

**TEACHING READING COMPREHENSION BY USING BIG BOOK
TECHNIQUE TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1
BANYUASIN I**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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AUGUST 2020**

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**Presented to
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In Partial Fulfilment of the Requirement
For the Degree of Sarjana in English Language Education**

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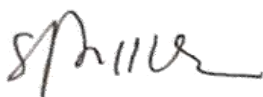
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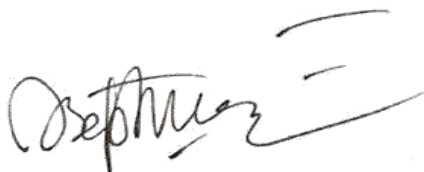
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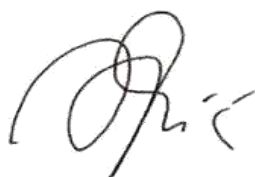


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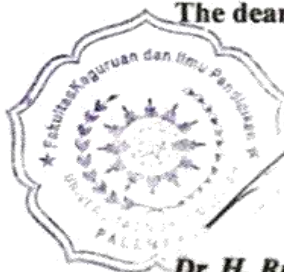
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ABSTRACT

Ika Eviolina Destianti. Teaching Reading Comprehension by using Big Book Technique to the Eighth Grade students of SMP Negeri 1 Banyuasin I, Thesis English Education Study Program, Sarjana Degree (S1), Faculty of teacher Training and Education Universitas Muhammadiyah Palembang, Advisor : (I) Sherly Marliasari, S.Pd.,M.Pd. (II) , Dwi Rara Saraswati, S.Pd.,M.Pd

Keywords : Big Book technique, Reading Comprehension

This study entitled Teaching Reading Comprehension by using Big Book Technique to the Eighth Grade students of SMP Negeri 1 Banyuasin I. the problem of this study is it effective to teach reading comprehension by using Big Book Technique to the Eight Grade students of SMP Negeri 1 Banyuasin I ?. The objective of this study was to find out whether or not effective using Big book in teaching reading to the Eight Grade students at SMP Negeri 1 Banyuasin I. this method was used a quasy-expereimental design. The population of this study was all the eighth grade students of SMP Negeri 1 Banyuasin I consisted of 186 students from six classes, the sample were 62 students which were divided into two groups ; Experimental and Control group. The instrument used to collect the data were the pre-test and post-test. The data was written test which is multiple choice it consisted 30 questions. The data were analysed by using t-test. The are paired Sample t-test and Independent Sample T-test. The result of data analysis revealed that t-obtained was higher than critical value, the null hypothesis H_0 was rejected and alternative (H_a) it was accepted. It could be concluded that was effective to teach reading comprehension by using Big Book technique to the Eight Grade student of SMP Negeri 1 Banyuasin I.

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The writer realizes this thesis is not the perfect one. All of comments, critics, and suggestions are welcomed for this thesis. The last, the research hopes this thesis will be useful for the people who read it and for other research in the future.

Palembang,
The writer

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LIST OF CONTENTS

	Pages
TITTLE PAGE	i
AGREMENTPAGE	ii
APPROVAL PAGE	iii
MOTO AND DEDICATION	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vii
LIST OF CONTENTS	viii
LIST OF TABLES	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	
1.1Background	1
1.2Problem of the Study.....	3
1.2.1Limitation of the Problem.....	3
1.2.2 Formulation of study.....	3
1.3 Objective of the study.....	3
1.4 Significance of the Study.....	4
1.5 Hypotheses of the Study.....	5
CHAPTER II LITERATURE REVIEW	
2.1 Concept of Teaching.....	6
2.1.1 Principle of Teaching.....	7
2.2 Concept of Reading.....	7
2.2.1 Type of Reading.....	8
2.3 Concept of Reading Comprehension.....	9
2.4 Reading Comprehension Strategy.....	10
2.5 Big Book.....	11
2.5.1 The Procedure of Teaching Reading Comprehension by Using Big Book Tecnique.....	11

