

**THE STUDENTS' ABILITY IN COMPREHENDING
ENGLISH READING TEXT
(An Exploratory case study of the seventh Grade students at SMP
Negeri 5 Ciawigebang Kuningan in Academic Year 2015/2016)**

A THESIS

Presented as Partial Fulfillment of the Requirements For getting Magister degree
of Language Education



By

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**GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN
2016**

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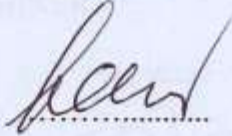

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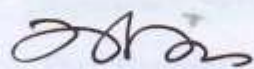
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I declare that I write this thesis by myself which is entitled "THE STUDENTS' ABILITY IN COMPREHENDING ENGLISH READING TEXT (An Exploratory case study of the seventh Grade students at SMP Negeri 5 Ciawigebang Kuningan in Academic year 2015/2016)

It is not a plagiarism or made by others. Anything related to others' works are written in quotations and the sources of which are listed inferences.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including with drawal or cancellation of my academic degree.

Klaten, October 23rd 2016



Dudi Herdiadi

DEDICATION

To:

1. My beloved mother
2. My beloved wife, Ida Rilawati, Amd. Keb
3. My beloved son, Febbry Rayhan El Fawwaz, Daffa Albakitha
El Fath, and Rafael Caisar El Farabby
4. The big family of SMPN 5 Ciawigebang.

MOTTO

1. Don't put off till tomorrow what we can do today!
(The Writer)
2. A chance never comes twice in our life.
(The Writer)
3. In truth, after difficulty there will come the easy
(QS, Al-Insyrah.6)
4. Success is always accompanied with failure.
(The Writer)
5. Nothing is impossible beyond determination.
(The Writer)

ACKNOWLEDGEMENT

Firstly, thanks to Allah SWT who always given His blessing so that finally the writer is able to finish this thesis. This thesis is written fulfill one of the requirement for getting magister degree of language education

In doing this research, the writer realizes that it is impossible to finish without contributions, helps, suggestions and comments from many people. That is why the writer would like to express gratitude and appreciation to:

1. Prof. Dr. Triyono, M.Pd, the Rector of Widya Dharma University who has given the facilities to conduct a research and to accomplish the study at Post graduate of the Language Education Programme.
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6. Eha Nurseha , S.Pdi, the English teacher at grade VII of Junior High Shool 5 Ciawigebang Kuningan, who has allowed me to carry out the research in her class and gave the contribution while I was conducting the research.

In writing the thesis, I realize that the thesis is still far from being perfect, therefore the thesis is opened to whoever will give the advice, and positive criticisms, I would like to apologize to reader for those.

Finally, I would like to thank to whomever who wants to read this manuscript, hopefully it will be useful for anyone concerned especially for English teachers and it can be real contribution for improving of teaching and learning English.

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IST OF ABBREVIATION

1. SDI : Statement of Data Identity
2. MDU : Main Data Unit
3. I-T : Interview with teacher
4. I-S : Interview with students
5. Doc/Syl : Document of Syllabus
6. Doc/Lp : Document of lesson plan
7. Doc/Mat : Document of Material
8. Doc/Rslt : Document of Result
9. Doc/Test : Document of Test
10. Doc/K.a : Document of Key Answer

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ABSTRACT

Dudi Herdiadi, 14. PSC.01608. *The Student's ability in comprehending English reading text (An Exploratory case study of seventh grade students at SMP Negeri 5 Ciawigebang Kuningan in academic year 2015/2016)*. Thesis Graduate Programme of Language Education Widya Dharma University Klaten, 2016.

The purposes of the research were : 1) To know the process teaching and learning english reading text at class VII.A grade SMP Negeri 5 Ciawigebang Kuningan academic 2015/2016, 2) To know why was the teaching and learning of comprehending english reading text conducted as it is observed, 3) To Know How was the students' ability in comprehending english reading text at class VII.A grade SMP Negeri 5 Ciawigebang Kuningan academic year 2015/2016.

