

**THE EFFECT OF SNIPS STRATEGY ON STUDENTS' READING
ABILITY IN COMPEREHNDING ACCOUNTING TEXT**

(Quasi-Experimental Research on Students' Accounting of SMK Negeri 1 Kota
Bengkulu in Academic Year 2018/2019)



THESIS

Submitted as a partial requirements for
The degree of S.Pd (Sarjana Pendidikan) in English Education

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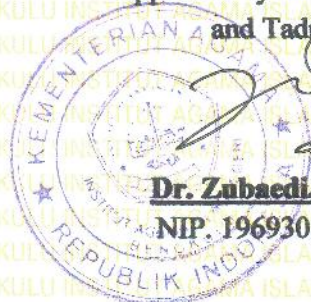
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MOTTOS

"Verily, after the difficulty there is a facility, then when you are finished, do the other (things). And only to Allah SWT shall you hope"

(Q.S. Al-Insyirah : 6-8)

"Then can be miracle when your believe, sometime you will because your believe"

"Three word that I applying when do something are sincere, integrity and loyalty"

"You will never know if you are never try "

(writer)

DEDICATION

Bissmillahirohmanirrohiim

In the name of Allah, the most gracious and merciful. All praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis.

Shalawat and shalam to our prophet Muhammad SAW, his family and friends.

This thesis was dedicated to :

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I hereby sincerely state that the thesis titled **“The Effect of SNIPS Strategy on Students’ Reading Ability in Comprehending Accounting Text (A Quasy Experimental Research on students’ Accounting of SMK Negeri 1 Kota Bengkulu in the academic year 2018/2019)”** is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

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Bengkulu, May 2019

The Researcher

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ABSTRACT

Wiwit Nopianti, 2019. THE EFFECT OF SNIPS STRATEGY ON STUDENTS' READING ABILITY IN COMPREHENDING ACCOUNTING TEXT. (Quasy-Experimental Research on Students Accounting of SMK Negeri 1 Kota Bengkulu in Academic Year 2018/2019)

Advisor :1. Risnawati, M.Pd 2. Feny Martina, M.Pd

This research is about The Effect of SNIPS Strategy on Students' Reading Ability in Comprehending Accounting Text. (Quasy-Experimental Research on Students Accounting of SMK Negeri 1 Kota Bengkulu in Academic Year 2018/2019. The Objective of This Research of this research was found out whether Using SNIPS Strategy can be improve Students' Reading Ability. This research used quasi experimental method. The technique of data collecting was used reading ability (Reading Test). There are two test, Pre-Test and Post-Test. The data of this reasearch was used quantitative and the design is quasi experimental research.

The population of the research was all class XI accounting of SMK Negeri 1 Kota Bengkulu in accademic year 2018/2019 that consist of 103 students. The sample of the research was students of XI.AK1 as experiment class and XI.AK2 as control class that consist of 75 students. Then, the research instrument was in the form of 20 multiple choice-test items. The experimental class as to know students' ability in reading comprehension was used SNIPS Strategy.

The research concluded that there was significant differences in reading ability in comprehending accounting text between the students who were taught by using SNIPS Strategy and that of those who were not at SMK Negeri 1 Kota Bengkulu. The mean score of post-test of experiment class was 86.14 higher than control class was 58.43. The result was showed that significant T-count of 9.752 was higher than T-table (1,69) of significant 0,05, its' mean that there is significance different on students reading ability in notice by Using SNIPS Strategy.

Keywords : SNIPS Strategy, Reading Ability, Accounting Text

ABSTRACT

Wiwit Nopianti, 2019. PENGARUH STRATEGI SNIPS PADA KEMAMPUAN SISWA DALAM MEMAHAMI TEKS AKUTANSI. (Quasi-Ekperimental Pada Siswa Akutansi di SMK Negeri 1 Kota Bengkulu Tahun Ajaran 2018/2019)

Advisor : 1. Risnawati, M.Pd 2. Feny Martina, M.Pd

Penelitian ini tentang Pengaruh Strategi SNIPS Pada Kemampuan Siswa Dalam Memahami Teks Akutansi. (Quasi-Ekperimental Pada Siswa Akutansi Di Smk Negeri 1 Kota Bengkulu Tahun Ajaran 2018/2019). Tujuan dari penelitian ini untuk mengetahui apakah penelitian ini adalah untuk mengetahui apakah dengan menggunakan strategy SNIPS bisa meningkatkan kemampuan membaca siswa dalam bahasa inggris. Penelitian ini menggunakan metode quasi ekperimen. Teknik pengumpulan data yaitu Pre-tes dan Pos-tes.

Populasi adalah siswa kelas sebelas jurusan akutansi pada SMK Negeri 1 Kota Bengkulu pada tahun ajaran 2018/2019 dengan total 103 siswa. Sampel dari penelitian ini adalah siswa kelas XI.AK1 sebagai kelas eksperimen dan XI.AK2 sebagai kontrol kelas yang terdiri dari 70 siswa. Kemudian, instrumen penelitian berupa 20 item soal pilihan ganda. Berdasarkan statistik ada perbedaan yang signifikan dalam peningkatan pemahaman membaca teks akutansi antara siswa yang diajar dengan menggunakan strategi SNIPS dan mereka yang tidak.

Peneliti menyimpulkan bahwa terdapat perbedaan yang signifikan dan juga dan bagaimana dampak yang signifikan terhadap yang telah diajarkan dengan menggunakan strategi SNIPS dan mereka yang tidak. Hasil nilai rata-rata pro-test kelas eksperimen adalah 86,14 lebih tinggi dari kelas kontrol yaitu 58,43. Hasilnya menunjukkan T-hitung 9.752 lebih tinggi dari T-tabel (1,69) signifikan 0,05, yang berarti ada pengaruh pada kemampuan membaca siswa dengan menggunakan Strategi SNIPS.

Kata kunci : Strategi SNIPS, Kemampuan membaca, Teks Akutansi

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CHAPTER I INTRODUCTION

A. Background of Study

In teaching learning of English process, the student should master four skill, which essential for the purpose of communication, there are : listening, speaking, reading and writing. Those are integrated skills, which cannot separate each other. One of the ways of learning process it is through reading, because reading one of the important skill and should be learned more servings in learning English. According to Gruyter, reading is a process that requires impromation from the text means.¹ Then, notes that while adequate language proficiency is important for succesfull reading.² Therefore, it is undeniable that reading is as one of important activieties of learning process.

However in teaching learning process of English, most of teachers still abolish their teaching strategy. That's because of the limited strategies used by English teachers to teach, they only use plain strategy into reading in the classroom. Whereas, many strategy that can use in teaching learning process of english reading, such as, SQ3R strategy, KWL strategy, REAP strategy, QAR strategy, SNIPS strategy and many others. Time constraints are another problem in the teaching and learning process because the new curriculum is so that teachers cannot implement the strategies they have well, especially in this new curriculum students should not be charged with the existence of homework so that all student materials are discussed and done in class.

¹ M Gruyter, *Current trends in the developing and the teaching in the four skills*. (New York, 2006), P:281

² M Gruyter, *Ibid* P:361

Moreover, in reading activity, many students get difficulties to understand the English texts. For students there are many obstacle during reading an English text. The obstacle is caused by some factor, such as difficult words, the lack of vocabulary or their background of the topics, length of the text.

Based on preliminary observation, at SMK Negeri 1 Kota Bengkulu the achievement of students in reading comprehension is still poor. It can be seen from the results of students in English exam. It because by some factors such as : lack of study hours because of new curriculum, there is no English spesifically for students in every major, students difficult to understand the text, low mastery of vocabulary, low of students motivation and interests , and also teaching strategy is not varies. The data take from document and interview with English teacher of accounting major at SMK Negeri 1 Kota Bengkulu.

Based on observation above, the teacher needs a strategy to motivate to make students interest in studying English. One of strategy is SNIPS (Star, Note, Identify, Plug and See) Strategy. SNIPS is a strategy in reading comprehension that have five steps strategy such as ; star with question, note what can learned from hints, identify what is important, plug the important into the text, and see if you can explain the visual to others, its means the strategy can improve students reading comprehension.³ Otherwise, it can helps the reader know they can rely on information in the text as well as their background knowledge.

³ Libby G. Cohen, Loraine J Spenciner, *Teaching Students with Mild and Moderate Disabilities*. (University of Virginia: 2004), p.449

In SNIPS strategy, the teacher will guide the students to find information in the reading text through two broad categories is in the text and in my head. Then these categories are then each subdivided, they are right there, putting the part together, author and me and on my own. Whereas, this strategy the students can be easier to comprehend the text.

