kinds of analysis that would be explained, they were experimental class and control class.

2.1 Experimental Class

The description below was the result from students’ score at pre-test in experimental class. The result of students’ score that was obtained from pre-test result in experimental class could be seen in the following table:

| Table 2 Students’ Score on Pre-test in Experimental Class. |
|----------------------------------------------------------|
| **Descriptive Statistics**                               |
| Pre-test in Experimental Class                           | N | Minimum | Maximum | Mean    | Std. Deviation |
|----------------------------------------------------------|---|---------|---------|---------|----------------|
| Valid                                                    | 26.6 | 8.0     | 8.0     | 8.0     | 16.0           |
| 2                                                        | 2   | 8.0     | 8.0     | 28.0    | 48.0           |
| 3                                                        | 3   | 12.0    | 12.0    | 12.0    | 64.0           |
| 5                                                        | 5   | 20.0    | 20.0    | 20.0    | 48.0           |
| 4                                                        | 4   | 16.0    | 16.0    | 16.0    | 64.0           |
| 2                                                        | 2   | 8.0     | 8.0     | 8.0     | 8.0            |
| 3                                                        | 3   | 12.0    | 12.0    | 12.0    | 8.0            |
| 1                                                        | 1   | 4.0     | 4.0     | 4.0     | 4.0            |
| 1                                                        | 1   | 100.0   | 100.0   | 100.0   | 100.0          |

From the computation of data, it was found that the total number of students in experimental class were 25. The minimum score of pre-test in experimental class was 26.6, the maximum score was 80. The standard deviation was 13.3661 and the mean score of pre-test was 46.104. In order to classify of the students’ score on pre-test of experimental class could be seen in the following table:
Table 3 Classification of Students’ Score of Pre-test in Experimental Class

| Classification | Interval score | Frequency | Percentage |
|----------------|----------------|-----------|------------|
| 1 Very High    | 90-100         | 0         | 0%         |
| 2 High         | 70-89          | 2         | 8%         |
| 3 Enough       | 50-69          | 7         | 28%        |
| 4 Low          | 0-49           | 16        | 64%        |
|                | N=25           |           | 100%       |

Based on table 3 could be seen that the result of students’ score of pre-test in experimental class indicated there were 2 students classified high with percentage was 8% where their score were 70-89, 7 students classified enough with percentage was 28% where their score were 50-69, and 16 students classified low with percentage was 64%. In conclusion, students’ score on pre-test in experimental class generally low.

From the Table 1 could be seen that the result of students’ score of experimental class indicated there were 2 students classified high, 7 students classified enough and 16 students classified low.

2.2 Controlled Class

The description below was the result from students’ score at pre-test in controlled class. The result of students’ score that obtained from pre-test result in controlled class could be seen in the following table:

Table 4 Students’ Score on Pre-test in Control Class.

| Descriptive | N | Minimum | Maximum | Mean | Std.Deviation |
|-------------|---|---------|---------|------|---------------|
| Post-Test control class | 25 | 30.0 | 80.0 | 50.50 | 14.647 |

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Valid 30.0 | 2 | 8.0 | 8.0 | 8.0 |
| 36.6 | 3 | 12.0 | 12.0 | 20.0 |
| 40.0 | 5 | 20.0 | 20.0 | 40.0 |
| 50.0 | 4 | 16.0 | 16.0 | 56.0 |
| 46.6 | 2 | 8.0 | 8.0 | 64.0 |
| 50.0 | 3 | 12.0 | 12.0 | 88.0 |
| 56.6 | 1 | 4.0 | 4.0 | 92.0 |
| 50.0 | 2 | 8.0 | 8.0 | 100.0 |

From the computation of the data, it was found the total numbers of students in controlled class are 25 students; the minimum score of pre-test in controlled class was 30. The
maximum score was 80. The standard deviation was 14.6470 and the mean score of pre-test was 50.504. And then, the classification of the students’ score on pre-test of control class could be seen in the following table:

**Table 5 Classification of Students’ Score of Pre-test in Controlled Class**

| No. | Classification | Interval score | Frequency | Percentage |
|-----|----------------|----------------|-----------|------------|
| 1   | Very High      | 90-100         | 0         | 0%         |
| 2   | High           | 70-89          | 3         | 12%        |
| 3   | Enough         | 50-69          | 8         | 32%        |
| 4   | Low            | 0-49           | 14        | 56%        |

N=25 100%

Based on table 5, it could be seen that the result of students’ score of pre-test in controlled class indicated there were 3 students classified high with percentage 12%, 8 students classified enough with percentage 32%, 14 students classified low with percentage 56%.

3. Descriptive Analysis of Post-Test

In this section, there were two kinds of analysis that would be explained, they were experimental class and controlled class.

3.1 Experimental Class

The description below was the result from students’ score at post-test in experimental class after being taught Random Text Strategy. The detailed explanation is in the following:

**Table 6 students’ Score on Post-test in Experimental Class**

| N | Minimu | Maximum | Mean  | Std. Deviation |
|---|--------|---------|-------|----------------|
| 25 | 56.6   | 93.3    | 75.02 | 10.978         |

| Valid | Percent | Valid Percent | Cumulative Percent |
|-------|---------|---------------|-------------------|
| 56.6  | 8.0     | 8.0           | 8.0               |
| 60.0  | 8.0     | 16.0          | 32.0              |
| 66.6  | 12.0    | 32.0          | 60.0              |
| 70.0  | 12.0    | 44.0          | 72.0              |
| 76.6  | 16.0    | 88.0          | 96.0              |

25 100.0
From the computation of data, it was found that the total number of students in experimental class are 25. The minimum score of post-test in experimental class was 56.6, the maximum score was 93.3. The standard deviation was 10.9786 and the mean score of pre-test was 75.028. In order to classify the students’ score on post-test of experimental class could be seen in the following table:

**Table 7 Classification of Students’ Score of Post-test in Experimental Class**

| No. | Classification | Interval score | Frequency | Percentage |
|-----|----------------|----------------|-----------|------------|
| 1   | Very High      | 90-100         | 3         | 12%        |
| 2   | High           | 70-89          | 14        | 56%        |
| 3   | Enough         | 50-69          | 8         | 32%        |
| 4   | Low            | 0-49           | 0         | 0%         |
|     |                |                | N=25      | 100%       |

Based on table 7, it could be seen that the result of students’ score of post-test in experimental class indicated there were 3 students classified very high with percentage 12%, 14 students classified high with percentage 56%, 8 students.

From the table 7 could be seen that the result of students’ score of experimental class indicated there were 3 students classified very high, 14 students classified high and 8 students classified enough.

3.2 Controlled Class

The description below was the result from students’ score at post-test in control class after being taught by conventional method. The detailed explanation was in the following:

**Table 8 students’ Score on Post-test in Controlled Class**

|               | N | Minimum | Maximum | Mean | Std.Deviation |
|---------------|---|---------|---------|------|---------------|
| Post-Test controlled class | 25 | 56.6    | 90.0    | 69.56 | 9.782         |
| Valid N(listwise) | 25 |         |         | 0    | 1             |

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Valid     | 56.6    |               |                    |
| 4         | 16.0    | 16.0          | 16.0               |
| 3         | 12.0    | 28.0          |                    |
| 5         | 20.0    | 48.0          |                    |
| 5         | 20.0    | 68.0          |                    |
| 4         | 16.0    | 84.0          |                    |
| 1         | 4.0     | 88.0          |                    |
| 2         | 8.0     | 96.0          |                    |
| 1         | 4.0     | 100.0         |                    |
From the computation of the data, it was found that the total number of students in controlled class were 25 students. The minimum score of post-test in controlled class was 56.6, the maximum score was 90.0. The standard deviation was 9.7821 and the mean score of post-test was 69.560. The distribution of student's post-test score in control class was presented below:

| No. | Classification | Interval score | Frequency | Percentage |
|-----|----------------|----------------|-----------|------------|
| 1   | Very High      | 90-100         | 1         | 4%         |
| 2   | High           | 70-89          | 12        | 48%        |
| 3   | Enough         | 50-69          | 12        | 48%        |
| 4   | Low            | 0-49           | 0         | 0%         |
|     |                |                | N=25      | 100%       |

