

**ENHANCING STUDENTS READING COMPREHENSION AND WRITING
ACHIEVEMENT ON RECOUNT TEXT THROUGH LANGUAGE EXPERIENCE
APPROACH OF THE EIGHTH GRADE STUDENTS OF SMP N 1 INDRALAYA**

**A Thesis by
Dyah Ayu Pytaloka MN
06011181520015**

**English Education Study Program
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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2019**

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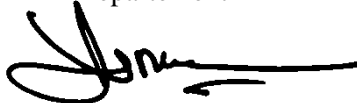


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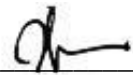

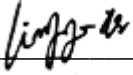
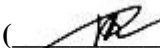
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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMITEE APPROVAL	iii
DECLARATION OF PLAGIARISM	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF APPENDICES	xi
ABSTRACT	xiii
CHAPTER 1	1
INTRODUCTION	1
1.1 Background	1
1.2 The Problems of the Study	4
1.3 The Objectives of the Study	4
1.4 The Significance of the Study	5
CHAPTER 2	6
LITERATURE REVIEW	6
2.1 Reading as the Fundamental Skill of Language	6
2.2 Reading Comprehension in Classroom	7
2.3 Recount Text	8
2.4 Writing Recount text	10
2.5 Language Experience Approach	11
2.6 Teaching Reading and Writing through Language Experience Approach	12
2.7 The Previous Related Studies	14

CHAPTER III	16
METHODOLOGY	16
3.1 Research Design	16
3.2 The Procedures	17
3.3 Technique for Colleting the Data	21
3.4 Validity of the Test	22
3.4.1 Validity of the Reading Test	22
3.4.2 Validity of the Writing Test	23
3.5 Reliability of the Test	24
3.5.1 Reliability of the Reading Test	24
3.5.2 Reliability of the Writing Test	24
3.6 Variables of the Study	25
3.7 Operational Definitions	25
3.8 Population and Sample	26
3.8.1 Population of the Study	26
3.8.2 Sample of the Study	26
3.9 Technique for Analyzing the Data	27
3.9.1 Data Analysis for Reading Test	27
3.9.2 Data Analysis for Writing Test	28
CHAPTER IV	32
FINDINGS AND INTERPRETATION	32
4.1 The Findings Of The Study	32
4.1.1 Reading Comprehension	32
4.1.2 Writing Achievement	34
4.2 The Statistical Analysis	37
4.1.3 The Result of Normality Test	37
4.1.4 The Result of Homogeinity Test	38
4.1.5 The Statistical Analysis on the Result of the Pre-test and Post-test of the Experimental Group and Control Group in Reading	39

4.1.6 The Statistical Analysis on the Result of the Post-test of the Experimental Group and Control Group in Reading	40
4.1.7 The Statistical Analysis on the Result of the Pre-test and Post-test of the Experimental Group and Control Group in Writing	41
4.1.8 The Statistical Analysis on the Result of the Post-test of the Experimental Group and Control Group in Writing	42
4.3 Interpretation of the Study	43
CHAPTER V	46
CONCLUSIONS AND SUGGESTIONS	46
5.1 Conclusion	46
5.2 Suggestions	46
References	48
Appendices	53

LIST OF TABLES

Table 1	Teaching and Learning Activities
Table 2	Test Specifications of Reading
Table 3	Test Specification of Writing
Table 4	Interpretation of Kappa Score
Table 5	Population of the Study
Table 6	The Result of IRI Reading Test
Table 7	Sample of the Study
Table 8	Writing Score Rubric
Table 9	The Score Distribution in The Experimental Group
Table 10	The Score Distribution in The Control Group
Table 11	The Score Distribution in the Experimental Group
Table 12	The Score Distribution in the Control Group
Table 13	The Result of Normality Test of Reading
Table 14	The Result of Normality Test of Writing
Table 15	The result of Homogeneity test of Reading
Table 16	The result of Homogeneity test of Writing
Table 17	The Summary of Statistical analysis on the Experimental and Control Groups by Using Paired Sample T-test.
Table 18	Independent Sample Statistic of Post-test
Table 19	The Summary of the Statistical Analysis on the Experimental and Control Group by Using Independent Sample T-test.
Table 20	The Summary of Statistical analysis on the Experimental and Control Groups by Using Paired Sample T-test.
Table 21	Independent Sample Statistic of Post-test
Table 22	The Summary of the Statistical Analysis on the Experimental and Control Group by Using Independent Sample T-test.