Based explanation above, the research want to offer one of strategies, which may be able give impact on students reading ability in comprehending accounting text by using SNIPS strategy.

Based on background above, the researcher interested in carrying out the research entitled : **“The Effect of SNIPS Strategy on Students’ Ability in Comprehending Accounting Reading Text” at students’ Accounting of SMK Negeri 1 Bengkulu in Academic Year 2018/2019.**

B. Identification of Problem

Many problems that faced by the students of first year on students’ Students’ Accounting of SMK Negeri 1 Kota Bengkulu in reading comprehension as follows: the first, the teacher does not have good strategy and the medium is complication, so the students hard to understand. Besides the teachers, have a little ability about transfer their knowledge to students. In teaching process, the teacher should use the appropriate teaching media in the teaching process that makes the students understand English more easily.

The second is social function: The students students’ are not able to identify topic of the text. The students are not able to analyze the

important word in the text. the students are not able to get information from the text. The students have difficulties in understanding the topic. The students have difficulties in making inference. The students have lack of vocabulary.

The third, the students are afraid to ask and to understand about the material which they are studying, and if they do not understand it can make them bored and do not seriously in learning English.

C. Limited of Research

The study focused on teaching reading comprehension by using SNIPS strategy on Students' Ability Accounting of SMK Negeri 1 Kota Bengkulu . The limitation of the research focus on the effect of SNIPS strategy on students' Ability Reading Compehension on Students' Accounting of SMK Negeri 1 Kota Bengkulu.

D. Research Questions

Based on the background above, the researcher formulated the question as follow: (1) Was there any significant effect in comprehending accounting reading text between the students' who were taught using SNIPS strategy and those who are not at SMK Negeri 1 Kota Bengkulu ? (2) Was there any significant difference in comprhending accounting text between the students' who taught using SNIPS strategy and those who were not at SMK Negeri 1 Kota Bengkulu ?

E. Research Objective

Based on the background of study and research problems above, the purpose of the study can be formulated as follows : To find out the significant difference in comprehending accounting reading text between the students' who are taught using SNIPS strategy and that who are not at SMK Negeri 1 Kota Bengkulu

F. Significance Research

1. For the reader. It will be useful for the reader to know the importance of SNIPS strategy to improve their reading comprehension.
2. For the students. The students can improve their ability in reading skill by using SNIPS strategy .
3. The third for the teacher. They can improve their teaching of reading by using SNIPS strategy .
4. For the writer. This study will be one of her experiences in writing English while she is studying in the English Department.

G. The Definition of Terms

1. SNIPS strategy

SNIPS strategy is a five steps strategy such as start with question, note what can be learned from hints, identify what is important, plug the important matter into the text, and see if you can explain the visual to someone to comprehend the information. In this research, the researcher

uses this technique to improve students reading comprehension of the eleventh grade students' Accounting of SMK Negeri 1 Kota Bengkulu.

2. Reading Comprehension

According to Anderson et al in Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency.⁴ In this research, reading comprehension is the goal that will be achieved by he students by using SNIPS strategy in reading accounting text.

⁴Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*. (London: Guildford Press, 2007), P:2

CHAPTER II LITERATURE REVIEW

A. The Concept of Reading

1. Definition of Reading

Reading is an activity of the reader to get information from what they are reading. Furthermore, reading is not only an activity to read a text but also the process of the reader to build meaning based on the context of the text related their reading experiences and background knowledge. As Hartman and Stork (cited by Zainudin) stated that reading is the skill of recognizing and understanding written language in the form of sequences of graphic signs and its transformation into meaning full speech.⁵

Also, according to Miller (cited by Güldenoğlu) added that reading could be defined in the most functional way as follows: In the process of reading, the readers first decode the words in the written texts by using appropriate orthographic, phonetic, and morphological knowledge and skills. Then, the readers associate decode of words with their existing phonological lexicon, their previous knowledge, and their experience. Finally, by analysis the sentences that are composed by syntactic characteristics, readers arrive at the intended message.⁶

⁵ Zainuddin, Opcit, Pp. 12

⁶ Birkan Güldenoğlu, "The Effects of Syllable-Awareness Skills on the Word-Reading Performances of Students Reading in a Transparent Orthography", *International Electronic of Elementary Education*, 8(3), 425-442, 2016. Pp, 425-426

Beside that, according to Sahin stated that reading is a dynamic inferring process that makes communication between writer and reader.⁷ It mean that reading can be interpreted as ability of the reader to understand the writer thought written language.

Futhermore, reading is a multidimensional process such as fluency and word recognition which must be mastered and reading comprehension will be emphasized because if the latter is weak, it will not be able to make guesses on what happens next or connecting on what they are reading to their own prior knowledge and experience.⁸

The effective learning emphasizes the importance of learning as a personal process, where each student builds his personal knowledge and experience Personal knowledge and experience is built by each student through interaction with his environment. Students themselves construct meaning about what they learn. In this case learning must be able to orient students to be able to play their role in the future life with the ability, knowledge, attitude and various skills that have been given more meaningful.

Most technical-vocational students do poorly in reading competence in English likewise in technical performance because maybe they cannot understand well the instructions given or written in the English language.

This obstacle led to the English teacher then developing collaboration with

⁷ Ayfer Sahin, "The Effect of Text Types on Reading Comprehension", *Mevlana International Journal of Education (MIJE)*, Vol. 3 (2), 2013. Pp.57

⁸ _____(n.d.). The importance of readingcomprehension. Retrieved November 11 2018, from <http://www.k12reader.com/the-importance-of-reading-comprehension/>

vocational teachers to form teaching materials or materials that had relevance. The material is then presented in the interrelation syllabus and implemented in teaching materials to be taught in each class. The implication is that English teachers will understand in depth English material, also understand the knowledge related to basic competencies in vocational skills.

From the definitions above, it can be concluded that reading is a capability of the reader to transformation sign word, visual graphic, written language into meaningful language.

2. The Importance of Reading

As we know that, there are four skills in English that we should mastery. It listening, writing, reading, and speaking. Reading are one of the most important skill in English. In reading, we are not only read the text but also it can be facilities or the way to get information from the text.

Unfortunately, many people preferred learn to mastery more than one language than learning to read. Even though, some previous studies have proven that reading is essential. It can enhance people's social skills, improve hand-eye coordination, and provide with endless fun and entertainment.⁹

Besides that in educational, reading are play important in learning English. Some previous studies believe that students that have good

⁹ Erna Iftanti, "A Survey of the English Reading Habits of EFL Students in Indonesia", *TEFLIN Journal*, Vol. 23 No. 2, 2012. Pp. 149

habitually in reading are more easy to mastery other skill in English.¹⁰ It essential that students who learning English as their foreign language establish good English read

ing habits because they are very much involved in and greatly benefit from English reading practices. Also, it can be seen when the students are reading some text, they are accidentally get new vocabulary where it could be one of important component in learning other skills in English such as in speaking skill.

Mastery of English as an international language is a vital thing that must be mastered by students. Vocational schools do not only produce intermediate workers who are competent in mastering science and technology, but students are also able to communicate their skills in English so that they are expected to be able to have a career at international level.

3. Types of Reading

According to Brown, there are several types of reading in the classroom:¹¹

a. Oral reading and silent reading

Occasionally, teacher will have reason to ask the students to read orally.

At the beginning and intermediate levels, oral reading can:

- 1) Serves as an evaluative check on bottom up processing skill.
- 2) Double as a pronunciation check.
- 3) Serve to add some extra students participation if teacher want to highlight a certain short segment of reading passage.

¹⁰ Erna Iftianti, Ibid, Pp. 150

¹¹ Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. (Michigan: San Fransisco State University, 2001) P.31 2

For advanced levels, usually only advantages can be gained reading orally. The teacher want to use oral reading to serve these purpose because the advantages of oral reading can easily come into:

- 1) Oral reading is not very authentic language activity.
- 2) While one student is reading, others can easily lose attention.

Silent reading may be subcategorized into intensive and extensive reading.

a. Intensive Reading

Intensive reading is reading shorter text (anecdotes, short narrative, descriptions, etc) to extract specific information. This is more accuracy involving reading for details. In this course, each text is read carefully and through for maximum comprehension. In intensive reading, teacher provides direction and help before, sometimes during, and after reading. Students do exercises that require them to work in depth with various selected aspect of the text.

