

**THE EFFECT OF THE CHARACTER QUOTES STRATEGY ON THE STUDENTS'  
READING ABILITY**

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**Abstract:** The problem in this study “Is there any significant effect of the application of Character Quotes Strategy on the students reading ability on narrative text to the eighth grade students of PGRI junior high school of Tebedak?”. The objective of the study was to find out whether or not there were significant effect of the application of Character Quotes Strategy on the students reading ability on narrative text to the eighth grade students of PGRI junior high school of Tebedak. The population was the eighth grade students of PGRI junior high school of Tebedak. The sample was 30 students chosen by using purposive sampling. The method used in this study was the poor experimental method. In collecting the data, the writer used written test consisted of 40 items in the form of multiple choice tests. The written test was used to collect the data and analyzed through the matched t-test. Based on the students’ scores, it is found that it is significant effect of the application of Character Quotes Strategy on the students reading ability on narrative text to the eighth grade students of PGRI Junior High School of Tebedak. The students’ achievement can be seen from the average of their score in pre-test it was 56.33 and the average score of post-test was 74.58. The t-obtain 14.919 exceeding 1.699 as it is critical value. In indicated that the Ho was rejected and Ha was accepted. It means that it was significant effect of the application of Character Quotes Strategy on the students reading ability on narrative text to the eighth grade students of PGRI Junior High School of Tebedak.

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**Keywords:** teaching reading, narrative texts, Character Quotes Strateg

## **I. Background**

English taught in Indonesia as a compulsory subject, after the establishment of formal education and English taught in Indonesia as foreign language that has to learn by students since primary school to University levels. The objective of teaching English in school is to enable students to communicate in English either orally or in writing. People use English to communicate to another when communicating with other nations, such as: when doing transaction (order or request), looking for a job, or going a board. In order to achieve the objective, the students should master four language skills where reading is included as one of the skills besides listening, speaking and writing.

Reading is complex process that involves the application of many strategies before, during and the after reading (Ontario 2008: 24). Reading was the process of looking at series of written symbols and getting meaning when we read. Usually there are some reasons why someone reads. First, they often have reading as one of their most important goals. Second, they want to be able to read for information and pleasure, for their career and for study purpose. Good reading texts also provides good models for writing and provide opportunities to introduce new topics to stimulate study language.

Jaya et al (2018) Reading is one of the important skills in learning English for the students because by having a good reading skill the student can find the factual information, getting an overall view of a subject, or getting main points.

According to Patel And Jain (2008:113) "Reading is an active process which consist of recognition and recognition and comprehension skill." Furthermore, Reading is useful for language acquisition Provide that students more or less understand what they read, the more they read, the better they get at it. Reading is also has a positive effect on students vocabulary knowledge, on their spelling on their writing (Harmer, 2007:99). Furthermore, Johnson (2012:3) states that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Moreover, Marshall (2010:14) claims that reading is fundamentally about the information contained in the documents. This is not to say that we just absorb the material at face value, we might skim quickly, we might analyze the material deeply, or we might synthesize it with the other things we know.

In teaching reading, there are so many kinds of texts are offered to students,

one of them is narrative text. Narrative text is a kind of text that happens at the past and it tells about story whether true story or fictional. A narrative has meaning in that it conveys an

evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. (Kane, 2000:366). According to Hays (2006:14), narrative text is a text in which an agent relates a story in a particular medium, such as language, imagery, sounds, buildings, or combination thereof. According to Herman and Vervaeck (2005:14), narrative text is restricted to language, it will never show reality directly on the stage certain events can be shown, but this hardly applies to a novel.

There are some ways that can be used to improve the students' ability in reading, the strategy is Character Quotes. In the Character Quotes, is a strategy that help students to identify the character and predict the content of the narrative text. According to Buehl (in Kareni, 2016) "Character Quotes Strategy is a strategy that helps students develop insight about a character by examining what he or she says." In other word, character quotes is a strategy that acquaints students with a topic to be studied by examining the actual quotations of a character from a narrative text or of an actual person featured in an expository text. Students read these quotes and then generate

thoughts about character as a person, using the following questions:

1. Who is talking to you?
2. What can you tell about this person?
3. What are some words or phrases in the quote reveal what kind of person is speaking?
4. What clues might hint at this person identify? Age? Gender? Ethnic? Background? Income? Status?
5. It this showing any emotion in this quotes?