LIST OF APPENDICES

Appendix A	Recount Text Reading Test
Appendix B	Recount Text Writing Test
Appendix C	Lecturers Reading and Writing Test Validations Statement from Validator
Appendix D	Result of Reading and Writing Test Validations
Appendix E	Letters of Statement from Rater
Appendix F	Result of Reading and Writing Try Out test.
Appendix G	Result of Reading Test Validity and Reliability
Appendix H	Result of Writing Test Validity and Reliability
Appendix I	The Result of Reading Test Answered by Students
Appendix J	The Result of Writing Test Answered by Students
Appendix K	The Result of Paired Sample T-Test in Reading
Appendix L	The Result of Paired Sample T-Test in Writing
Appendix M	The Result of Independent Sample T-Test in Reading and Writing
Appendix N	The Result of Normality Test
Appendix O	The Result of Homogeneity Test
Appendix P	Absensi Siswa
Appendix Q	RPP
Appendix R	Surat Usul Judul Skripsi
Appendix S	Surat Penunjukan Pembimbing Skripsi
Appendix T	Surat Izin Melaksanakan Seminar Proposal
Appendix U	Surat Telah Melaksanakan Seminar Proposal
Appendix V	Attendance List of Research Design Seminar
Appendix W	Research Design Seminar Suggestion List
Appendix X	Surat Izin Penelitian FKIP
Appendix Y	Surat Izin Penelitian DIKNAS
Appendix Z	Surat Keterangan Telah Melaksanakan Penelitian
Appendix AA	Surat Izin Melaksanakan Seminar Hasil
Appendix BB	Surat Telah Melaksanakan Seminar Hasil
Appendix CC	Attendance List of Preliminary Research Report

Appendix DD	Preliminary Research Report Suggestion List
Appendix EE	Surat Izin Melaksanakan Ujian Skripsi
Appendix FF	Surat Telah Melaksanakan Ujian Skripsi
Appendix GG	Thesis Final Exam Suggestion List
Appendix HH	Thesis Consultation Card
Appendix II	Dokumentari

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ABSTRACT

This study was intended to figure out how Language Experience Approach (LEA) improves students ability in reading comprehension and writing achievement. The objectives of this study were to find out whether or not there was significant difference in students' reading comprehension and writing achievement in the form of recount text before and after being taught by using the Language Experience Approach, and whether or not there was significant difference between the students who were taught by using the Language Experience Approach and those who were not. The subject of this study were the eighth-grade students of SMP Negeri 1 Indralaya which consist 64 students as a sample who were selected by using random sampling technique. The instrument for collecting the data were reading comprehension test and writing test which administered twice as pre-test and post-test. The pre-test was given to find out the basic ability of the students and the post-test was given to find out the improvement of the students. Paired sample t-test and independent sample t-test were applied to analyze the data. The finding showed that there was significant difference in students reading comprehension and writing achievement in the form of recount text before and after the implementation of LEA. The result of paired sample t-test of both experimental and control group showed that the t -obtained was higher than t -table and the p -value <0.05 ($.000 < 0.05$). Furthermore, this study also showed that there was significant difference between students who were taught by using LEA and those who were not. The result of independent sample t-test showed that the t -obtained was higher than the t -table ($4.690 > 1.999$) and the p -value <0.05 ($.000 < 0.05$). Therefore, the implementation of LEA in teaching and learning process was quite successful. It is showed that LEA is effective learning strategies to be taught in school.

Keywords : Language Experience Approach (LEA), reading comprehension, writing achievement, recount text.

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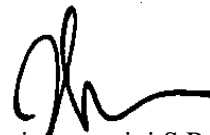
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CHAPTER 1

INTRODUCTION

This chapter introduce background, problem, objective, and significance of the study.