Based on table 9 could be seen that the result of students' score of pre-test in controlled class indicated there were 1 student classified very high with percentage 4%, 12 students classified high with percentage 48%, 12 students classified enough with percentage 48%.

4. Inferential Statistic

Before testing of the hypothesis, firstly it was conducted the normality of the data for each class. The data on pre-test and post-test can be seen in the following table:

|                  | Pre-Test | Post-Test |
|------------------|----------|-----------|
| N                | 25       | 25        |
| NormalParameters |          |           |
| Mean             | 46.104   | 75.028    |
| Std.Deviation    | 13.3661  | 10.9786   |
| MostExtremeDifferences |    |          |
| Absolute         | .156     | .134      |
| Positive         | .156     | .117      |
| Negative         | -.079    | -.134     |
| TestStatistic    |          |           |
| Asymp.Sig(2-tailed) |    |           |
|                  | .119c    | .200c     |

One-Sample Kolmogorov-Smirnov Test

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
The table showed that, the data normally of pre-test had Asymp.Sig.(2-tailed) was 0.119>0.05 and the data post-test had Asymp.Sig.(2-tailed) was 0.200>0.05, it can be concluded the data pre-test and post-test were normal distribution.

**Table 11. Test Normality for Controlled Class One Sample**

|                  | PreTestKontrol | PostTestKontrol |
|------------------|----------------|-----------------|
| N                | 25             | 25              |
| NormalParameters\(^{a,b}\) |                 |                 |
| Mean             | 50.504         | 69.560          |
| Std.Deviation    | 14.6470        | 9.7821          |
| MostExtremeDifferences |            |                 |
| Absolute Positive | .165           | .162            |
| Absolute Negative | -.104          | -.101           |
| TestStatistic Asymp.Sig.(2-tailed) | .077\(^c\) | .089\(^c\) |

**One-Sample Kolmogorov-Smirnov Test**

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

And also, for the controlled class the table showed that the data normality of data pre-test had Asymp.Sig.(2-tailed) was 077 >0.05 and the data had Asymp. Sig(2-tailed) was 089>0.05, it means that the data was distributed normally.

After that, the variance of the homogeneity was checked to see whether the classes that used for research were homogeneous or not. The homogeneity can be seen in the Table 12:

**Table 12. The Result of Homogeneity Test**

| LeveneStatistic | df1 | df2 | Sig. |
|-----------------|-----|-----|------|
| 1.002           | 1   | 48  | .322 |

The table above showed that the homogeneity of the daily English students of class X.MIPA.2 and X.IPS.3 the value of sig. was 0.322>0.05. It means that the data was distribution homogeneity.
After conducting the computation of normality and homogeneity test, it can be continued with hypothesis testing to prove whether there was an effect of using Random Text Strategy in teaching reading comprehension at tenth grade. In this research the result of pre-test and post-test of conventional method as the controlled class. For testing the hypothesis, it was needed the value of post-test from experimental class and controlled class shown by the table:

Table 13 Summary of Statistic Data as the Result of Hypothesis Testing

|                  | N  | Mean | Std.Deviation | Std.ErrorMean |
|------------------|----|------|---------------|---------------|
| Post-Test
Experimental | 25 | 75.02| 10.978        | 2.1957        |
| Post-Test
Control           | 25 | 69.56| 9.782         | 1.9564        |