Buehl (In Ningsih, 2013) explains that Character Quotes Strategy is to motivate students to read the assigned text, as well as to help them analyze and predict character traits of an individual in the upcoming reading selection. In other words, this strategy can encourage student in critical thinking by examining the quotation from the character and making inferences, prediction and connection about the character of the text.

### **The procedures of Character Quotes Strategy:**

According to Sejnost (2009:87), the procedures of character quotes strategy are:

- a. The teacher selects a series of quotations that clearly reflect and illustrate the various elements of the character or the figure's personality.

- b. Students then study the list of quotes and generate their impressions of the quotes using questions presented above.
- c. Working individually or in small groups, students consider the impressions they have gained from the quotes and generate a list of qualities and generalizations about the character.
- d. The students then present their list to the class.
- e. After all the quotes have been discussed, the students develop a four to five sentence profile of the character
- f. As the students read the narrative or expository text from which the quotes came, they can add to their character's profile.

## **II. Method**

In this study, poor experimental method was used. The population of this research is all the students of the eighth grade students of PGRI Junior High School of Tebedak, in the academic year of 2018-2019 were 60 students. Purposive sampling is a sampling method in which the writer selects the sample based on previous knowledge of a population, which consists of 30 students as the sample. The writer used multiple choice tests to collect the data. There are two kinds of test that the

writer gave to the students, they are pre-test and post-test. The pre-test is given before teaching experiment, and the post-test is given after teaching experiment in order to know the students' narrative text in reading. The writer used matched t-test to know the progress reached by students in understanding narrative text taught through Character Quotes strategy. The matched t-test applied to give us paired data where each person has two scores in pre-test and post-test and we wanted to determine whether the differences between the mean scores are significant. The calculation will use IBM SPSS Statistic. (Hatch and Lazzaraton 1991:288)

## **III. Result and Discussion**

After analyzing the data gathered from the test, there were three findings in this study: (1) the students pre-test in the experimental group, (2) the students post-test scores in the experimental group, and (3) the calculation of t- test. The result of the study in the pre-test and post-test scores both in experimental group were presented in table distribution frequency (supported histograms) and data statistic. The data are described as follows.

**Students Pre-test Scores**

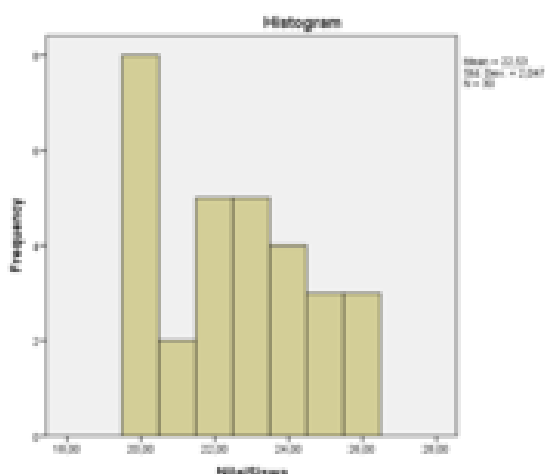
The students' scores in the pre-test were 1.690 to get the average score of pre-test, the total score of the students was divided by the number of the students, and result was 56.33.

**TABLE 1: FREQUENCY DISTRIBUTION OF STUDENTS PRE-TEST SCORES**

		Nilai Siswa		Valid Percent	Cumulative Percent
		Frequency	Percent	Percent	Percent
Valid	20,00	8	26,7	26,7	26,7
	21,00	2	6,7	6,7	33,3
	22,00	5	16,7	16,7	50,0
	23,00	5	16,7	16,7	66,7
	24,00	4	13,3	13,3	80,0
	25,00	3	10,0	10,0	90,0
	26,00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Based on the table frequency distribution, it can be also be seen by a histogram in Chart 1.

**CHART 1: THE STUDENTS PRE-TEST SCORES**



**TABLE 2: THE DATA STATISTICS OF STUDENTS PRE-TEST SCORE**

Statistics		Nilai Siswa
N	Valid	30
	Missing	0
Mean		22,5333
Std. Error of Mean		,37365
Median		22,5000
Mode		20,00
Std. Deviation		2,04658
Variance		4,189
Range		6,00
Minimum		20,00
Maximum		26,00
Sum		676,00

**Students Post-test Scores**

After taking the pre-test, the students were given the treatment. They were taught by reading narrative texts through Character Quotes. Then, the students were given the post-test. The total score of the students were 2.237.5 to get the average of the students scores in the post-test, the total score of the students was divided by the number of students. The result was 74.58. from the two results in Table 6 and 9, the students scores improved; their score in the post-test was better than pre-test.