Intensive reading calls students attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning implications, and rhetorical relationships.

b. Extensive Reading

Extensive reading is reading longer text (book, long articles, essays, technical report, etc), usually for someone's pleasure. In this type, students are usually given more freedom to choose reading materials that attract them and they are more responsible in finding materials within

their language proficiency range. The text that they read may be completely of their own selection or to some extent selected by the teacher.

4. The Aspects of Reading Comprehension

According to Nuttal, there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regarded as difficulties that the students encounter in comprehending the text.

a) Identify Main Idea

Main idea is called the topic sentence. Topic sentence tells what the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to reader to infer or reason out. The main idea is the most important idea that the author develops throughout the paragraph.

b) Locating Reference

Locating references are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

c) Making Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Comprehend explicitly stated information, the readers need conscious knowledge of the language and background knowledge of the topic under discussion.

Inference is needed in order to make a sense of the ideas of the text.

d) Detail Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

e) Understanding Vocabulary

Childs vocabulary is strongly related to his comprehension and ease of learning to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Many studies agree that reading ability and vocabulary size are related.

B. Reading Copenhension

1. Definition of Reading Comprhension

According to Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹² So, in comprehending a topic, the readers interacts with the text relates to the question of the text to prior experiences of construct meaning which can be found in the text.

Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they got nothing from the text. Therefore the teachers have to be more concerned about the problem. Comprehension entails three elements:

a) The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading an interest in the content being read, self efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic, discourse knowledge, knowledge of specific comprehension strategies).

The cognitive capacities include attention, memory, criticalanalytic ability, inference, visualisation ability, etc. Meanwhile, motivation refers

¹² Snow, Catherine. Reading for Understanding: Toward a Research and Development Program in Reading Comprehension.(Arlington: Rand, 2002) p.1 1 .

to the purpose of the reader in reading, an interest to the text being read. Finally, various types of knowledge include vocabulary mastery, domain and topic knowledge, and knowledge.

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which text, and they give students instruction they need to meet both short-term and long-term comprehension for certain comprehension strategies.

b) The text is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and representation of the mental models embedded in the text.

c) The activity in which comprehension is a part

Activity refers to dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and

the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purpose for the activity can be change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purposes either incomplete or irrelevant.

C. Teaching Reading to Students' Accounting in Curriculum 2013

K13 is current curriculum applied by Indonesian government. In this case the curriculum is an integrated curriculum, that is curriculum models that can train skills, themes, concepts, and topics both in the form of single discipline, in some disciplines and within and between learner.¹³ In other words, the curriculum is integrated as a concept can referred to as learning systems and approaches disciplinary education or subject/field of study for provide a broad and broad experience for students.

The meaning is said because in the integrated curriculum concept, participants students will understand the concepts they learn as a whole and realistic. It is widely said that what they are processing is not only in just one open space there are all cross discipline that are good mentioned between one another.¹⁴ So, curriculum 13 models can train skills, themes, concepts, and topics, and disciplines. Based on syllabus K13 for Senior

¹³ Loeloek Endah Poerwati, Sofan Amri, Panduan Memahami Kurikulum 2013, (Jakarta: PT Prestasi Pustakarya, 2013), P, 28.

¹⁴ Ibid, P, 29

High School, reading is one of skills that taught in English language material, in the syllabus about reading there are several materials, namely Daily activities, Telling about people's job, invitation, message, guest handling, making curriculum vitae, understanding graph and many others.

D. The Factors Influencing Student's Reading Comprehension in Accounting Text

According to Harris and Smith, there are five factors of reading comprehension.¹⁵ There are:

a) Background Experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

b) Language Ability

In the process of reading comprehension, language ability is important. One must have basic knowledge of English language such as syntax, semantic, etc. in order to read a reading text.

c) Thinking Ability

Thinking is a basic component of comprehension, when we read a book we have to see relationship, make comparison, follow sequence of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

¹⁵ A Larry Harris, and Smith B Carl, *Reading Instruction*. (New York: 1986), P.48

d) Affection

Affective factors are important to comprehension educators are increasingly recognizing that the students' interest, motivations, attitudes, beliefs and feeling are important factors that cannot be taken for granted or ignored in educational process.

e) Reading Purpose

The purposes of reading are important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story. The factors of reading accounting text in reading purpose include SNIPS strategy because SNIPS strategy use picture of graph, maps, chart or visual representation to focus on a key issue to find main idea. SNIPS strategy plays an important role in helping students reading accounting text .

E. The Nature of SNIPS

The goal of the SNIPS strategy is to use to turn the visual aid on a page into a tool for reading comprehension. This approach will benefit the visual learner since they are typically drawn to visual representations. However, the non-visual learner will benefit by having a method for putting text and meaning to pictures, graphs, charts and other visual representations.¹⁶ Reading comprehension may be improved by using SNIPS strategy. SNIPS strategy is a five step strategy that focuses on understanding and

¹⁶ http://www.saddlebackdps.com/2011_10_01_archive.html

interpretations of visual aids such as pictures, graphs, charts, maps, time lines, and other visual representations found in texts.¹⁷ There are some similarities among SNIPS strategy, SQ3R strategy, REAP strategy and MULTIPASS strategy. The SNIPS steps are: start with question, note what can be learned from hints, identify what is important, plug the important matter into the text, and see if you can explain the visual to someone. As such, SNIPS may be used effectively with more text-based approaches to enhance student understanding of reading assignments.

In conclusion, SNIPS is usually used with visual aid to find the main idea in each paragraph of a reading assignment, the visual learner usually drawn to visual representation. SNIPS may be used effectively with more text-based approaches to enhance student understanding of students reading assignments.

F. The Technique and Strategy of Teaching Reading

The aim of reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use a comprehensive strategy lesson. Comprehension strategy lessons are tactics or procedures which effective readers utilize to interact with the written text, and to understand this writing on a literal, inferential, critical, and

¹⁷ Libby G. Cohen, Loraine J Spenciner, *Teaching Students with Mild and Moderate Disabilities*. (University of Virginia: 2004), p.449

creative level. Effective reader employ such strategy automatically prior to reading, as they read and once they have finished reading.¹⁸

There are many teaching techniques and strategy that can be employed in teaching reading comprehension such as SNIPS strategy, REAP, and MULTIPASS. It is the teacher's duty to select and use the suitable techniques and strategies for their classroom. Many factors involved in making it successful and acceptable such as the atmosphere of learning environment and the condition of place where it is taught and also students' condition.

G. Using SNIPS Strategy towards Students' Reading Comprehension in Accounting Text

In the process of reading, many aspects are involved in getting reading comprehension. They are motivations, teacher competencies, student's skill and interest, methods, approaches, strategies, and technique in gaining students reading comprehension. It is SNIPS strategy.

SNIPS strategy is a five step strategy that focuses on understanding and interpretations of visual aids such as pictures, graphs, charts, maps, time lines, and other visual representations found in texts. There are some similarities among SNIPS strategy, SQ3R strategy, REAP strategy and MULTIPASS strategy. The SNIPS step are: start with question, note what can be learned from hints, identify what is important, plug the important matter it into the

¹⁸ Barbara Flanagan. Reading is a Strategic Thinking Process. *Improving Students Understanding of Text and Context*. (Musselburg, Scotland: Graet Britain, 1996) P. 99

text, and see if you can explain the visual to someone. As such, SNIPS may be used effectively with more text-based approaches to enhance student understanding of reading assignments.¹⁹ Using strategy will help the students comprehend the information contained in your assignment. SNIPS strategy can improve students' reading comprehension. In short, the SNIPS strategy plays an important role to helping students' ability in comprehending accounting reading text.

H. Relevant Research

There some related studies that had been done by some researcher. First, Smith (2014).²⁰ "*The Effect of SNIPS Strategy on ESP Reading Comprehension*". The present the study intended to investigate the effect of SNIPS strategy on reading comprehension of L2 learners of science and technology majors. The finding revealed that better comprehension can be gained through restoring to while reading activities. In fact, experimental group which was exposed to while reading activities gained considerable activities in comprehension than control group. Result of this study revealed that giving information through restoring to reading activities might become a useful tool for teachers of ESP to facilitate the learners reading comprehension. Basically, Smith's research is almost the same with this strategy. Both of these strategies are explore the strategy in reading activity.