One-Sample Statistics

One-Sample Test

|                  | N  | Mean | Sig.(2-Tailed) | 95% Confidence Interval of the deviation |
|------------------|----|------|----------------|----------------------------------------|
| Experimental     | 34.17| 0.00| 75.028         | 79.560                                 |
| Control          | 35.55| 0.00| 69.560         | 73.598                                 |

Hypothesis testing used to investigate whether there was an effect of Random Text Strategy toward the students’ reading comprehension at the tenth grade of SMA Negeri 1 Wundulako. To find out the degree of freedom (Df) the researcher use formula Df=N-1, where N=25, so Df=25-1=24 at the significant level (α)0.05. Based on the result of testing hypothesis showed that tcount(34.170)>table (2.064). Where the tcount was higher than table, this indicate that the H1 was accepted and H0 was rejected which meant that there was an effect of using Random Text Strategy in reading comprehension at the tenth grade of SMA Negeri 1 Wundulako.
2. Discussion

The objective of this research was to find out the data and information whether there was any effect of Random Text Strategy towards students’ reading comprehension at the tenth grade of SMA Negeri 1 Wundulako, whether effective or not. The design of this research was quasi experimental design by using two kinds of class namely experimental class and controlled class. In experimental class, the researcher gave treatment by applying Random Text. According to Isabella (2016), random text strategy is a random text reading and students manage the text intact for readability. Random text strategy invites students to train creative and active thinking, because in random text as an active learning strategy, students organize text with random paragraphs into full, good and appropriate text. While in the controlled class, the researcher conducted teaching without using any treatment.

Furthermore, the research findings of the data which was taken from 25 students of experimental class had the mean score of pre-test was 46.104 before using Random Text. After giving 4 times treatments for experimental class using Random Text, the researcher got the mean score of post-test was 75.028. The researcher then, got the standard deviation score was 10.9786 in the experimental class.

Meanwhile, from the description of score in controlled class, researcher got the mean score of pre-test was 50.504. In this class, the researcher did not give the students treatment using Random Text, but the researcher only gave a narrative text. After conducting 4 meetings without treatment, the researcher got the mean score of post-test was 69.560. The researcher got the standard deviation score was 9.7821. It means that the standard deviation score of experimental class was higher than controlled class.

Then, from the data testing researcher can infer that both the pre-test and post-test had normal distribution as shown by the normality test that was done by using SPSS. It was also confirmed that both experimental class and control class were classified as homogenous group according to the SPSS calculation, because the result of homogeneity test above showed that the degree of significance was 0.322. It was also bigger than 0.05. So it can be concluded that both of the groups were homogenous.

In addition, based on the result of data analysis, the value of ttable in the degree of significance of 0.05 was 2.064. Then, the value of tcount was 34.170. In other word, tcount>ttable (34.170>2.064). In this case, (34.170) value of t count was higher than ttable (2.064). Therefore, H0 was rejected and H1 was accepted.

Based on the explanation from the discussion above, the implementation of Random Text Strategy in teaching reading comprehension had an effect of students’ reading comprehension at the tenth grade of SMA Negeri 1 Wundulako, was successful after being given treatment with Random Text Strategy.
E. Conclusion

Based on the result of the data analysis in chapter IV, the researcher concludes that there was a significant effect of Random Text Strategy towards students’ reading comprehension at the tenth grade of SMA Negeri 1 Wundulako. The researcher found the difference between learning by using Random Text Strategy and without using any technique. Based on the data, the researcher found the different of the mean value, minimum and maximum value of the pre-test and post-test where the mean of pre-test 46.104 and post-test 75.028, the minimum score pre-test 26.6 and minimum score post-test 56.6, the maximum score pre-test 80 and maximum score post-test was 93.3. Based on the result of hypothesis testing, it was found that (tcount) > (ttable). It means that rejected $H_0$ and $H_1$ accepted. Based on the explanation above, the researcher concluded that there was an effect of Random Text Strategy towards the students’ reading comprehension at the tenth grade of SMA Negeri 1 Wundulako.

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