

**USE AESTHETIC REALISM METHOD TO IMPROVE  
READING COMPREHENSION ACHIEVEMENT OF  
RECOUNT TEXT OF THE TENTH GRADE STUDENTS OF  
SMA NEGERI 1 BANYUASIN I**

**A Thesis by**

**ADE INDAH GAYATRI**

**06011181419084**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

**2019**

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**ADE INDAH GAYATRI**

**Student Number: 06011181419084**

**English Education Study Program**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

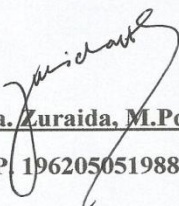
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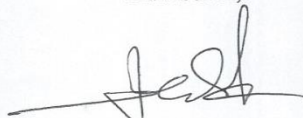
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**Approved by,**

**Advisor 1,**

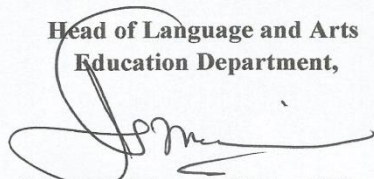
  
**Dra. Zuraida, M.Pd**  
**NIP. 196205051988032004**

**Advisor 2,**


  
**Dedi Kurniawan, S.Pd., M.Pd.**  
**NIP. 198212122014041001**

**Certified by,**

**Head of Language and Arts  
Education Department,**

  
**Dr. Didi Suhendi, S.Pd., M.Hum.**  
**NIP. 196910221994031001**

**Head of English Education  
Study Program,**

  
**Hariswan Putra Jaya, S.Pd., M.Pd**  
**NIP. 197408022002121003**

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**ADE INDAH GAYATRI**

**Student Number: 06011181419084**

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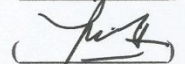
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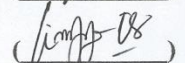
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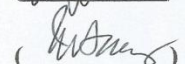
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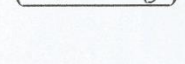
3. Member :Drs. Muslih Hambali, M.L.IS.

()

4. Member :Lingga Agustina S, S.Pd., M.Pd.

()

5. Member :Dra. Rita Hayati, M.A.

()

Palembang, July 29, 2019

Certified by,

Head of English Education Study Program,

()

Hariswan Putra Jaya, S.Pd., M.Pd

NIP. 197408022002121003

## **DECLARATION**

I, the undersigned,

Name : Ade Indah Gayatri

Student's Number : 06011181419084

Study Program : English Education

Certify that thesis entitled "Use Aesthetic Realism Method to Improve Reading Comprehension Achievement of Recount Text of the Tenth Grade Students of SMA Negeri 1 Banyuasin I" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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Ade Indah Gayatri

06011181419084

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Indralaya, July 2019

The Researcher

Ade Indah Gayatri

## **DEDICATION AND MOTTOS**

**This thesis is dedicated to:**

- ♥ **Allah SWT. I am thankful for blessing me much more than I deserve and for the strength you give me each day.**
- ♥ **The prettiest woman and the wisest man in the whole wide world, Nila Wati and Juherman. I could not be happier than having you both in this world. A billion thanks for your prayer, patience and love. I promise that someday, somehow, I'm going to make you proud. InsyaAllah.**
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# USE AESTHETIC REALISM METHOD TO IMPROVE READING COMPREHENSION ACHIEVEMENT OF RECOUNT TEXT OF THE TENTH GRADE STUDENTS OF SMA NEGERI 1 BANYUASIN I

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## Abstract

*One of the problems faced by the students in learning English is reading. This research is done to help students in their reading skill. The objectives of this study were to find out whether or not (1) there was a significant difference in reading comprehension achievement before and after the students were taught by using Aesthetic Realism Method, and (2) there was a significant difference in reading comprehension achievement between the students who were taught by using Aesthetic Realism Method and those who were not. The sample of this study was 72 tenth grade students of SMA Negeri 1 Banyuasin I which was chosen by using convenience sampling method. In this study, there were two groups of the tenth grade students, namely experimental group (X MIPA 2 on 36 students) and control group (X MIPA 3 on 36 students). To collect the data, pre-test and posttest were given to both groups. The data were analyzed by using paired sample t-test and independent sample t-test. The results of paired sample t-test showed that there was a significant difference (condition:  $t(36)=6.187$ ,  $p\text{-value}=.000$ ) in reading comprehension achievement of recount text before (Mean=53.61, SD=6.699) and after (Mean=66.64; SD=8.685) the students were taught by using Aesthetic Realism Method. The results of independent sample t-test showed that there was a significant difference (condition:  $t(36)=6.187$ ,  $p\text{-value}=.000$ ) in reading comprehension achievement of recount text between the students who were taught by using Aesthetic Realism Method and those who were not. In brief, Aesthetic Realism Method is helpful in enhancing reading comprehension achievement of recount text of the tenth grader students of SMA Negeri 1 Banyuasin I, and the students who were taught by using Aesthetic Realism Method outperformed those who were not.*

**Keywords:** *Reading comprehension, Recount text, Aesthetic Realism Method*

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A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University, 2019

Name : Ade Indah Gayatri,

Students' Number : 06011181419084

Advisor : 1. Dra. Zuraida, M.Pd.