¹⁹ Libby G. Cohen, Loraine J Spenciner, *Teaching Students with Mild and Moderate Disabilities*. (University of Virginia: 2004), p. 499

²⁰ Smith (2014). *The Effect of SNIPS Strategy on ESP Reading Comprehension*. *Journal of English and Education* 2014

Second, Nurjannah (2013).²¹ “*The Effect of Using SNIPS Strategy towards students Reading Comprehension of the Second Year Students at MTS YPI Kuala Enok*”. The research was aimed to improve students’ reading comprehension by using SNIPS strategy of second year students at MTS YPI Kuala Enok. The of this research subject was conducted at VIII-A class of MTS YPI Kuala Enok in Academic year 2012/2013. The class consisted of 25 students. The result indicate that SNIPS strategy has been effective to improve students reading comprehension. It this research showed the everage of score was 70.20. Therefore, it can be concluded that the students reading comprehension taught by using SNIPS strategy is better than students reading comprehension taught by using conventional strategy.

From the two previous study above, the is similarity and differences. The similarity are the first and the second research discuss about the effect of using SNIPS strategy in reading comprehension by using experimental research. On the other hand, the differences is the first research focus on ESP reading comprehension, and the second research only focus on reading comprehension. So, based on the comparison of the two previous study above, the research found that the teaching English specially on reading subject by using SNIPS strategy is effective and successfully to overcome problem of reading. By using SNIPS strategy the students can enjoyable explore their idea.

²¹ Nurjannah (2013). “*The Effect of Using SNIPS Strategy towards students Reading Comprehension of the Second Year Students at MTS YPI Kuala Enok*” from: <https://www.nurjannah.ac.idat>.

Therefore, in this research the researcher want to examine the SNIPS strategy to improve reading achievement at SMK Negeri 1 kota Bengkulu to discover whether using SNIPS strategy can improve student reading comprehension or not.

I. Hypothesis

Ha : There was a significant difference in comprehending accounting reading text between the students who were taught using SNIPS strategy and those who were not.

Ho: There was no significant difference in comprehending accounting reading text between the students who were taught of using SNIPS strategy and those who were not.

CHAPTER III RESEARCH METHOD

A. Research Design

This research was quasy experimental research. This research operated two variables and consisted of two groups. According to Creswell, quasy-experimental was experimental situation in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.²² . According to Ary et al stated that quasi-experimental design were similar to randomized experimental designs in that it involves manipulation of the independent variable in which the samples were not randomly assigned.²³ This research operated two variables and consisted of two classes. They are experimental class and a control one. One of them was experimental class that taught by using SNIPS strategy. In contrast, the control group was treated without using SNIPS strategy.

Table 1
Research Design

Class	Pre –test	Indenpendent	Post-test
Control	0 ₁	-	0 ₂
Experiment	0 ₃	X	0 ₄

Notation:

0₁ = Pre-test of control class

¹ John W. Creswel. *Educational Research*.(New Jersey: Person Education, 2008) p. 645

²³ DonaldAry, et all. *Introduction to Research in Education* (Wadsworth Cengage Learning, 2010). Page. 316.

- 02 = Post-test of control class
- 03 = Pre-test of experiment class
- 04 = Post-test of experiment class
- X = Treatment by using SNIPS strategy

Both of the experimental and control groups was pre-test to all of the samples, pre-test give to find out the students reading comprehension before using SNIPS strategy. Then, the teacher taught reading materials by using SNIPS strategy for experimental group and using teacher's conventional strategy for control group. After eight meeting, both of groups will given the test again (post-test) to find out the effect of using SNIPS strategy towards students reading comprehension.

B. The Population and the Sample of the Research

1. Population

According to Ary, et. all population is defined as all members of any well-defined class of people, events, or objects.²⁴ Schreiber says, "the population in social science research refers to all of your potential participants; Schreiber stated that think of it as the whole group of people in which you are interested".²⁵

As a result, population is attractive group of object that is used in the research. Schreiber also says, "the sample of participants for your

²⁴ Donald Ary, *et.al.*, *Op. Cit*, p. 148

²⁵ James B. Schreiber, *The Interrelationship of Question, Sampling, Design and Analysis*, Educational Research, (India: John Willey and Sons Inc, 2011. P.89

study is part of the population, and all or some possess of characteristics that make them members of the sample group. Those characteristics will have a conceptual or theoretical definition and an operational definition. The conceptual definition uses multiple constructs to create an overall definition, such as socioeconomic status”.²⁶ Consequently, population is combination of some samples that had same characteristic. These sample that is used by researchers in their research.

Population of this research are the students at the second semester of the eleventh grade of SMK Negeri 1 Kota Bengkulu in the academic year of 2018/2019. The population of this research consist of 92 students including three classes. It can be seen in the table follow :

Table 2

**The Population of The Tenth Grade of SMK Negeri 1 Kota Bengkulu
in the Academic Year of 2018/2019**

No	Class	Gend		
		Male	Female	
1	AK 1	8	27	35
2	AK 2	7	28	35
3	AK 3	5	27	32
Total		25	77	102

Source: SMK Negeri 1 Kota Bengkulu in Academic year of 2018/2019

²⁶ *Ibid. P 301*

2. Sample

Sample is any subgroup of a larger (Mueller, 1992: 78).²⁷ The sample of this study is taken purposively, which is known as purposive sampling. Wallen and Fraenkle (1991: 138) states that in that purpose sampling, the researcher will use previous knowledge of a population and will use personal judgment to select the sample. The researcher assumed that personal knowledge of population were used to judge whether a particular sample was representative.

There were 70 students at the same level (70 out of population) that was taken as sample. The researcher take two classes as the sample, where 35 students are taken from each class. They are given pre test and post test. They were divide into two groups, 35 students for the experimental group and 35 students for the control group. The experimental group was taught by using SNIPS Strategy, while the control group was not taught using SNIPS Strategy.

The researcher considered the 70 students as the sample based on the similar criteria of students:

1. The average score (6-7) of the previous semester scores
2. The age of 15-17 years old
3. Taught by the same teacher

²⁷ Mualler, D. (1922). An interactive guide to Educational Research: A Moduler Approach, Boston, MA: Allyn and Bacon. P,78

Table 3

**The Sample of The Tenth Grade Accounting of SMK Negeri 1 Kota
Bengkulu in the Academic Year of 2018/2019**

No	Classess	Total
1	AK 1 (Experimental Class)	35
2	AK 2 (Control Class)	35
Total		70

C. The Technique of Collecting Data

In collecting the data, the writer was used reading comprehension test. There were two test, pretest and posttest that was given to the sample of this study. The test means examination or trial of something to find its quality, value, and compositions. It is also something for measur knowledge, intelligent, ability of an individual group (Hatch & Farhady, 1982; 44). In constructing the test, the writer do some step: (1) preparing the test. The test was inform of multiple choice reading comprehension test, (2) asking the expert judgement on the appropriateness. It is the judgement from the writer's advisors, (3) Trying out the test. The writer did the try out at SMK Negeri 1 Kota Bengkulu which has similar characteristic with the sample, (4) analyzing the result, whether or not it is valid and reliable, (5) producing the final test, (6) conducting the test.

The writer give pre test to the control group and the experimental group as the sample of this study, before conducting the teaching

experiment to the experimental group. It was to measure the students' reading comprehension mastery before the experiment. Finally, the post test will given to the sample, after the experiment conducted. It was to measure the students' reading comprehension achievement after the treatment.

D. Research Instrument

To gather the data, the researcher used some instruments, they are :

1. Observation

The observation using by the researcher to gather the information about all the things happening in the process of teaching and learning by observing the whole section of the teaching and learning process in the classroom.

2. Reading Comprehension Tests

In this research, the researcher used test as instrument of the research both of classes. They were experimental class and control class, because the researcher wanted to measure the students reading score from pre test and post test between both classes.

In pre test and post test, the researcher used test that consisted of 20 multiple choice questions about identifying meaning of word, identifying detail information, identifying implicit information, and identifying the generic structure related of the text.

3. Field notes

The data collection methods selected for the research project included field notes. During classroom observations, I will take field notes of the experiences I have during the process of data gathering. Lessons observed taught in Tshivenda. The field notes assisted me to gain a better understanding of how teachers taught reading comprehension. According to Maykut and Morehouse (1994:74) the importance of field notes can be described as follows:

The keen observations and important conversations one has in the field cannot be fully utilized in a rigorous analysis of the data unless they are written down. The qualitative researcher's field notes contain what has been seen and heard by the researcher, without interpretation. In other words, the participant observers primary task is to record without inferring feelings to the participants and without inferring why and how something happened.

In addition, the field notes also assisted me to access the subject and to record what I heard and observed in an obtrusive manner.

E. The Procedures in Teaching Reading Comprehension

1. The stages for the Experimental Group

The writer taught reading comprehension using SNIPS Strategy, where each meeting took time allocation about 2 x 45 minutes.