2.5.2 The purpose of Big Book.....	12
2.5.3 Characteristics of Big Book.....	13
2.6 Previous of the Study.....	13

CHAPTER III METHOD OF RESEARCH

3.1 Research Method.....	15
3.2 Research Subject.....	16
3.3 Variable of Research.....	16
3.4 Operational Definition.....	16
3.5 Population and Sample.....	17
3.5.1 Population.....	17
3.5.2 Sample.....	18
3.6 Technique of Collecting Data.....	19
3.6.1 Pretest.....	19
3.6.2 Posttest.....	19
3.7 Research Instrument Analysis.....	19
3.7.1 Validity of the Test.....	20
3.7.2 Reliability of the Test.....	20
3.8 Technique for Analysing Data	20
3.8.1 Paired Sample T-test.....	20
3.8.2 Independent Sample T-test.....	21

CHAPTER IV FINDINGS INTERPRETATION

4.1 Findings.....	22
4.1.1 The Result of Students Pretest in Experimental.....	23
4.1.2 The Result of Students Posttest In Experimental.....	24
4.1.3 The Result of Students Pretest In Control Group.....	25
4.1.4 The Result of Students Posttest in Control Group.....	26
4.1.5 The Differences between Pretest and Posttest Experimental.....	28
4.1.6 The Differences between and Posttest Control.....	29
4.1.7 The Comparison of Posttest Experimental Group and Control Group	30
4.1.8 Interpretations.....	31

CHAPTER V CONCLUSION

5.1 Conclusion.....	33
5.2 Suggestions.....	33
5.2.1 English of Teacher.....	33
5.2.2 Students.....	33
5.2.3 institutions.....	34

REFERENCES.....	35
------------------------	-----------

APPENDICES.....	37
------------------------	-----------

LIST OF TABLE

Tables	Pages
3.5.1 Population of the Study.....	18
3.5.2 Sample of thStudy.....	18
4.1.1 The Result of Students Pretest in Experimental.....	23
4.1.2 The Result of Students Posttest In Experimental.....	24
4.1.3 The Result of Students Pretest In Control Group.....	25
4.1.4 The Result of Students Posttest in Control Group.....	26
4.1.5 The Differences between Pretest and Posttest Experimental.....	28
4.1.6 The Differences between and Posttest Control.....	29
4.1.7 The Comparison of Posttest Experimental Group and Control Group	30

LIST OF APPENDICES

Appendices	Pages
1. Test of Item.....	37
2. Rencana Pelaksanaan Pembelajaran.....	51
3. Surat Keputusan Dosen Pembimbing Skripsi.....	52
4. Surat undangan Seminar Proposal.....	53
5. Daftar Hadir Seminar Proposal.....	54
6. Daftar hadir dosen Seminar Proposal.....	55
7. Surat Permohonan Riset dari kampus.....	56
8. Surat Keterangan telah melaksanakan Riset.....	57
9. Persetujuan Ujian Skripsi.....	58
10. Surat Pernyataan.....	60
11. Undangan Ujian Skripsi.....	63
12. Bukti Telah Memmperbaiki Skripsi Hasil Ujian.....	64
13. Kartu Bimbingan Kemajuan Ujian Skripsi	65
14. Curriculum Vitae.....	66
15. Documentation.....	74

CHAPTER 1

INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significances of the study, and (5) hypothesis of the study

1.1 Background of the Study

English is one of important language for the study because English is a language that used for international communication. In Indonesia, English is considered as the first foreign language to be taught as a compulsory subject. According to Hasbaini (2017), as a foreign language and compulsory subject English taught at junior and senior high school students as well as at university. Furthermore Brown (2000:12), said a second language is a long and complex undertaking. Whole person is affected as you struggle to reach beyond of your first language.

