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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2018

IMPROVING RECOUNT TEXT READING COMPREHENSION ACHIEVEMENT OF THE EIGHT GRADE STUDENTS' OF SMP N 19 PALEMBANG THROUGH READER RESPONSE STRATEGY

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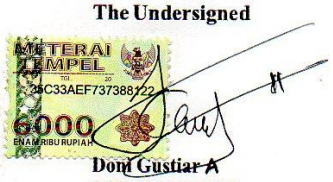

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DEDICATION

This thesis is dedicated to:

1. My beloved father (Asri Madiman), I'm beyond blessed to have you by my side, I'm totally into you, hopefully you stay healthy.

2. My lovely mother (Kurniah) you are the most beautiful creature in the world, you are more precious than gold, you are my everything hopefully you stay healthy.

3. My brothers, Deven hanyaken A, Dendi Sugiarto A, Defri Diyanto A, we are in the same blood, proud of our father, proud of our mother.

4. My truly brothers (Senongko Fc Family) Fidin, Putra, Hildan, Fikri, Andio, Gilang, we have spent our time since childhood, then it will not change untill we grow and old.

5. My unforgettable brothers, (AKC) Hafiz, Fanny, Naufal, Arik, Isa, Irwansyah, Lutfi, Arif, Let's conquer the world dude!

6. The last one, I dedicated this to my sugar, Irna Mawaddati Rohmah, wait me there dekku, mas really miss you, Jogjakarta Im coming !

   Motto: "Everything but the Rain"

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IMPROVING RECOUNT TEXT READING COMPREHENSION ACHIEVEMENT OF THE EIGHT GRADE STUDENTS' OF SMP N 19 PALEMBANG THROUGH READER RESPONSE STRATEGY

This study was aimed to find out: whether or not there was a significant difference in reading achevement of recount text before and after being taught by using Reader Response Strategy. The sample of this study was 32 eight graders of SMP Negeri 19 Palembang which was chosen by using purposive sampling. To collect the data, pretest and posttest were given to the experimental group. The data were analyzed by using paired sample t-test in SPSS version 23. The results of paired sample t-test showed that there was a significant difference in improving recount text reading comprehension achievement of the eight grade students of SMP Negeri 19 Palembang after being taught by using Reader Response Strategy as the ρ-value was lower than 0.05 (0.000 < 0.05).The result students' recount text was improved in the posttest. In brief, Reader Response Strategy is helpful in enhancing students' reading of recount text of the eight grade of SMP Negeri 19 Palembang.

Keywords: *recount text, reading skill, reader response strategy*

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study

1.1 Background

In this globalization era, English is as an international language. It becomes the most important thing to get some information from other countries since the information can be found in the newspaper, books, journals, internet, and various types of reports. Therefore, people must read the texts and comprehend them to gain the information. It is supported by Richards, Platt and Platt. (1993, p. 306) who state that reading is perceiving a written text in order to understand its content.

In Indonesia, English is still considered as foreign language (EFL). EFL students are taught English as a compulsory subject not as a daily communication language. Richards states that (1993) EFL is the role of English in countries where it is taught as a subject in school but not as a medium of instruction in education nor as a language of communication (e.g. in government, business or industry) within the country. It is shown that EFL students still need to study more remembering English has fundamental skills; listening, speaking, writing and reading and those four skills must be mastered by the EFL students.

In teaching reading, the students, hopefully, comprehend the texts they read to get the information. According to Guthrie, Hoa, Wigfield, Tonks, Humenick, and Little (2007, p. 283), one of the aims is to teach students how to comprehend different text genres when students are expected to read a wide range of material to gain knowledge and literary experience. Because English as a foreign language, reading is not only the process of acquiring information but also improving the ability of learning as stated by Essberger (2002, p.1). It is stated by Kurniawati (2010, p. 1) that there are various good reasons for teaching reading. Students may actually need to read for their work or study, or they want to read for pleasure. In addition, the exposure to English is an important part of acquiring language, the text themselves can act as models for writing, the exercise, allows,

the study and practice of grammar, vocabulary, pronunciation, punctuation, and provoke conversation and discussion.

It is important for the EFL students to read and comprehend the text as today many test serves reading comprehension test not only test in school but also test to get job. Dreyer and Nel (2003) add that reading comprehension has come to be the essence of reading, essential not only to academic learning in all subject areas but also to professional success and, indeed to lifelong learning. Alshumaimeri (2011, p.186) adds reading is a crucial skill in learning and communication.