- a. Pre-activities the teacher prepared the student for the subject matter and identified their prior knowledge.
 - 1) Choosing the text the teacher worked to identify the text and typing the title of the text on the board
 - 2) Brain storming the teacher asked students to discuss with one another and retrieve their previous knowledge about the subject. Then asked them what they knew about the subject. The process of recording ideas continues until the end of the ideas that the student think about.
- b. Whilt - activities (50 minutes)
 - 1) The teacher gives students a chunk of text to read
 - 2) The teacher asks the students lightly mark a checklist (✓) with pencil next to each paragraph that text clearly understand and to mark a question mark (?) next to any paragraph that contains material that they do not understand.
 - 3) The teacher asks the students when students reach the end of the chunk of material to retell in their own words, what they have read. The teacher gives the instruction to the students to concentrate on the paragraph they have marked with a question mark (?) and engage in any of the following fix-up strategies.
 - a) Start with Questions

The reader begins by clarifying his/her goals by asking him/herself "Why am I looking at this visual aid?" The reader then asks questions to determine what kinds of information on which to

focus, depending on the type of visual aid presented. Ask "What picture is it?" and "What's the motion or emotion?" For graphs and charts, the reader considers "What is being compared?" and "How are the things being compared?" For maps, the reader asks "What key areas are important to see?" and "What makes them key areas?" Questions like "The time line shows what?" and "What is the starting and ending dates and the time intervals?" may be asked for time lines.

b) Note What Can Be Learned From Hints

In order to answer the questions, look for hints or clues about the meaning of the visual aid in the title, caption, lines, numbers, or colors. Activate prior knowledge as it relates to the subject.

c) Identify What Is Important

Identify the main idea of the visual aid as well as two facts represented in the visual aid.

d) Plug the Important Matter It Into the text

Consider how the visual aid relates to the main ideas of the text.

e) See If You Can Explain the Visual to Someone

Explain the visual aid to another person, or explain it aloud to yourself if no one is available. What is the graphic about? How

does it relate to the text? What are the best hints about the meaning, and why are they good hints ? ²⁸

c. Post-activities

Teacher carefully observed the students working independently language experience. Gave the follow up by giving homework.

2. The stages for the Controll Group

In the class AK 2 was control class the consist 35 students, the stages for the Controll Group In the control group, the student were given pre-test and post test but receive no treatment at all (McMillan, 1992:176). The writer donot teach the control group. However, if the student in control group are taught by the English teacher of the school, it is not the treatment from the researcher.

F. Technique of Analyzing Data

1. Normality Test

Normality test is a group of data to know whether the data distribution is normal curvey or not. In this researcher user Kormogrov Smirnov normality test. Kormogrov Smirnov is used to the goodmess of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standart deviation.

²⁹Based on the statistical counted about normality test with believe $\alpha = 0,05$

²⁸ <http://www.muskingum.edu/~cal/database/general/reading>.

²⁹ Daniel Muijis. *Doing Quantitative Research in Education with SPSS*, (London: SAGE Publication, 2004), Page. 1

2. Homogeneity Test

Before the T-test, F-test will be carried out. To find out the similarities of variance of both sample the F count is then compared with F-table.³⁰

3. T- test

The next data analysis procedure as T-test. T-test is a statistic which used to find out the significant difference of two mean' sample on two variabel compared.

Quantitative data analysis was used in this study. The writer found out the means score. The writer also find out the significant differences within the group and between the groups in terms of comprehending accounting reading text. The writer also measured how much the contribution of SNIPS strategy on students' comprehending accounting reading text.

In finding the mean of the tests, the writer found out the normality of the pre-test and post-test, and the homogeneity of the test. Then, the researcher used of post-test of experimental and control classes. The scores had been analyzed statistically. The technique of the data analysis used in this research was Independent T-test formula.³¹

$$t_0 = \frac{Mx - My}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

³⁰ Arnisti Muhe and Amirudin Tawe The effect of the entrepreneurial learning design on students' enterpreneurial competence in vocational hih schools in makassar. *International journal & science education*, Vol. 11 (9). 2016 .Pp3152.

³¹ Prof. Dr. Sugiono. *Statistika untuk Penelitian*. (Bandung : Alfabeta, 2011), p.136

Where:

T_o : The value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

S_1^2 : Standard deviation of experimental class

S_2^2 : Standard deviation of control class

N : Number of the students

The t-table employed to see whether there a significant difference between the mean score of both experiment and control group.

Then, the result of students score in pre test and post test would be classification based on scale interval categories created Daryanto (cited by Sari).³² As follows:

Table 3.5

Scale Interval Categories

Interval	Qualification
0 – 40	Poor
41 – 55	Very poor
56 – 70	Avarage
71 – 85	Very Good
85 – 100	Excellent

³² Dian Permata Sari, “An Analysis of Students’ Reading Comprehension Based on Four Levels Comprehension Skill”, retrieved on October 5, 2017, Page: 9 from ejournal.iainbengkulu.ac.id/index.php/linguists/article/download/102/9

CHAPTER IV RESULT AND DISCUSSION

A. Result

In this part, the result of the research was presented. The result showed that the students' test in learning reading comprehension at first grade students' of SMKN 1 Kota Bengkulu was increased. The finding of this study were obtained based on data analysis as presented in Chapter III. The finding were as follow.

1. The Finding of Reading Accounting Text Score

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the students before the experimental was conducted and the post-test was given at the end of the experiment.

a. The Description of Pre-Test and Post-Test Scores in the Experimental Class.

Table 4.1
The Score Distribution in Experimental Class

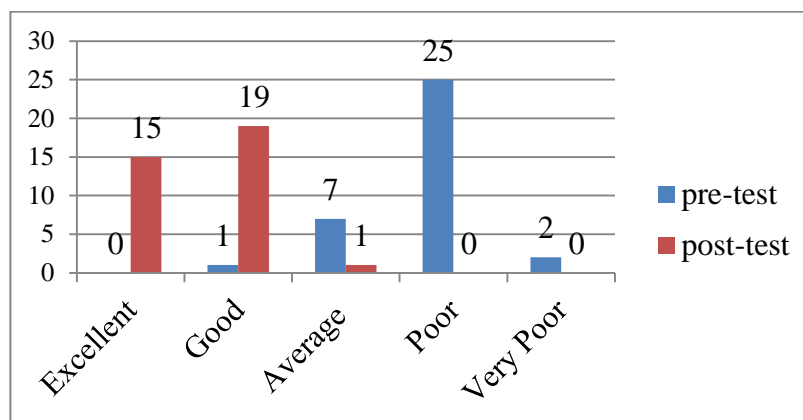
Score Interval	Category	Pre Test		Post Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
85 – 100	Excellent	0	%	15	43%
71 – 85	Good	1	3%	19	54%
56 – 70	Avarage	7	20%	1	3%
41 – 55	Poor	25	71%	0	%
0 – 40	Very poor	2	6%	0	%

Based on table 1, the pre-test in the experimental group, there was 0 (0%) students in excellent category, 1 (3%) students was in good category, 7 (20%) students were avarage category, 25 (71%) students were in poor category, and 2 (6%) were very poor category. While, in post-test, there was 15 (43%) students in excellent category, 19 (54%) students was good category, 20 (60%) students were avarage category, 1 (3%) students were poor category, and 0 (0%) students were very poor category.

Graphically, the total score of students pre-test and post-test in experimental group can be seen on figure 4.1

Figure 4.1

Students' Pre-Test and Post-Test in Experimental Class



Graph for Pre-test and Post-test Scores in Experiment Class

Based on Figure 4.1, the post-test score was higher than pre-test score.

It means teaching reading comprehension by using SNIPS Strategy could increase the students' Reading Comprehension score.

The distribution of pre-test and post-test scores in the experimental Class can be seen On Table 4.1

b. The Description of Pre-Test and Post-Test Scores in the Control Class.

The distribution of post-test and pre-test score in control class can be seen on table 4.2.