Novita (2014) said, there are four language skills in teaching English namely listening, reading, speaking, and writing. Those skills are very important to be consider in teaching English as a foreign language in Indonesian. The researcher tried to examine one of the skills in English, namely Reading. Reading is a one of skills which has be learned by students who are studying language and consider as the most important skills. According to statistics from UNESCO, a total of 61 countries, Indonesia is ranked 60 with lower reading rates. The level of education based on the human development index (IPM) in Indonesia is still relatively low, which is 14.6%. The researcher tries to choose reading because there are still many students ignoring

reading. Meanwhile by reading someone will be able to write and say something (information) that is found from what is read and heard. furthermore to Nunan (as cited in Nurbaeti Halik 2016) says that reading is most important skill to be mastered in order to ensure. In addition, Grabe (2009: 129) reading is a skill that can be practiced effectively and extensively, with some student control of passage selection by the student.

The problem is also found in the school. Many students have difficulties to learn reading comprehension for example to find generic structure in the story. Moreover many students still feeling bored in teaching and learning process of reading. Then they had difficulty in finding main idea in reading comprehension. Some of problem makes students uninterested in teaching and learning process. The students did not understand or comprehend the material because they could not use any media in learning. There is a lot of technique or media that teachers can use to improve their reading skills and make it easier for students to learn reading.

Based on the problem there`s one technique or media that should be had to facilitate the process of learning reading. The researchers believe one of technique that can be used in teaching and learning process is a Big Book. Big Book can attract students attention and the media help students to make easier to understand the material in the learn.

Big book is reading a book that has a size, text and graphics are great. The size of Big Book should consider in terms of legibility all students in the class. According to Kargen (as cited in Fitriana 2017), Big Book is a reading book that has large size, text

and images. Furthermore According Usaid (2005: 20), said

Big Book is reading book, has size writing, and big pictures. The Big book has a particular characteristics, raised both text and image, that reading with teacher and students.

Based on the explanation above, the researcher interested in conducting a research, entitled *Teaching Reading Comprehension by using Big Book Technique to the Eighth Grade students of SMP Negeri 1 Banyuasin I.*

1.2 Problem of the study

Based on the general background stated, the problem of this study had something to do with teaching reading comprehension by using Big Book technique to the Eighth Grade students of SMP Negeri 1 Banyuasin I.

1.2.1 Limitation of the Problem

Based on the background above, the researcher focused on teaching reading comprehension by using Big Book technique to the Eight Grade students of SMP Negeri 1 Banyuasin I.

1.2.2 Formulation of the Study

The problem of the research would be formulated the research questions as follow: “was it effective to teach reading comprehension by using Big Book technique to the Eight Grade students at SMP Negeri 1 Banyuasin I? ”

1.3 Objectives of the Study

The objectives of the study would be as follows:

1. To find out whether or not effective using Big book in teaching reading to the Eight Grade students at SMP Negeri 1 Banyuasin I?
2. To know students' response after the teacher's implement Big Book technique in teaching reading comprehension to Eight Grade students at SMP Negeri 1 Banyuasin I.

1.4 Significances of the Study

This study would hopefully to the following:

1. Teachers

Other teachers to easily study reading comprehension using media like Big book especially English teachers.

2. Students

- a. Hopefully, the result of this study is be able to improve the students interest and their skill in reading comprehension by using Big Book technique , because, the students are able work together with their friends share the information if one of them less understands about what they learn especially in reading.
- b. It will be useful to help the students to give them better understanding of English reading especially by using Big Book.

3. Other Researchers

Indeed, the researcher also hopes that the result of this study is useful as the reference for other researcher to conduct the further research dealing with using big book to teach in reading comprehension.

1.3 Hypotheses of the Study

According to Fraenkel (2011:39), hypothesis is simply put a prediction of the possible outcome of study. In this research they were two kinds of hypotheses; null hypothesis (H_0) and alternative hypothesis (H_a)

The hypotheses of the study were as follow:

- (H_a) : it is effective teaching reading comprehension by using Big Book technique to the eight grade student of SMP Negeri 1 Banyuasin I
- (H_0) : it is not effective teaching reading comprehension by using Big Book technique to the Eight grade student of SMP Negeri 1 Banyuasin I

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