1.1 Background

Language is foremost a tool of communication which is used to communicate between two or more people in carrying out their daily activities and has the main role to make people understand. The function of language is not only for communication but also for culture transfer because communication almost always takes place within some sort of social context (Amberg & Vause, 2010). English is known as an International language that is used all over the world. However, English is still as foreign language in Indonesia. In fact, by learning English, we have opportunity to open the chance for a good life career. As for in Indonesia, people will searching to those who are good in English, because a tutor or educator to teach English is nowadays become very necessary thing. Students whose major in English are exposed to become teacher of English (Jaya, 2011). English is considered as a foreign language (EFL) which is taught as a compulsory subject from junior high school, senior high school, and university level as stated in (The Indonesia Departement of Education, number 19, year 2005).

There are four basic skills in a language that must be mastered by EFL students; listening, speaking, reading, and writing. Every skill is correlated with each other. Reading skill is the skill that leads to written language. The ability to read will affect writing skill. Reading is considered important since it affects all areas one's life from childhood to adulthood because one of the ways to enrich knowledge is by reading. Meanwhile, writing may truly be considered the most difficult for many students because they do not know how to write and develop a topic, especially in the English language.

Departemen Pendidikan Nasional (Departement of National Education, year 2003) states that teaching of reading as a foreign language (EFL reading) in Indonesia aims at enabling students to read and comprehend text and other materials written in English. Additionally, the regulation of national education system, UU SISDIKNAS, No. 20/2003 (12-13), the goal of teaching reading is to enable the students to communicate using English as well as to compete in the international field. Many educators see that reading as the foundation of success in school learning and the key to the achievement of potential after graduation. This is also in line with Mart (2012) that states "reading is an important part of

successful language acquisition.” Reading is worth-noted for English learners and English has become a universal language. It is fruitful not only for careers, study, and pleasure but also for language acquisition (Harmer, 2007, cited in Sukyadi and Hasanah (n.d)).

Meanwhile, writing is also one of the skills which have to be mastered by the students because writing can help them to think critically and deeply build good writing (Brookfield, 2009). Writing also a necessary component of education, livelihood, and functional basic in our society nowadays. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements, and strong writing skills may enhance students' chances for success (Durga & Rao, 2018). Writing is important to be taught to the students because students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. By learning writing, the students will get knowledge on how to write effectively, how to express ideas, how to state their thoughts with anyone else through writing. In writing a sentence or a text, the students have to focus on the rules of writing such as the topic of the paragraph, body of the paragraph, conclusions of the paragraph and so on.

Writing and reading have long been considered to be interrelated activities (Petty, 1983, cited in Llach, 2010). For many years, writing partly comes from reading and reading partly comes from writing where it shows that it has a correlation relationship. Because of this relationship, many people believe, especially scholars, that “good readers are good writers” and “good writers are good readers” Hirvela (2001).

However, most of the Indonesian students find it difficult to deal with an activity of reading and writing. As a foreign language in Indonesia, English is not used daily which means that students do not have sufficient exposure to English. They have difficulties to comprehend an English text in reading activity because they have less understanding about the meaning of the text or passages. Hamra and Syatriana (2010) found that the ability of Indonesian students to read English text was very low. Referring to similar information, Madya (2007) describes the condition of Indonesian students of age 15, around 69% has the lowest level in reading. Moreover, it is reported English Proficiency Index (EPI) (2018) in their site (<https://www.ef.com/wwen/epi/>) that Indonesia is on the low category in the 51st rank out of 88 countries in the world. As for learning academic writing in English is, however, not easy for nonnative speakers of English.

Indonesian university students and graduates are reported to have low writing ability (Kridalaksana, 2002). Students do not see an immediate need to learn and use English in daily life, a situation compounded by the fact that writing receives less attention in the syllabus than other skills (Sukandi, 2013). Fahim & Nejad (2006) state that the low writing skills of the Indonesian people, including lecturers, practitioners, business people, and college students, are a reality that Indonesians are not used to

writing their ideas productively. Moreover, according to Erlina, Hayati and Jaya (2018) one of the reasons why students are still hard to deal with writing is because the lack of knowledge on how to write since writing activity have its own pattern and its organization.

By those facts, the teachers need a suitable method to solve the problems and help the students in a better way in learning English especially reading and writing skill. Therefore, this research is intended to introduce the Language Experience Approach (LEA) as a method in teaching reading and writing and investigate how LEA improve students' reading comprehension and writing achievement.