Table 4.2

The Score Distribution in Control Class

Score Interval	Category	Pre Test		Post Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
85 – 100	Excellent	0	0 %	0	0 %
71 – 85	Good	0	0 %	0	0 %
56 – 70	Avarage	5	14 %	20	57 %
41 – 55	Poor	20	57 %	15	43%
0 – 40	Very poor	10	29 %	0	0 %

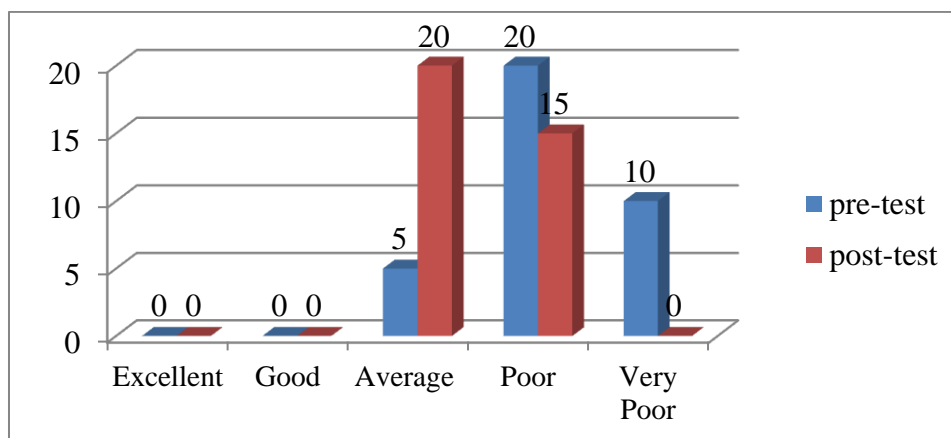
Based on table 2 above, the pre-test in the control group, there was 0 (0%) students in excellent category, 0 (0%) students was in good category, 5 (17%) students were avarage category, 20 (57 %) students were in poor category, and 10 (29 %) were very poor category. While, in post-test, there

was 0 (0%) students in excellent category, 0 (0%) students was good category, 15 (43%) students were average category, 20 (57%) students were poor category, and 0 (0%) students were very poor category.

Graphically the total score of students pre-test and post-test in the control class can be seen on figure 4.2

Figure 4.2

Students' Pre-Test and Post-Test in Control Class



Based on Figure 4.2, the post-test score was higher than pre-test score were relatively the same.

2. The Normality and Homogeneity of the Data Score

Before analyzing the data, homogeneity and normality of the data should be measured. In determining homogeneity and normality of the data Kolmogorov-Smirnov test was used.

a. The Result of Normality Data of Pre-Test Score

In analyzing the normality of the data test of pre-test scores, one sample Kolmogorov-Smirnov test used. The test of normality of pre-test scores of the experimental group and can be seen on table 4.3

Table 4.3

Test of Normality of Pre-Test Scores of the Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Pre-Test Experiment class
N		35
Normal Parameters ^a	Mean	52.86
	Std. Deviation	7.101
Most Extreme Differences	Absolute	.199
	Positive	.199
	Negative	-.172
Kolmogorov-Smirnov Z		1.178
Asymp. Sig. (2-tailed)		.125

One-Sample Kolmogorov-Smirnov Test

		Pre-Test Experiment class
N		35
Normal Parameters ^a	Mean	52.86
	Std. Deviation	7.101
Most Extreme Differences	Absolute	.199
	Positive	.199
	Negative	-.172
Kolmogorov-Smirnov Z		1.178
Asymp. Sig. (2-tailed)		.125

a. Test distribution is Normal.

b. Calculated from data

The kolmogorov-smirnov test of the pre-test of the experimental class showed that significance were 0,125, since P-value (0,125) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test scores of the experimental class can be seen on figure 4.3

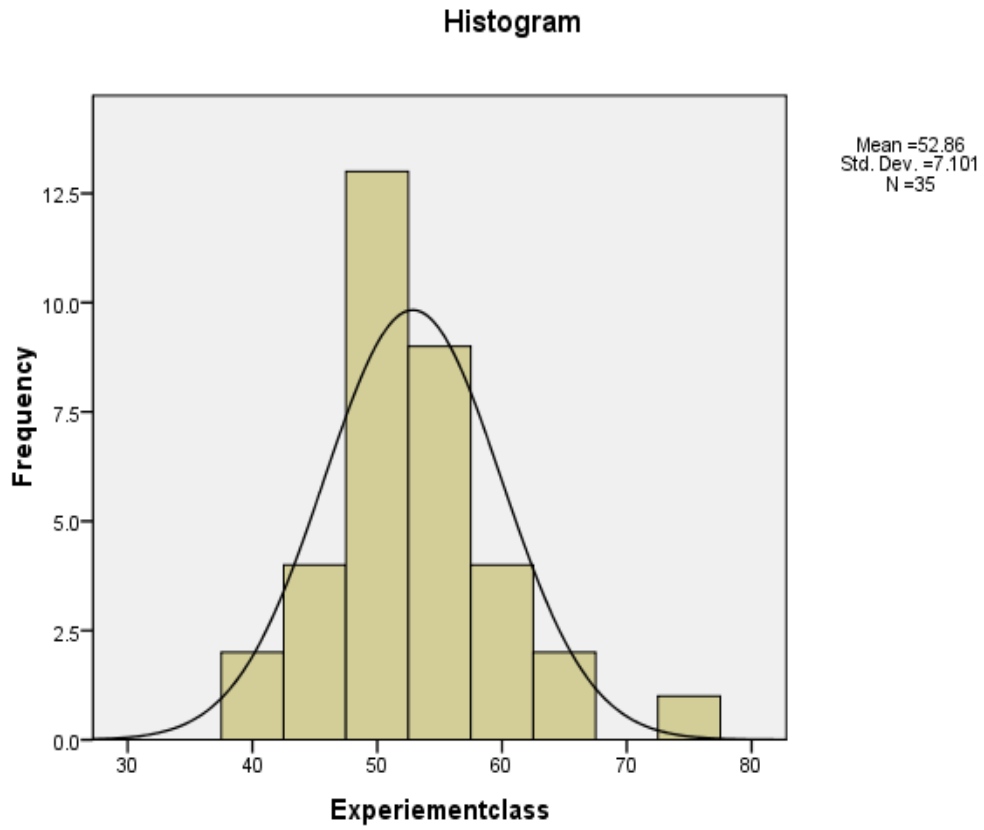


Figure 4.3

The Histogram of the Students' Pre-Test of The Experimental Class

The normality test of pre test control class can be seen on table 4.4

Table 4.4

Test of Normality Test of Pre-Test Scores of the Control Class

One-Sample Kolmogorov-Smirnov Test

	Pre-Test Control class
--	---------------------------

N		35
Normal Parameters ^a	Mean	49.14
	Std. Deviation	7.904
Most Extreme Differences	Absolute	.229
	Positive	.162
	Negative	-.229
Kolmogorov-Smirnov Z		1.354
Asymp. Sig. (2-tailed)		.051

- a. Test distribution is Normal.
- b. Calculated from data

The kolmogorov-smirnov test of the pre-test of the experimental class showed that significance were 0,50, since P-value (0,50) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test scores of the experimental class can be seen on figure 4.3

