

**THE EFFECTIVENESS OF ENCODING INSTRUCTION  
IN TEACHING READING DESCRIPTIVE TEXT TO  
THE TENTH GRADE STUDENTS OF SMK NEGERI 8  
PALEMBANG**

**THESIS**

**BY  
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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

**AUGUST 2021**

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**THESIS**

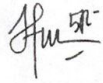
**Present to  
Universitas Muhammadiyah Palembang  
In Partial Fultillment of the Requirements  
For the Degree of Sarjana in English Language Education**

**BY  
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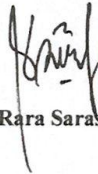
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## SURAT PERNYATAAN

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Menyatakan bahwa skripsi berjudul:

**The Effectiveness of Encoding Instruction in Teaching Reading Descriptive Text to the Tenth Grade Students of SMK Negeri 8 Palembang,** beserta seluruh isinya benar merupakan hasil karya saya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dan masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, Agustus 2021

Yang menyatakan



Meizandika Bella Hatika

## MOTTO AND DEDICATION

### A. MOTTO:

“Start with Bismillah, End with Alhamdulillah, Be grateful with Shalat, and say Thank you to Allah”. (My Mom)

### B. DEDICATION

This thesis is dedicated to:

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## ABSTRACT

Bella, Meizandika. 2021. *The effectiveness of encoding instruction in teaching reading descriptive text to the tenth grade students of SMK Negeri 8 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*. Advisors: (I) Kurnia Saputri, S.Pd., M.Pd. and (II) Dwi Rara Saraswati, S.Pd., M.Pd.

**Keyword:** The Effectiveness, Encoding Instruction, Reading, Descriptive Text.

**This thesis was entitled** “The Effectiveness of Encoding Instruction in Teaching Reading Descriptive Text to the Tenth Grade Students of SMK Negeri 8 Palembang”. The problem this study was “is it effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang?”. The objective of this study was to find out whether or not it is effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang. This research used quasi experimental design. The population of this study was all of tenth grade students of SMK Negeri 8 Palembang, with the total number 392 students. The sample of this study was 47 students were taken by purposive sampling. The data obtained were analyzed by using independent sample t-test in SPSS (Statistical Package for the Social Science) 25.0. The result of t-test, t-obtained was 27.989 and it was higher than the critical value of t-table was 2.021, with (df)  $n = 45$  at the level of significance 0.05 (5%) for two-tailed test. It could be concluded that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected, because t-obtained was higher than the value of t-table. It means that it is effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang.



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## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with: (1) background, (2) problem of the research, (3) limitation of the research, (4) formulation of the research, (5) objective of the research, (6) significances of the research, (7) hypotheses of the research.

#### **A. Background of Research**

According to Harmer (2007), English is not only a language with few users as a mother tongue, but has become a lingua franca (p.1). Nowadays people used English to communication when they have a different mother tongue. Because English is one of the international language used in many countries. Moreover, now that most textbooks, journals, newspapers, social media are used in English. In addition, Agustin (2011) said, now in this life, English became second language in Indonesia which one international language. The era more advanced especially with IPTEK. English must be known by every Indonesia people to be able to compete in international world (p.355). This is important to learned English, especially for education and the future, and taught as a compulsory subject for high school and college students.

Depdiknas (2003) said, the teaching of English is focused on the ability to be capable of mastering the four language skills, there are four basic skills including *Reading, Listening, Speaking, and Writing* (p.15). Reading is one of the basic skill in English. Learn others skill of English, reading well is the main

thing. Reading is mental process. There are many definitions of reading, in Longman Dictionary of Applied Linguistics, Reading is, said as: “Perceiving a written text in order to understand its contents. This can be silently (silent reading) and read text aloud (oral reading). It can be done with or without understanding of the content.”

Hamra and Syatriana (2010) indicated the ability of Indonesian students to read English texts was very low. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study (p.28). In addition, Sefrida (2012) said, in students perception reading is a bored activity (p.114). Moreover, based on the researcher’s observation at SMK Negeri 8 Palembang many students cannot read English well. Based on the explanation the reason students cannot read well because English is foreign language in the school, the students have difficulties to spell the word of English especially to spell the alphabet in English that is have differences of alphabet in Indonesia, and then students very bored to read the text. Because of that the teacher or learner need a strategy to solve those problem.

In this research, one of the strategies that can be used was Encoding Instruction. Encoding instruction helped readers to recognize these letters before reading them correctly. According to He&Wang, et al (2009) encoding instruction may offer insight into the types of knowledge individuals used to read and wrote unfamiliar words, providing a window to what students know

about how words work (p.171). It can be implied that this strategy can make the reader will easy and quickly in reading. It was found that the teacher did not give the lesson about Encoding (spelling). The teacher just gave little information and little practiced when they taught in class, that is why the students have difficulties to read well. Weiser (2013) said, that used encoding instructions in learning the reading process has positive advantages for students (p.196). Weiser claims this encoding instruction can helped students with difficulties in reading process.

Therefore, this research used Descriptive Text as media to make easier learn reading. Kane (2000), stated “description is about sensory experience how something looks, sounds, tasted. Mostly this about visual experiences but description also deals with others kinds of perceptions” (p.352). It can be concluded that descriptive text is a text for describe person, place or a thing by visual experience. It may also be used to describe the outwards appearance people, this tells about their traits of character and personality by just the see that person. This research was conducted to know the effectiveness when students learned the reading descriptive text after their known encoding instruction as the method to improve their reading.

Based on explanation above the researcher interested in doing the research with the tittle ***“The Effectiveness of Encoding Instruction in Teaching Reading Descriptive Text”***.

## **B. Problem of the Research**

Based on the general background stated, this research problem focused on the effectiveness by using Encoding Instruction in teaching reading descriptive text to the tenth grade students of SMK Negeri 8 Palembang.

## **C. Limitation of the Research**

In line with the identification of the problems, it was focused on the effectiveness of Encoding Instruction in teaching reading descriptive text to the tenth grade students of SMK Negeri 8 Palembang.

## **D. Formulation of the Research**

Based on the limitation of the problem, this research was formulated on the following question: “is it effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang ?”

## **E. Objective of the Research**

Based on the formulation of the problems above, the objective of the research was to find out whether or not it is effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang.

## **F. Significances of the Research**

The significances of the research may be used for the following parties :

1. To the writer

It give the valuable information and knowledge about teacher's strategy byused Encoding Instruction in teaching reading descriptive text.

2. To the teacher of English

This research can be used for the reference of English teacher to improve their teaching skills on reading text to the student in the classroom activity.

3. To the students

Hopefully, this research can made the student more interested to learning reading text in the classroom.

4. To the other authors

The research can be reference of strategies that used in teaching reading for the next author and also can help in teaching reading process by used this strategy.

## **G. Hypotheses of the Research**

1. The hypotheses of this research were started below :
2. The null hypotheses (Ho): it is not effective to teach reading descriptive text byusing encoding instruction.
3. The alternative hypotheses (Ha): it is effective to teach reading descriptive textby using encoding instruction.

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