2. Dedi Kurniawan, S.Pd., M.Pd



# CHAPTER I

## INTRODUCTION

This chapter presents (1) the background, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

### 1.1 Background of the Study

English is an international language for many people in the global era that should be learned by people in the world. In Indonesian, English functions as a foreign language and taught by students from junior high school up to university. Khamkhien (2010) states that teaching and learning English as a foreign language is important for communicative purposes in order to face the global economics, growing local, national and international demands for English skill. Based on the Indonesia Government Regulation, No.28, 1990, it is stated that English is one of the compulsory subjects which is to be taught from the first year of junior high school to university level. In addition, Diem (2011, p.4) states that in Indonesia, English is compulsory subject tested in national examination to determine students' success in completing educational program at junior high or senior high school level for the purpose that they will have proficiency in the four language skills. The mastery of English involves four skills, which is essential to acquire by the students in order to be able to communicate well. The skills are listening, speaking, reading, and writing. In order to achieve the objectives, one of the skills that students should be mastered is reading.



In education, Reading is an important aspect in language learning for the students. Mikulecky and Jeffries (1986, p.1) explain, “there are some reasons for the importance of reading in language learning such as: reading helps us learn to think in the new language, helps us build a better vocabulary, and makes us more comfortable with written English.” It means that by reading more, the reader can increase his or her acquisition in the new language as he or she can get new vocabulary, knowledge, idea, and information from the reading text. By reading students can acquire a valuable source of information that can improve their thinking to generate ideas and solve problems. In addition, reading is also a medium for the writer to communicate with the reader. Thus, the writer can share his or her idea, opinion, and think into writing which is read by the reader, so that the reader can catch the information. In addition, Reading is a part of communication and the way of building knowledge (Emilla, 2010). According to Cooper (1988), reading is a process of constructing or developing meaning from printed text, and it is primarily cognitive process. By reading, students will get a lot of useful information for their learning. The information can enrich their knowledge. They also can share their information that they got from reading to others. In order to know the meaning of the text, students have to comprehend their reading text. Harmer (2007, p. 99) states reading is useful for language acquisition; most of the people acquire language while they are reading. Additionally, Hulme & Snowling (2011) state that having a good reading performance becomes vital for the students in the formal education. It means that reading is an essential part of language learning at every level in education. Reading activities can support the learning of English in some ways. For example, the learners may do reading activities in order to learn the language. In this case they use reading material as language input. By giving students a variety of materials to read, the teacher provides opportunities for students to gain vocabulary, grammar, sentence structure, and others, which will help students, improve their reading

proficiency in comprehending passage to get general or detail information from the text. This thing will make students be more successful in applying and improving everything that had been learned and understood.

Reading comprehension is an activity with a purpose. To achieve the purpose of reading, which is to get general or detail informations from the text, the students have to comprehend the text in order to understand the information effectively. Gillet and Temple (2004) argue that comprehension is the understanding new information in life. This thing will make students be more successful in applying and improving everything that had been learned and understood. Reading comprehension is the ability of someone to understand deeper what has been read. In addition, the purpose and genre of the text also influence competence of the student to understand the content of the reading material. In short, if students comprehend their reading, they will understand deeply about the content and meaning of their reading material. Pang (2008) states that without comprehension there would be no reading. In line with Pang, Grabe and Stoller (2002, p. 79) state that academic success depends on the students' ability in comprehending the text. It means that comprehension is needed in reading.

The difficulties in comprehending the text lead to a bad reading comprehension of Indonesian students. Based on the data from Kompas (as cited in Sukyadi and Hasanah, 2010) around 37.6% of 15-year-old students were merely able to read the texts without understanding the meaning of the text. And only 24.8% out of them were able to correlate the texts with their prior knowledge. The report shows that Indonesian students' reading performance have decreased during the periods. According to the Alliance for Excellent Education, approximately 8 million students in grades 4-12 read well below grade level (Heller & Greenleaf, 2007). It is also emphasized by the previous study conducted by Biancrosa and

Snow (2006) who reported that nearly 70% problems of the secondary readers deal with 'reading comprehension'. In addition, based on PISA 2015, a program that assesses the students' reading ability in their first language, Indonesian students are in the 61<sup>st</sup> rank of 69 countries in reading. Having low ability in reading, certainly, will influence the students' reading comprehension achievement.