Language Experience Approach (LEA) is a method for reading instruction based on activities and stories developed from personal experiences of the learner(Allan, 1960). LEA is an interesting method to use. LEA is an effective instructional method in teaching language because it combines and integrates four skills components in language learning (Stauffer , 1970). The implementation of LEA will be needed to improve the quality of teaching reading and writing and achieve the objectives in the learning process.

In the relation of this method, recount text will be a suitable material to apply the Language Experience Approach. According to curriculum 2013, the purpose of teaching English at junior high school is to make students have knowledge, skillful, critical thinking, creative and innovative, and characters' building. For that, there are types of texts that should be taught at this level. There are five genres which are taught in junior high school, they are; narrative, recount, procedures, descriptive, and report text. Each genre has own social function, generic structure, purpose and language features. Recount text has some characteristic that makes it different from other genres. Recount text comes from experiences.

Recount text is a text genre which is used to retell a series of events or experiences in the past to inform or entertain (Purwanti, 2013). According to Anderson(1997:48), the social purpose of recount text is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it occurs. The story recount has expressions of attitude and feeling, usually made by the narrator about the events. Students are expected that when they have more experiences they will have more ideas to tell which is they have learned the words or some vocabularies regarding the experiences that they have, consequently they might stand out in the reading and writing activity.

Applying the LEA in the class, the students must take turn giving dictation of their experience, can be: a field trip, pet, process of making something and so on. As the students giving their story, the teacher is going to write exactly what is being said by the student even if there is an incorrect pronoun, incorrect tense, the teacher should write exactly what it said. Teacher use students' vocabularies and way of speaking to practice reading and writing. The teacher then read the story back to the students and track

each word with marker, then students take turn reciting the story themselves and each sentence is cut into strips. Students must reconstruct the story. The teacher makes a small group for students' presentation about their story. The teacher also helps correct students when reading a story back to students. Then each student could write a sentence to be added to the story. Get students to practice reading their story at home. The students will be able to relate the steps of the activity to the word that they see on the paper to help with word recognition. They also will get new vocabularies (Stauffer, 1980)

A previous study conducted by Rahayu (2013) that used LEA to improve EFL students shows that students' motivation in learning English increased during the implementation of LEA. Students claimed that LEA helped them understood the material and encouraged their motivation and confidence.

Based on the teaching experience that has been done by the writer in SMP N 1 Indralaya, she found that the students are not interested in reading, especially for recount text. As they are not interesting in reading, they did not put much attention in writing activity. The result of the English score in their daily examination and midterm test also showed that just a few students could pass the standard score. Meanwhile, the standard of passing grade (SKM) of English Achievement in SMP N 1 Indralaya is 73. Due to the problems, the writer was interested to apply the Language Experience Approach to the eighth-grade students of SMP N 1 Indralaya by conducting a study entitled *"Enhancing Students Reading Comprehension and Writing Achievement On Recount Text Through Language Experience Approach Of The Eighth Grade Students Of SMP N 1 Indralaya"*

1.2 The Problems of the Study

Based on the background above, the problems investigated in this study are formulated in the following questions :

1. Is there any significant difference in reading comprehension and writing achievement in the form of recount text of the eighth-grade students of SMP N 1 Indralaya between before the students being taught and after the students being taught by using the Language Experience Approach?"

2. Is there any significant difference in reading comprehension and writing achievement in the form of recount text of the eighth-grade students of SMP N 1 Indralaya between those who are taught by using the Language Experience Approach and those who are not?

1.3 The Objectives of the Study

Referring to the problems above, the objectives of this study are :

1. To find out whether or not there is significant difference in the eighth-grade students' reading comprehension and writing achievement in the form of recount text between before the students being taught and after the students being taught by using the Language Experience Approach

2. To find out whether or not there is significant difference in the eighth-grade students' reading comprehension and writing achievement between the students who are taught by using the Language Experience Approach and those who are not

1.4 The Significance of the Study

This study was expected to be useful for English teachers, especially those dealing with teaching reading and writing skill. The writer also hopes that this method will be useful to increase students' reading comprehension and writing achievement so that in the future it will be used as one of the alternative methods for the teachers. For the writer herself, it was also expected that this study can give her valuable knowledge as an English teacher in the future.

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