These problems emerged based on the reality that the students at class VII.A SMP Negeri 5 Ciawigebang Kuningan is low in comprehending english reading text. The benefits this research can increase students' ability in comprehending English reading text.

The methods of this research was qualitative research that conducted in classroom 7A of SMP Negeri 5 Ciawigebang Kuningan academic year 2015/2016. The techniques of collecting the data were observation, interview, document analyses and evaluation. The data providing passed through seven steps: observation, textualization, multicolumn, segmentation, thematization, propositionization, and reduction. The units of main data were analyzed through five steps of analysis: to be analyzed, to be interpreted, to be summarized, to be concluded, and to be recommended.

Based on the analysis of the main data (MD), the writer concluded that: (1) Based on the observation, interview, and document overview the teaching and learning in comprehending english reading text was follows: (a) the teacher generally could apply the suitable strategy in teaching reading descriptive text, (b) the students could give respond actively during teaching and learning, but the teacher should enhance the students' confidence in responding to the teacher's question orally, (c) the material and the media used during teaching and learning was suitable with the lesson plan, (d) the media used in the teaching and learning text book, work sheet, whiteboard, boardmaker, picture and infocus. 2) the reasons why the teaching learning process in comprehending english reading text to the seventh grade students of SMP Negeri 5 Ciawigebang Kuningan in the academic year of 2015/2016 as it was observed deal with : (a) the teacher conducted his roles as a presenter, controller, organizer, assessor, counselor, and observer as well, (b) the students were able to engage actively in the teaching and learning as the material was contextual and the method was interesting, (c) the material used in the teaching and learning was matched with syllabus and the lesson plan. (3) the students' ability in understanding descriptive text were good enough. It can be seen from the result of the students reading test. The result of last test is better than first and second test, the average of the students mark in the last test is 85.

Key words: Students' Ability, Comprehending, English Reading Text

ABSTRAK

Dudi Herdiadi, 14. PSC.01127. 14. PSC.01608. *The Student's ability in comprehending English reading text (An Exploratory case study of seventh grade students at SMP Negeri 5 Ciawigebang Kuningan in academic year 2015/2016)*. Thesis Program Study Pendidikan Bahasa Program Pasca Sarjana Universitas Widya Dharma Klaten 2016.

Tujuan Penelitian ini adalah: 1) Untuk mengetahui bagaimana proses pembelajaran reading di kelas VII SMP Negeri 5 Ciawigebang, tahun pelajaran 2015/2016 2) Untuk mengetahui mengapa proses pembelajaran di dalam memahami teks reading bahasa inggris dilakukan penelitian 3) Untuk mengetahui bagaimana kemampuan siswa dalam memahami reading teks di kelas VII SMP Negeri 5 Ciawigebang Kuningan tahun pelajaran 2015/2016.

Masalah yang muncul berdasarkan fakta yang ada adalah Siswa kelas VII.A SMP Negeri 5 Ciawigebang Kuningan masih rendah dalam memahami teks bacaan bahasa inggris. Keuntungan dalam penelitian ini adalah dapat meningkatkan kemampuan siswa dalam memahami teks bacaan bahasa inggris.

Metoda yang digunakan dalam Penelitian ini adalah kualitatif yang dilakukan di kelas 7A SMP Negeri 5 Ciawigebang Kuningan. Teknik pengumpulan datanya adalah pengamatan, wawancara, menganalisa dokumen dan evaluasi. Data yang diperoleh melalui tujuh langkah: observasi, tekstualisasi, multikolom, segmentasi, tematisasi, proposionalisasi, dan reduksi. Unit unit data utama analisis melalui lima langkah analisis: dianalisis, diinterpretasi, dirangkum, disimpulkan dan direkomendasikan.