The main concept of reading skill is 'comprehension'. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plourde, 2005). A person may read in order to gain informations or checking existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read that is English. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and their purpose. The purpose of comprehension on reading is to ensure that the reader knows exactly what they have read, but it is not an easy skill to be owned by every students. That is the reason why Katims (1997) suggests that reading without comprehension is worthless. In addition, the purpose and genre of the text also influence competence of students to understand the content of the reading material especially in reading English. Even reading in Junior high School become one of the most important skill to be tested in daily test, mid-semester test, semester-test, school examination and national examination ( UN ) as well. Since they lack knowledge of English, they often encounter difficulties when reading their compulsory books written in English. Most of students can read an English text but it does not mean all of them understand. While, the students must find the meaning of the text or the purpose of the writer. Texts consist of spoken or written words that have the purpose of conveying the message. It makes students dislike in English. While, English is the important material in the school, which reading everyday materials as the Senior High School students have in short functional text like notice, invitation,

announcement, shopping list, advertisement, short message, greeting card, label, brochure and others can give students insight into life styles and world views in English. When they read those kinds of text they are exposed to culture of target language that is English. The basic competence to be achieved that is comprehend the meaning and the function of the functional written text and short monolog text find in descriptive text, procedure text, recount text, narrative, and report text.

Based on School-Based Curriculum 2013, one of the text types that have to be comprehended in the first semester of Senior High School is recount text. Recount text is one of the genres learned in senior high school at the tenth grade students. Recount text is the text which wrote by the writer to tell the past events or past experience. It might be closely linked to actual or various experiences. Coogan (2006, p. 3) states that, "recount text is written to retell event with the purpose of informing or entertaining their audience or reader". Furthermore, to attain its purpose, the text needs to involve several steps namely, an orientation which lets the reader know who is involved, where, when and others and the retelling of a series of events in chronological sequence (Derewianka, 1990). A piece of texts that retells past events, usually in order in which they happened is a recount text. It begins by telling the readers who were involved, what happened, where the events took place and when it happened (Derewianka, 1990)

Recount text is chosen because students feel more difficult to understand recount text than descriptive texts. This information was gotten based on the explanation of the teachers when the researcher interviewed during pre-observation in SMAN 1 Banyuasin I. The teacher explained that the students had difficulties to identify the information in generic structure of recount text like orientation, events, and re-orientation. Students also did not really understand about language features on recount text. For example using of past verb form as well as the first and the third

person pronoun on recount text. The students seemed confused when the teacher asked them a set of reading comprehension questions in the recount text. It caused student's lack of vocabulary on recount text, which sometimes students did not know the meaning of past form and specific words which appear in the text. The last, students had difficulty in comprehension skills and inferring significant information in the text, especially to infer the implicit meaning and conclusion of the text. The student could read the text, but they do not know what the text told. It made the students dislike in reading recount text and get low score of that test. Mostly are below of the passing grade or KKM.

Therefore, teacher needs method to help her or his students to solve their difficulties in reading comprehensions on recount text. Many methods can be used by teacher to increase students' reading comprehensions. One of them is Aesthetic Realism Method. The researcher chooses aesthetic realism method to improve students' reading comprehension since it can give same opportunities for each student to actively engage in the teaching and learning process. Actually Aesthetic Realism has three principles; (1) The deepest desire of everyone is to like the world, (2) The greatest danger for a person is to have contempt for the world and the things in it and (3) The way to like the world and what is in it is to see both as the aesthetic oneness of opposites (Siegel, 1941, p. 1). The Aesthetic Realism Teaching Method is developed on the basic of three fundamental principles (Plum, 2012); (1) The purpose of education is to like the world through knowing it. (2) The word, art, and self-explain each other: each is the aesthetic oneness of opposite. (3) There is the desire in us to have contempt-desire to get an additional to self through the lessening process is to make students knowledgeable by developing their motivation, attitude, and aptitude toward the knowledge itself. The world which includes all the reality and the people (selves) is real representation of knowledge and it should be presented aesthetically.