**TABLE 3: FREQUENCY DISTRIBUTION OF STUDENTS**

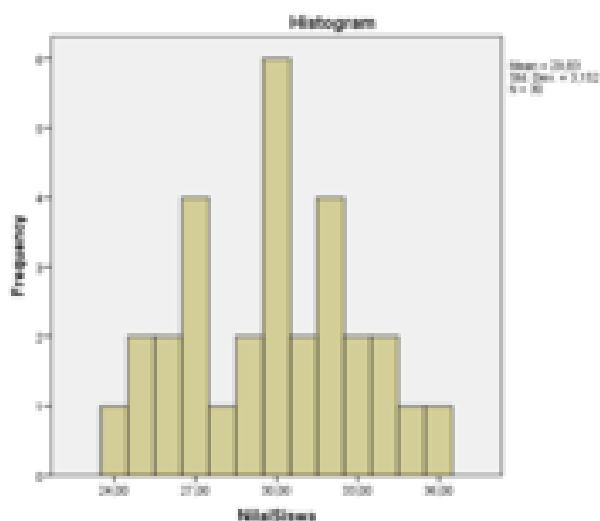
**POST-TEST SCORES**

**Nilai  
Siswa**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24,00	1	3,3	3,3	3,3
	25,00	2	6,7	6,7	10,0
	26,00	2	6,7	6,7	16,7
	27,00	4	13,3	13,3	30,0
	28,00	1	3,3	3,3	33,3
	29,00	2	6,7	6,7	40,0
	30,00	6	20,0	20,0	60,0
	31,00	2	6,7	6,7	66,7
	32,00	4	13,3	13,3	80,0
	33,00	2	6,7	6,7	86,7
	34,00	2	6,7	6,7	93,3
	35,00	1	3,3	3,3	96,7
	36,00	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Based on the table frequency distribution, it can also be seen by a histogram in Chart 2.

**CHART 2: THE STUDENTS POST-TEST SCORES**



**TABLE 4: THE DATA STATISTIC OF STUDENTS POST-TEST SCORES**

Statistics		
Nilai Siswa		
N	Valid	30
	Missing	0
Mean		29,8333
Std. Error of Mean		,57552
Median		30,0000
Mode		30,00
Std. Deviation		3,15227
Variance		9,937
Range		12,00
Minimum		24,00
Maximum		36,00
Sum		895,00

**The Calculation of t-test**

**Result of match t-test**

**analysis**

Based on the students' scores obtained both in the pre-test and post-test, the match t-test was calculated to find out whether or not the post-test was significantly different or increasing before and after the students had been given the treatment using character quotes strategy.

From the result of paired sample t-test, it was found that the mean difference between post-test and pre-test in the experimental group was -7,30 and the significance level was 0.000 since was

lower than critical value 0.05. it indicated in experimental group gained reading achievement significantly.

### **Interpretation**

The students' scores in the post-test were higher than their scores in the pre-test. The average students' score of pre-test was 56.33 which the highest score was 65 and the lowest score 50. Meanwhile the students' average score of post-test was 74.58 which the highest score was 90 and lowest score was 60. The result of  $t$ -obtained was 14,919 and the critical value at 5% significance level with 29 of was 1.699. It was clear that  $t$ -obtained was higher than  $t$  table.

Based on the findings, it could be interpreted that teaching reading narrative texts through Character Quotes to the eighth grade students of PGRI junior high school of Tebedak increased the students' ability in learning reading skill. It might happen because Character Quotes is the good way to improved students' motivation and they very enjoyed when they were learning together in the class. From the explanation above, so the writer

could interpreted that  $H_0$  was rejected and  $H_a$  was

accepted. It can be concluded that there is it effective to teach reading narrative texts through Character Quotes to the eighth grade students of PGRI junior high school of Tebedak.

### **Conclusion**

It can be concluded that there is any significant effect of the application of Character Quotes Strategy on the students reading ability on narrative text to the eighth grade students of PGRI junior high school of Tebedak. It can be seen from the students' post-test scores were higher than pre-test where the average of students post test scores was 74.58, and for pre- test scores was 56.33. The result of the data from the  $t$ -test calculation, shows that value  $t$ -obtained was 14,919 and the value of  $t$ -table was 1.699 with significance level 5% level for one tailed. It meant that the  $t$ -obtained was higher than the  $t$ -table. Therefore the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

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