Berdasarkan hasil analisis data utama, penulis menyimpulkan bahwa: (1) Proses pembelajaran pemahaman reading teks bahasa inggris adalah sebagai berikut: (a) guru secara umum dapat menerapkan strategi yang sesuai dengan pengajaran reading yaitu teks deskriptive, (b) siswa memberikan respon secara aktif selama proses belajar mengajar tetapi guru harus meningkatkan kepercayaan siswa didalam merespon pertanyaan guru secara lisan, (c) materi dan media yang digunakan dalam proses belajar mengajar sesuai dengan RPP, (d) media yang digunakan dalam pembelajaran hanya buku teks, LKS, papan tulis, sidol besar, gambar dan infokus. (2) alasan mengapa pembelajaran pemahaman teks reading bahasa inggris pada siswa kelas 7A SMP Negeri 5 Ciawigebang tahun pelajaran 2015/2016 tampak seperti ketika penulis melakukan pengamatan adalah: (a) guru berperan sebagai penyaji, pengontrol, pengorganisasi, penilai, konselor dan juga pengamat, (b) para siswa mampu berperan aktif dalam pembelajaran karena materinya kontekstual dan menarik, (c) materi yang digunakan telah sesuai dengan silabus dan rencana pembelajaran. (3) Kemampuan siswa dalam memahami teks deskriptive cukup baik ini dapat dilihat dari hasil tes reading. Hasil tes terakhir lebih baik dari tes ke 1 dan tes ke 2, rata rata nilai siswa di tes terakhir 85.

Key words: Kemampuan Siswa, Pemahaman, Membaca Teks Bahasa Inggris.

CHAPTER I

INTRODUCTION

A. Background of the Study

The demand of using English for communication increases along with the advance in various fields globally. Hence, the urgency of understanding English becomes a great consumption for those who interact throughout the world. This absolutely makes English widely used by the people. It penetrates many aspects of life such as politic, economy, education, social, culture, and so on. In Indonesia English has been taught in almost every level of education. It becomes one of the main subjects from elementary up to college students.

“For many years, a transmission view of knowledge, curriculum, and assessment dominated and appeared to satisfy our social, political, and economic needs. Knowledge was regarded as a static entity that was "out there" somewhere, so the key educational question was, How do you get it from out there into students' heads?”

(International Reading Association, 2010, p.1)

Based on the curriculum for junior high school, There are four skills that are included in the English subject, they are listening and reading as the receptive skill, writing and speaking as the productive ones. Westwood (2001:10) explains that reading is “a process of getting meaning from print. Understanding information in the text is, of course, the whole purpose of reading”. It means that reading is a process of getting information by understanding what they read. Reading, therefore, can give a positive intellectual process involving a number of abilities. However, in practice most students sometimes have difficulties to get the topic or main idea of the reading materials when the reading text is too long and

they do not have any background knowledge of the topics as well as the strategies of reading. In this case, Harmer (2001:203) explains that “in the case of written text some researchers look at word and sentence-length, on the premise that text with longer sentences and longer words will be more difficult to understand than those with shorter ones. others, however, claim that the critical issue is quite simply the number of unfamiliar words which the text contains. if readers and listeners do not know half the words in a text, they would have great difficulty in understanding the text as a whole’. Hence, reading as the receptive skill becomes an interesting subject of discussion among the English teachers. Teachers believe that reading is important to develop the mind because the mind would grown in its ability by understanding the written word. In short, teaching students to read help them develop their language skills as well as intellegences.

Based on the result of preliminary observation and interview at SMPN 5 Ciawigebang Kuningan, the writer found several facts which might influence the students’ progress in learning reading such as teaching learning aids and classroom environment. Learning aids which are required to support the teaching learning activities inevitably influence students’ achievement. teachers realize that students have various learning styles like audio and visual learners, therefore they need learning aids to support their learning process. However, teachers in fact rarely use the teaching aids like projector, pictures, and audio player due to the inavailability of those tools at school. In addition, learning atmosphere also plays important role in energizing the students. Experts suggest that the classroom is where they would gained an understanding of their place in the world and the gifts

that they have to offer it. It is where the students develop knowledge of the skills needed to reach the goal, the classroom environment in which there are more than 32 students in each class makes teachers work hard to manage the class. Such a big class frequently becomes the obstacles that the teaching learning activities can not run conductively.