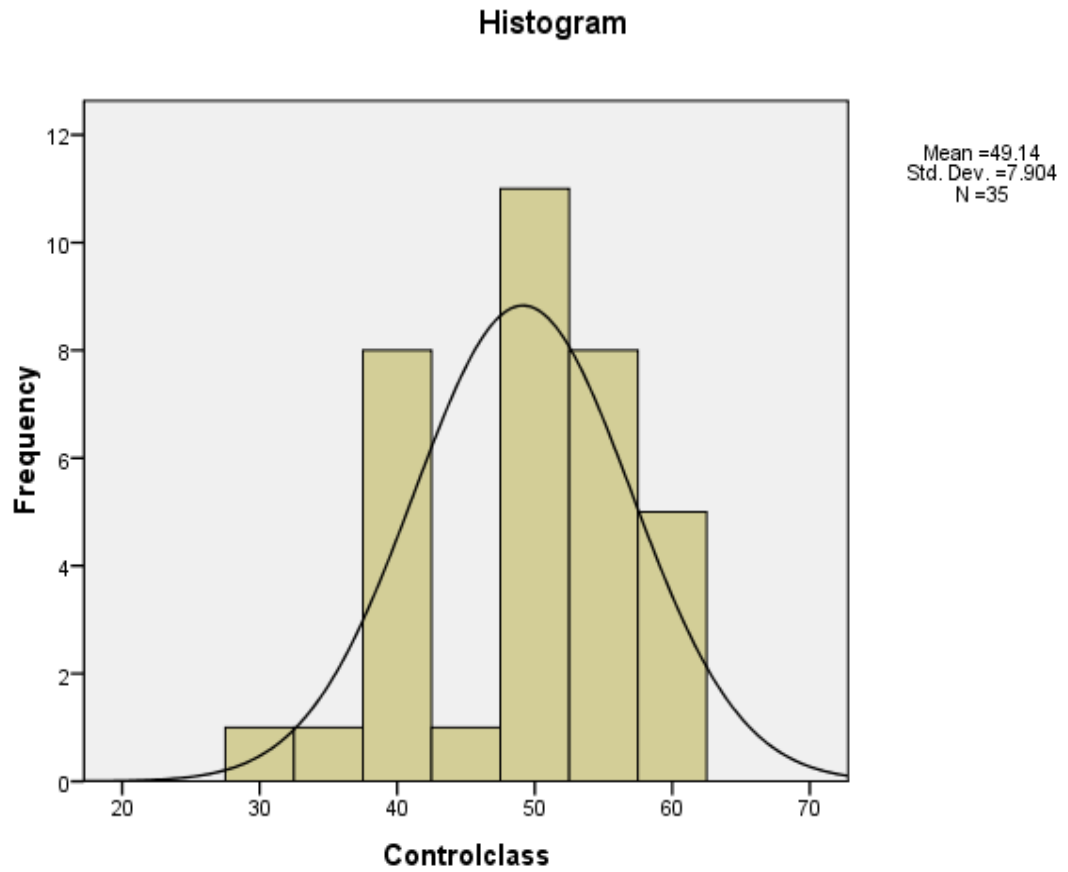


Figure 4.4

The Histogram of Students' Pre-Test Control Class

b. The Result of Normality Data Test of Post-Test Scores

In analyzing data the normality of the data test of post-test scores, one-sample kolmogorov-smirnov test used. The test of normality of post-test scores of the Experimental group can be seen on table 4.5.

Table 4.5

Test of Normality of Post-Test Scores of the Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Post Test Experiement Class
N		35
Normal Parameters ^a	Mean	86.14
	Std. Deviation	5.951
Most Extreme Differences	Absolute	.170
	Positive	.163
	Negative	-.170
Kolmogorov-Smirnov Z		1.006
Asymp. Sig. (2-tailed)		.263

a. Test distribution is Normal.

b. Calculated from data

The kolmogorov-smirnov test of the pro-test of the experimental class showed that significance were 0,263, since P-value (0,263) was

higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test scores of the experimental class can be seen on figure 4.5

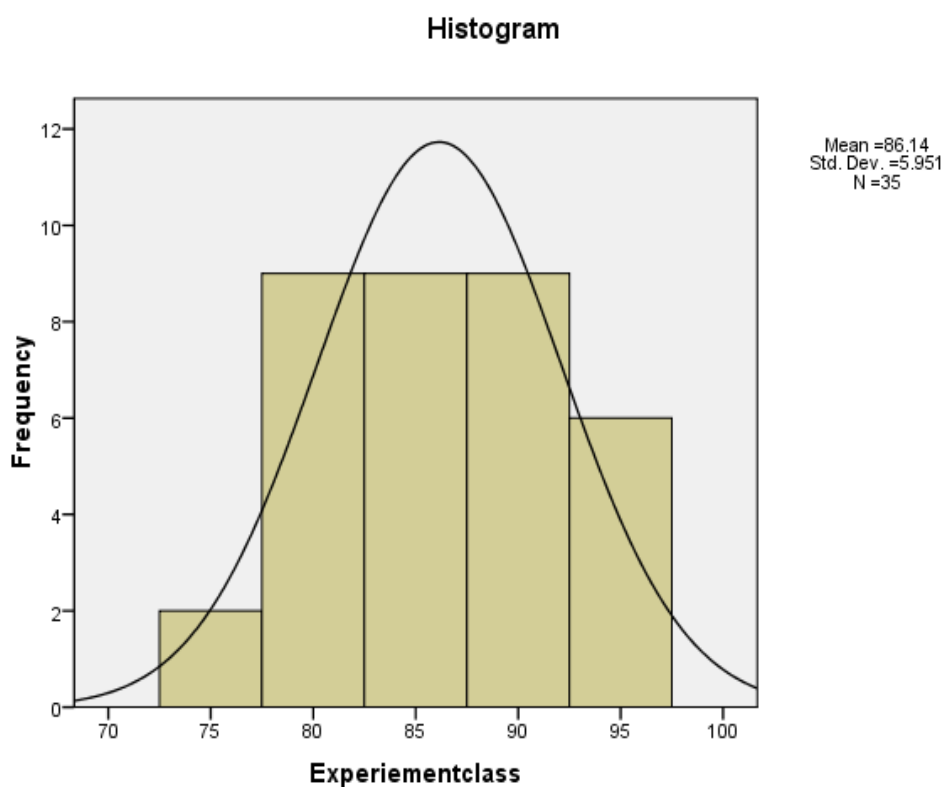


Figure 4.5

The Histogram of The Students' Post-Test of the Experimental Class

Table 4.6**Test of Normality Test of Post-Test Scores of the Control Class**

		Post-test control class
N		35
Normal Parameters ^a	Mean	58.43
	Std. Deviation	5.787
Most Extreme Differences	Absolute	.186
	Positive	.152
	Negative	-.186
Kolmogorov-Smirnov Z		1.102
Asymp. Sig. (2-tailed)		.176

a. Test distribution is Normal.

b. Calculated from data

The kolmogorov-smirnov test of the pro-test of the experimental class showed that significance were 0,176, since P-value (0,176) was higher than 0,05, it can be concluded that the data obtained were considered normal

The histogram of the normal data of pre-test scores of the control class can be seen on figure 4.6

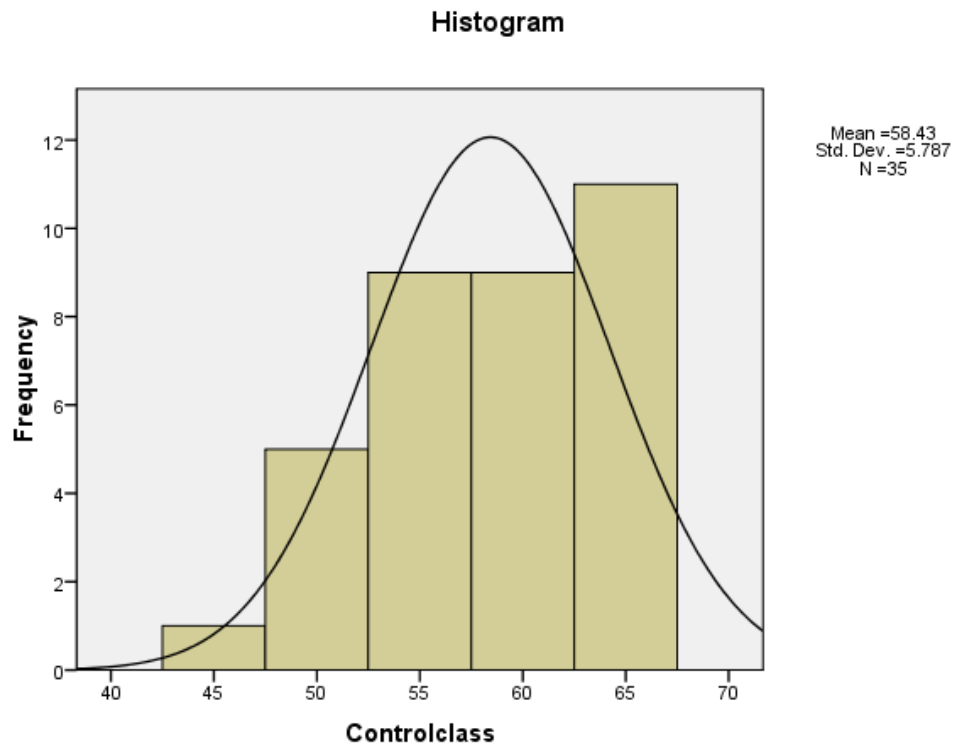


Figure 4.5

The Histogram of The Students' Post-Test of the Control Class

c. The Result of Homogeneity of Variances Test

The result of homogeneity of variances test can be seen on table 4.7

Table 4.7

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.013	1	68	.909

The test homogeneity of variances showed that the significant were 0,909. Since, 0,909, was higher than alpha level of 0,05 meaning that the variances of very treatment was homogenous.

3. The Statistically Analysis Result

In order to verify the hypothesis proposal, the statistical analyses were applied. The t-test and independent sample, t-test in which paired t-test was used to find out weather there are significant differences in students' reading comprehension before and after the treatment in the experimental and control class, meanwhile independent sample t-test (SPSS) 16 program for window was applied in order to find out whether or not there was significance in students reading comprehension between the experimental class and control class.

a. Paired Sample t-test Analysis

1). Statistical Analysis on the Result of post-test experimental and post-test in the experimental class

Table 4.8**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test control	58.4286	35	5.78683	.97815
	Post-test experimental	86.1429	35	5.95148	1.00598

Based on the paired sample statistic (table 4.8), the mean of reading comprehension post-test in the control class was 58.4286 and the standard deviation was 5.78683. The mean of reading comprehension post-test in the experimental class was 86.1429 and the standard deviation was 5.95148.