Based on three crucial principles, the researcher wanted to use this method in her research. The researcher wanted to students learns to read with eagerness and real pleasure to read with comprehension, and to love the English language. According to Siegel(1941, p. 1) Aesthetic Realism is new and so kind in explaining that a child's ability to learn is very much affected by whether he or she sees the outside world as a possible friend or as a cruel and fearsome place — to be fought or shut out. English words and sentences represented a world they saw as hurting and disappointing them. Through this teaching method, the researcher wanted to show them that the English language is not an enemy, but, in fact, has a structure which makes sense, is beautiful — that it can bring the feelings of other people, the sights and places of the world to them, and add to them. And the researcher gives the instruction based on this principle stated by Eli Siegel: "The world, art, and self-explains each other: each is the aesthetic oneness of opposites." The essential opposites in reading are self and world.

In this activity, the researcher divided the students into some groups. Every group consisted five or six students. After that the researcher gave a recount text for the students. The students read that text together. The researcher asked the students to choose the difficult word that would be discussed. Next, the researcher and the students interpreted these difficult words together. The researcher asked the students about the title and the first paragraph of the text that would help the students think more critically and students could create the questions based on the recount text. After that, they presented their questions in the discussion section alternately. Those questions were modified to be quizzes. Thus, they could ask to other groups to answer their questions. It was an active reading technique for students. This technique encouraged the students to comprehend their reading especially on recount text through collaboration because they could collaborate and discussed with their friend to make questions and to answer the questions.

By using Aesthetic Realism Method, the students were hoped able to predict the questions about explicit and implicit information of generic structure, language features, vocabulary, the content, and the conclusion of the recount text. Those questions became focus for their reading. Next, they could find the answers by reading all of content of the text. In the end of lesson, students could comprehend and solved their problem on reading recount text. They would think that the process of reading recount text was an exciting making one of opposites they so much wanted to put together in their lives. When they thought what they read to their own experiences, they were putting together self and world. When they interacted or conversed with the text, they were putting together active and passive, which all reading did.

There are two previous studies that can be the cornerstone for this study. Each of those has various ways in implementing Aesthetic Realism Method and also different sample, yet has almost the same objective. The first thesis is entitled “Teaching English Adjectives by Using the Aesthetic Realism Method Versus the Traditional Method to the Students of SMP Negeri 1 Indralaya” written by Marlina (2004). The second thesis entitled “Improving the Eight Grade Students Reading Achievement of Narative Text Through Aesthetic Realism Method at SMP Negeri 1 Indralaya Utara. It was researched by Wahidah, W. F., (2014) graduated student from English Department of Sriwijaya University.

Based on the explanation above, the researcher would apply Aesthetic Realism Method to teach reading comprehension on recount text to the tenth grade students of SMA Negeri 1 Banyuasin I in academic year 2018/2019 in order to know the effectiveness of this method to increase the reading comprehension of students on recount text.

In conclusion, the researcher conducted an experimental study entitled “Use Aesthetic Realism Method to Improve Recount Text on Reading Comprehension Achievement of the Tenth Grade Students of SMA Negeri 1 Banyuasin I” in which the researcher was applying Aesthetic Realism method to improve the reading achievement of the ten graders of SMA Negeri 1 Banyuasin I especially in transactional and interpersonal text.

## **1.2 The Problems of the Study**

The problems of this study are formulated into the following questions:

1. Is there any significant difference in reading comprehension achievement of the tenth grade students of SMA Negeri 1 Banyuasin I between before and after they are taught by using Aesthetic Realism Method?
2. Is there any significant difference in recount text reading comprehension achievement of the tenth grade students of SMA Negeri 1 Banyuasin I between those who are taught by using Aesthetic Realism Method and those who are not?

## **1.3 The Objective of the Study**

Based on the problems above, the objectives of this study are :

1. To find out whether or not there is any significant difference in reading comprehension achievement of the tenth grade students of SMA Negeri 1 Banyuasin I between before and after they are taught by using Aesthetic Realism Method.



2. To find out whether or not there was a significant difference in reading comprehension achievement of the eighth grade students of SMA Negeri 1 Banyusin I between the students who are taught by using Aesthetic Realism Method and those who are not.

#### **1.4 The Significance of the Study**

By doing this study, the researcher hoped that the result of this study can help the students at SMA Negeri 1 Banyuasin 1 to improve their reading comprehension achievement in recount text and to improve students' motivation in reading. Moreover the researcher expected the English teachers can use Aesthetic Realism Method in their teaching learning process in order to vary and improve their teaching material in reading comprehension. The researcher also hopes that this study makes the school aware to develop students reading skills. Beside that it can improve the quality of teaching English in general or teaching reading. At last, the researcher hopes that she gets more knowledge about Aesthetic Realism Method and she hopes the results of this study can give more information as a source for further study.

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