Apart from the problems mentioned above, the classroom preliminary observation conducted by the writer during the teaching reading activities show that the seventh grade students of SMPN 5 Ciawigebang Kuningan have problems in understanding the English texts. One of the problems that occurred among the students in reading is comprehending the unfamiliar words. Students sometimes fail to infer the meaning of the words they have never known before. Many times the teacher has to translate the words or even a sentence to make the students understand. This results in the students' failure in comprehending the texts independently Klinger (2007: 2) claims that "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency." The difficulties also come up when they are asked to get the main idea or detailed information from the text. They frequently lose the main idea discussed in the reading texts. As a result, the average rate of the students' reading achievement is still under the target of minimum score.

Based on the syllabus of English teaching program for the 7th grade at SMPN 5 Ciawigebang Kuningan, the teaching reading is generally aimed at developing students' ability to read and to comprehend the main ideas and

supporting details that are explicitly or implicitly stated in a text, recognizing the text structure and words signaling that structure; inferring the meaning of difficult words from context; and connect pronouns with their antecedents. The flow of reading activities in the classroom, which is designed by the teacher in the lesson plan, point out that the last stage of reading activities is evaluation. In the evaluation stage, the teachers assess the students' reading ability and whether they reach the objectives.

Based on the description of the problems above, through this study the writer explored the students' ability in reading during and after getting the treatment from the teacher as well as their difficulties in comprehending the English texts.

B. Identification of the Problems

Based on the description above, some problems regarding the teaching learning reading activities in the classroom have been identified as follows:

1. The insufficient of facilities and classroom atmosphere which influence students' motivation during the reading activities.
2. The students' failure to attain the target of minimum score for reading.
3. The students' problems to gain skills in reading such as comprehending the main ideas and supporting details, recognizing the text structure, inferring the meaning of difficult words from context; and connecting pronouns with their antecedents.

C. Limitation of the Problems

Since there are a lot of language skills to learn and ways to teach English. This study is focused on the teaching learning reading at the seventh grade of SMPN 5 Ciawigebang Kuningan. In this research, the writer wants to describe the process of teaching learning reading activities in the class, the students abilities in reading and their difficulties in reading the English texts.the students' ability in comprehending the text include ability to read and identify main idea and detailed information from the text; to infer the meaning of difficult words from context; to find reference and purpose of the text. In this case the writer focuses on the basic competence designed by the teachers in his/her lesson plan.

D. Statement of the Problems

Based on the description of the problems above, the research is formulated into the following questions:

1. How is the process of teaching learning reading of the 7th grade students of SMPN 5 Ciawigebang Kuningan ?
2. Why is the teaching and learning of comprehending english reading text conducted as it is observed ?
3. How are the abilities of the 7th grade students of SMPN 5 Ciawigebang Kuningan in comprehending English reading texts?

E. Objectives of the Study

According to the statement of the problems, the writer determines the objectives of the study as follows:

1. to describe the the process of teaching learning reading of the 7th grade students of SMPN 5 Ciawigebang Kuningan
2. to find out the reasons why is the teaching and learning of comprehending english reading text in SMP Negeri 5 Ciawigebang was conducted as it was in the observation.
3. to describe the reading abilities of the 7th grade students of SMPN 5 Ciawigebang Kuningan in comprehending the English reading texts.

F. Benefits of the Study

An investigation on certain reading activities in the class will certainly bring ideas along with the problems which emerge among the subjects of this research. The process and outcome of this research is hopefully resulting in the benefits for some people.