Moyer (2010) states that young adults who are usually defined as people under 40 age years, do not read. Young adult students are losing interest in voluntary reading and tend to have less reading. According to PISA (2012), Indonesian students' reading in national language was still below the average score of OECD. Indonesia's reading is ranked in the 64thout of 65. Obviously, students' reading comprehension skill in Indonesia is not good. Progress in International Reading Study (PIRLS) in 2011 revealed that the position of Indonesia was 53rd out of 58 countries. That position demonstrates that reading English in Indonesia is still lack of students' reproducing what they have learned and understanding reading both in and outside of school. It is agreed by McKool (2007, p.119) that most children do very little reading outside of school and only a small number read for long period of time.

Hedge (2008, p. 195) states that, reading comprehension activities, from the beginning, should have some proposes and the reader should concentrate on the normal proposes of reading. This also happens to the ninth grade students of SMPN 19 Palembang. Based on the observation conducted on January 28th 2017, it was found that the students face difficulties in comprehending texts. According to the English teacher, the students who had low interest toward reading activity would consider reading activities as a burden or compulsion from the teacher; they would not get the advantage of reading for themselves. The students read without any planning and try to catch the idea conveyed. In addition, the students also got difficulties in understanding the message in each paragraph or the whole

text because they lack of vocabulary. The students just read the text without knowing the meaning of the word.

In addition, the data from observation showed that problem comes from the teacher in teaching reading. The teacher does not really care about the strategy used. Some other cases, the teachers only apply question and answer technique in reading text. It can be seen, some English teachers only stand in front of the class, and they seldom walk to the back of the class in order to check students reading activity. Then they also focus their attention on a certain student to discuss the information discussed. Thus, the teachers should have a strategy that can make the students active in teaching and learning process. The teachers should be more creative to find beneficial strategy that is interesting for students. So, the students are not bored in learning process and the strategy should be easy for students in understanding the reading text.

When teaching reading using Curriculum 13 the students are asked to recognize the kinds of reading text such as, recount text, narrative text, descriptive text and in this study the writer focussed on recount text. According to the teacher of SMPN 19 Palembang the students get difficulties in understanding the meaning of new words, identifying the generic structures of recount text and tenses used in recount text. Based on the result of preliminary study conducted on august 28^{th,} 2017 consist of 20 Students it was found that the students of SMPN 19 Palembang have problems in reading recount text and their reading score when dealing with recount text is below average. There are many types of learning strategy in teaching reading. One of the appropriate strategies is Reader Response Strategy. Actually, Reader Response Strategy is one of the strategies in teaching reading which gives many options to the reader how to response to text (Rosenblatt, 1987 p. 79). The Reader Response Strategy focuses on reading experience personally, enabling the reader to live through what he is reading and engage in the reading experience, which allow him to connection to familiar experience in his own life.

According to Beach and Marshall (1991 p. 28), Reader Response Strategy consists of seven steps, namely: engaging, describing, conceiving, explaining, connecting, interpreting, and judging. And every step can be applied by the reader

in comprehending the text. Actually, Reader Response Strategy helps the readers to comprehend the text easily because the steps used in Reader Response Strategy guides the reader to comprehend the text from the small thing to the complicated one. So, if the students always practice every steps of Reader Response Strategy, the students will realize that reading is fun. And it is automatically encourage their interest in reading. So, it can be assumed that by applying Reader Response Strategy in reading class, especially encouraging students' reading comprehension.

Considering the problem above, studies have been undertaken to investigate the significant difference after using Reader Response Strategy. McIntosh (2010) showed that integrating current issues of Reader Response Strategy with class material improved students' reading achievement. Then, Granger (2007) found that that Reader Response Strategy contributed to improvements in reading comprehension and attitude. Last, Khatib (2011) reveals that students directed with the reader-response approach could give aesthetic responses to literature without impairing their comprehension of the literary text.

From the problems occurred above, the reseacher believes that the strategy of Reader Response is the strategy that can improve students reading achievement. There will be an investigation about the significant difference in reading achievement of recount text before and after the students are taught by Reader Response Strategy. Therefore, in this study, the writer is expected to use Reader Response Strategy to improve students reading achievement in recount text.Reader-response is a strategy that allows students more latitude in responding to what they read and support varied responses. So far the writer cannot find study concerning with Reader Response Strategy and Recount Text.

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1.2 The Problem of the Study

Based on the background above, the problem of the study is formed in the following question is:

Was there any significant difference in reading achievement of recount text before and after the students are taught by Reader Response Strategy?

1.3 The Objective of the Study

The objective of research is:

To find out whether or not there was a significant difference in reading achievement of recount text before and after students are taught by Reader Response Strategy?

1.4 The Significances of the Study

This study was expected to give some significant results that can be useful and give some contribution to improve teaching and learning English. For teacher, the writer hopes that reader response strategy can be applied as teaching reading strategy in teaching recount text. The writer hopes by using this strategy, students would be attracted in reading recount text.

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