Table 4.9
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test experimental – post-test control	2.771431	7.79733	1.31799	25.03581	30.39276	21.028	34	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of reading comprehension achievement in the experimental class was 2.771431 with standard deviation of 7.79733 and t-obtained was 21.028 at the significant level of 0,05 and the degree of freedom 34 and the critical value of t-table for tailed test was 1,69

From the table 4.9, it can be seen that t-obtained 21.028 was higher than the critical value of t-table 1,69, it can be stated that the research hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. It means that there was significant difference in reading comprehension achievement within the students in the experimental class.

The table above showed the variables of this research. There were two variables of the research, which were dependent and independent variable.

From the table above, dependent was Reading Comprehension and the independent variable was title SNIPS Strategy.

b. Independent Sample T-Test Analysis of Students Reading Test

Table 4.10

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	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	.013	.909	9.752	68	.000	27.71429	1.40313	24.91437	30.51420
	Equal variances not assumed			9.752	67.947	.000	27.71429	1.40313	24.91433	30.51424

Based on table 4.10, the value t-obtained was 9.752 at the significant level 0,05 in two tailed testing with df was 68. Where critical value of t-table was 1,69, since the value t-obtained 19.752 higher than the critical value of t-table (1,69), H_a was accepted and H_o was rejected. its means that there was significant difference in reading

comprehension within the students in experimental class, who were taught by using SNIPS Strategy and those who were not.

Table 4.11
The Effect of SNIPS Strategy on Students' Reading Ability in
Comprehending Accounting Text

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.118 ^a	.710	-.016	5.83301

a. Predictors: (Constant), posttest experimental

Based on table above shows a symbols 'R' which is the abbreviation of correlation coefficient. Based on the table above coefficient (R) was 0,118. It means the correlation between SNIPS Strategy and Comprehending is enough. While the Coefficient Determination (R square) showed how far the effect both them. It showed that R square was 0,710. It means The Effect of SNIPS Strategy on Students' Reading Ability in Comprehending Accounting Text was 71,0 % and then 29,0 % they got from learning experience, course, sharing and others.

Based on explanation above. It can be concluded the alternative hypothesis (Ha) was accepted and null Hypothesis (Ho) was rejected. It

means that there was any significant effect of SNIPS Strategy on Students' Reading Ability in Comprehending Accounting Text in Eleventh Grade of SMK Negeri 1 Kota Bengkulu

B. Discussion

Based on the result of the study, the following interpretations are presented to strengthen the value of the study. Experimental and control class were the same in their initial level of reading comprehension as indicated by reading pre-test given before the treatment. The result of the study showed a statistically significant difference in reading comprehension achievement between the students who were taught using Language Experience Approach and those who were not. The value t -obtained was 9.752 at the significant level 0,05 in two tailed testing with df was 68. Where critical value of t -table was 1,69, since the value t -obtained 9.752 higher than the critical value of t -table (1,69), H_a was accepted and H_o was rejected. It means that there was significant difference in reading comprehension within the students in experimental class, who were taught by using SNIPS Strategy.

In addition, SNIPS Strategy helps students to think about how their reading in accounting text proceeding. It assists students in knowing what story of questions they need to ask themselves during the reading of a text to gain meaning. Students were continuously active in arranging and organizing what they had learned, in order to make hypothesis and predictions in relations to text and its objectives. For this purpose, they used to assess deep understanding

of students through questioning and also analyze of the problem. Students are provided with a system that helps them actively monitor their reading success.

Using SNIPS Strategy in teaching reading accounting text that helps students to get idea based on the premise that successful reading begins with recognizing what is understood and not understood in a passage. This proved that SNIPS Strategy could enhance the students' reading comprehension. The group who were through SNIPS Strategy surpassed than the group was taught through traditional method. SNIPS Strategy is considered effective to improve in improving students' reading accounting text. Students have specific steps to use to clear up trouble spots and become involved in summarizing the material in their own words, thus helping them to remember as well as understand.

There were some reasons why SNIPS Strategy gave significant effect on students' reading achievement in experimental class :

1. First, the students in experimental class were provided the situation where they so discovery activities which actively involved them analysis and application. The students were not only the receiver, but also the actors of their own experiences in learning the material, specifically reading achievement.
2. Second, the students in experimental class were not taught through only receiving information passively from a textbook or teacher. So, they also experienced the material without too much passive information that were given by teacher. By using SNIPS Strategy, the students found the general structure of reading through analysis.

3. Third, The students' reading ability in comprehending accounting text by using conventional strategy is categorized as enough. It is caused by different treatment used in teaching learning process.
4. Fourth, The students' The students' reading ability in comprehending accounting text by using SNIPS strategy is categorized as good.
5. And the last, There is significant effect of using SNIPS strategy towards students' reading ability in comprehending accounting text of the eleventh grade students at SMK Negeri 1 Kota Bengkulu.

While the students in control class were not taught by using SNIPS Strategy, but only got conventional strategy which is usually used by the teacher. The result of the students in control class got lower posttest scores that posttest score of experimental class.

It can be concluded that SNIPS Strategy was able to improve students' reading achievement. Most of eleventh grade students in experimental class had better development and improvement in their post-test scores compared to their scores in pre-test. As the students in control class got lower scores in the post-test. The result of this research showed that using SNIPS Strategy gave significant difference in improving students' ability of what they read and give contribution for students to extensive knowledge of the picture even before they read of the text. Therefore, in this research it means that SNIPS Strategy could improve the students' reading ability in comprehending accounting text in eleventh grade of SMK Negeri 1 Kota Bengkulu.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion stated on the previous chapter, can concluded that there was significant difference in reading ability toward the students who where taught by using SNIPS Strategy and those who were not. The students in the experimental class could improve their reading ability significantly. It can be seen from the analysis of the data gathered during the experimental. The mean score of the post-test in experimental class was 86,14 which was higher than the mean score of the post-test control class which was 58,43. In addition , the value t-obtained was 19.752 at the significance level 0,05 in two tailed testing with Df was 68, where critical value of t-table was 2.00, since the t-obtained 19.752 higher than the critical value of t-table was (2.00), H_a was accepted and H_o was rejected. It means that there was significant difference in reading ability within the students the experimental group, who were taught by using SNIPS Strategy and those who are not.

The research about the effect of using SNIPS strategy on students reading ability in comprehending accounting text at SMK Negeri 1 Kota Bengkulu comes to conclusions as follows:

1. Students reading ability in comprehending accounting text by using SNIPS strategy was categorized into good level.
2. Students reading ability in comprehending accounting text without using SNIPS strategy was categorized into enough level.

3. There was a significant effect of reading ability in comprehending accounting text taught by using SNIPS strategy of the eleventh grade of SMK Negeri 1 Kota Bengkulu

It showed that SNIPS Strategy gave significant effect on students' reading ability. There were some reasons why SNIPS Strategy gave significant effect on students' reading ability in experimental class. First, the students in experimental class were provided the situation where they did so discovery activities which actively involved them in analysis and application. Second, the students in the experimental class were not taught through only receiving information passively from a textbook or teacher.

While the students in control class that only get conventional (lecturing) method which is usually used by the teacher were not significantly improved. The students in control class of lower post-test scores that post-test score of experiment class. As the comparison of experimental class, the control class did not show the significant effect of using conventional method which is usually used by the teacher in teaching reading achievement. Thus, alternative hypothesis (H_a) was accepted, and null hypothesis (H_0) was rejected.

B. Suggestion

After completing this researcher would like to give suggestion for lecturer and students. The suggestion are following

6. For English Teacher suggested that SNIPS Strategy could be as on of the alternative reference in teaching reading, because this strategy can make learning environment more interest.in this reseach SNIPS Strategy could increase the students ability and motivate the students in reading activity. As the time students read English text at school, it is not enough, it is a good idea for the students to practice reading comprehension strategies that they have learned in SNIPS strategy.
7. For students are suggested to practice enjoy this activity, because SNIPS Strategy in reading class can give new sight for them who want to increase their reading abilty.
8. For institution the school should give the media and good facility in order to make better progress achievements in teaching learning prosess.
9. It is suggested to the next researcher who explores other factors that can effect better improvement on reading comprehension.

Finally this research are so far from perfecness so researcher contribution on positive ideas still needed to make this reseach be perfect to be seen by reader.

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