1. For the writer

The writer might take the benefits of this research project as the process of gaining knowledge of teaching as well as classroom room management and students' behaviour during the reading activities. Apart from that, having experience of observing the teaching learning activities directly in the class would given a preview of how to conduct teaching reading comprehension to high school students as well as the problems faced by both teachers and students.

2. For the teacher

Teachers are hopefully taking the benefits of this research as the feedback toward their teaching reading techniques. By knowing the students'

difficulties in reading English texts, they can at least consider the appropriate strategies for their students. The choice of teaching strategies and reading materials would also become the important aspects before they conduct the teaching.

3. For the Student

The students might learn from the reading activity with the writer that there are many ways to gain the reading comprehension skill. By knowing their problems in understanding the texts they can learn strategies from the learning experience. Hopefully this can also motivate the students to keep learning as well their awareness the importance of reading habits.

with the implementation in teaching and learning process. And the list of the students' mark gave the researcher description about the students' ability in understanding descriptive text.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

A. Conclusion

Based on the theories, the findings and the analysis described in the previous chapters, the present study comes to the conclusions as follows.

First, it is found that, the teaching learning process in seventh grade at SMPN 5 Ciawigebang Kuningan was as follows: the teacher generally could apply the suitable strategy in teaching reading descriptive text. The students could give respond actively during teaching and learning, but the teacher should enhance the students' confidence in responding to the teacher's question orally. The material and the media used during teaching and learning was suitable with the lesson plan.

Second, the teacher generally had not played her role properly since she did not convey the basic competence or indicators which resulted the students' lack understanding about what they could achieve from teaching and learning. The students were not engaged well in the teaching and learning because they have various levels of reading ability and they showed their difficulties in comprehending descriptive text. The method used in the teaching and learning was three phase technique and the media used teaching and learning were white board, marker, work sheet, picture and infocus.

Third, the students' ability in understanding descriptive text were good enough. It can be seen from the result of the students reading test. The result of the test in the last test is better than the test in the first and in the second test, the average of the students mark in the last test is 85.

B. Implication

Reading skill is very important not only for the students but also for the teachers. Reading is believed as a required activity in learning most of all subjects since reading has been proved in increasing students' knowledge, so teaching and learning descriptive text especially should improve both teacher and students' ability in understanding the content of the text, after having exam the students should have progress in comprehending descriptive text. Therefore, not only the students who must learn on how to increase their skills in reading but also the teachers need to do the same thing.

The teachers should know the appropriate way to learn teaching and learning descriptive text. A comprehensive understanding on the nature of teaching and learning as well as its components will provide the teacher with applicative skills to conduct the teaching and learning descriptive text. So the goals of teaching and learning can be achieved comprehensively and successfully.

Therefore , the improvement in teaching and learning reading skill to the seventh grade in SMP Negeri 5 Ciawigebang Kuningan in academic years 2015/2016 was reasonable although there were several things needed to consider such as the teacher's skill, the using of media and class time management.

E. Recommendations

Based on the result of the research, the researcher states recommendation as follows.

1. To the teacher
 - a. Developing students' centered learning for improving their speaking interaction in responding the teacher's question.
 - b. Creating various learning activities to make the class more active.
 - c. Enhancing the students' confidence in using the target language.
 - d. Providing authentic material for learning.
2. To the head master

- a. Facilitate the need of the students in searching many kind of learning resources such as books, teaching media and internet.
 - b. Support the teacher to use various teaching aid that provided by the institution in order to make the teaching learning process more interesting
3. To the other researcher
- a. It would be better if further research get involved more students and more teachers to gain different result of the same study.
 - b. Use another strategy in teaching and learning reading text to enhance the students' response in teaching and learning process.

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1. The teaching and Learning Transcription

Place : SMP Negeri 5 Ciawigebang Kuningan

Agent :Researcher

Activity : Getting data about learning process who relate to the teacher occupation at learning The students' ability in comprehending English reading text

1. Teacher : Good morning.

Students : Good Morning.

2. Teacher : Who is absent ?

Students : All students present.

3. Teacher : All of you are present.