

**THE EFFECT OF ACIVE LEARNING STRATEGY IN TEACHING
NARRATIVE READING COMPREHENSION TO THE EIGHTH
GRADE STUDENTS OF SMP MUHAMMADIYAH 6 PALEMBANG**

THESIS

BY

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

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THESIS

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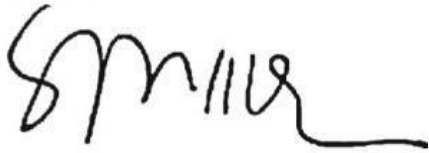
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Menyatakan bahwa skripsi berjudul:

“ The Effect of Active Learning Strategy in Teaching Narrative Reading Comprehension to the Eighth Grade Students at SMP Muhammadiyah 6 Palembang. “

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

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

Palembang, 30 Agustus 2022



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Motto and Dedication

Motto:

“Do the best and pray. God will take care of the rest.”

Dedication:

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are:

- ❖ My beloved parents (Mr. Bahren Efri Riza and Mrs. Syahida). Who always give me prayers, support, love, care, advice, and strength. Thanks for all you have done for me, I love both of you, I hope I can make both of you proud of me.**
- ❖ My beloved sister, (Petty Anja Syari) thanks for your support and love.**
- ❖ My beloved advisors (Sherly Marliasari S.Pd., M.Pd., and Dian Septarini S.Pd., M.Pd.) thanks for your advice, help, knowledge, and guidance to write this thesis.**
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ABSTRACT

Azzahra, Ikhtari, 2022. The Effect of Active Learning Strategy in Teaching Narrative Reading Comprehension to the Eighth Grade Students at SMP Muhammadiyah 6 Palembang. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advaisor (1) Sherly Marliasari, S.Pd., M.Pd., (2) Dian Septarini, S.Pd., M.Pd.

Keyword: Teaching, Reading Comprehension, Active Learning Strategy.

This thesis is entitled "The Effect of Active Learning Strategy in Teaching Narrative Reading Comprehension at SMP Muhammadiyah 6 Palembang". The problem of this study was whether or not there was effective to teach reading comprehension by using active learning strategy at SMP Muhammadiyah 6 Palembang. The objective of this study was to find out whether or not there was effective to teach reading comprehension by using active learning strategy at SMP Muhammadiyah 6 Palembang. This study used experimental design. The population of this study was eighth grade students of SMP Muhammadiyah 6 Palembang, with the total number 37 students. The sample of this study was 37 students which taken selected through convenience non random sampling technique. The data obtained were analyzed by paired sample t-test in SPSS (Statistical Package for the Social Science) 2.010. The result of t-test obtained was 20.839 and it was higher than the critical value of t-table was 1.688 with (df) $n= 36$ 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 was effective to teach reading comprehension by using active learning strategy at SMP Muhammadiyah 6 Palembang.

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The researcher realizes that this thesis is far from being perfect. There are

still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice.

Last but not least, he hopes that this thesis will be useful for the university and the next researcher in the future.

Palembang, 30 August 2022

The researcher,

Ikhtari Azzahra

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) limitation of the study, (4) formulation of the study, (5) objective of the study, (6) significance of the study, (7) hypothesis of the study.

A. Background

English has become a very important language along with the development of science and technology. It is an access into the era of globalization. Good human resources must speak English in order to compete on a global scale. As a result, English is currently taught in many countries at the very beginning of the educational process.

In Indonesia, English is the first foreign language taught. The purpose of teaching English is to provide students the ability to speak, read, write, and listen in English. The pupils' motivation is indicated by their ability to speak in English. One of the skills which has important for the students is reading, many students often have reading skill as one of their most important goals, students often think that it is easier to obtain information from written text by reading without comprehending.

According to Medina (2012), reading is important because it is one of the most frequently used language skills in everyday life, as Witnessed by the use of internet students search for information through the web and most of it is published in English (p.81). As we know, learning a foreign language is more difficult than learning a national language or learning a mother tongue because the foreign language has completely different aspects which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As a foreign language, English is difficult to learn.

Indonesia ranks 62 out of 70 countries related to literacy levels, or is in the bottom 10 countries that have low literacy levels. The results of the

assessment conducted by the Ministry of Education and Culture (Kemendikbud) namely the "Indonesian National Assessment Program", only 6.06 percent of students in the country who have good reading skills. The remaining 47.11 percent are sufficient and 46.83 percent have poor reading skills. Students' reading interest is still low as evidenced by the difficulty of students understanding reading, students have difficulty in understanding story questions.

Kasim and Raisha (2017), propose that reading comprehension is also simply known as a kind of thinking which requires the reader to make inferences from the text. Without using her thinking process, the reader may not attain any or all the information and may not wholly understand the text" (p.311). From the definition, it can be concluded that reading comprehension is an activity carried out to obtain information in a text so that the content of text can be understood properly.

According to Marianne (2007), says that teaching reading skills to non-native speakers of English involves unique problems and challenges at all conceivable levels of instruction. Reading is the most difficult language skill to teach or it involves so many different elements, mechanical eye movement, grammar, vocabulary, phonetics spelling, and intellectual comprehension (p.33). It means that difficulties or obstacles faced in the process of teaching and learning reading are not the only reason to let the condition persist where the mastery of reading skills cannot be mastered by most of the students. A teacher, as one of the determiners in achieving instructional objectives' outcomes, should consider some teaching strategies that can be used to accomplish this.

There are many various teaching models that can be used by the teachers to help the students in comprehending the text. One of the strategies is active learning strategy. It was strategy which can help the students understand the meaning of the text when they get stuck with certain words or certain sentences.

According to Warsono, Hariyanto (2012), a teaching strategy known as active learning involves students actively in the learning process. Active learning conditions students always have meaningful learning experiences and always think about what they can do during learning. Active learning involves students to do something and think about something they are doing (p.12) Active learning aims to teach students how to be engaged, complete several assignments, make the most of their brainpower, understand concepts, solve issues, and apply what they have learned. Every students needs active learning, students will rapidly forget what has been spoken if they have a tendency to be passive or simply take from the teacher.

Through reading the students can be motivated to increase their abilities in comprehending the material given. However, it still needs to be proved through a scientific research. This matter also happens to the students in SMP Muhammadiyah 6 Palembang. As the researcher has observed the students in that school, the researcher found that the teacher just give traditional method in every time schedule subject, and then they did some task given by the teacher until she gave a score for them and so on, it seems boredom for them, and the students were lazy to memorize the words, and practice English in their daily life. Thus, they are lack of vocabulary and do not know the meaning when comprehend the text.

Based on the statement above, the researcher believes that student active learning strategy will directly deal with how to build up students' interest and motivation to increase their reading achievement as well as enjoyable. Based on the description above, the researcher would like to conduct a research entitled **“The Effect of Active Learning Strategy in Teaching Narrative Reading Comprehension to The Eighth Grade Students of SMP Muhammadiyah 6 Palembang.”**

B. Problem of the Study

Based on background above, the problem of research focused on the effectiveness of teacher by using Active learning strategy in teaching narrative reading comprehension to the eighth grade students of SMP Muhammadiyah 6 Palembang.

C. Limitation of the Study

In line with the identification of the problems, the focused of the research was on the effectiveness of Active Learning Strategy in Teaching Narrative Reading Comprehension to the eighth grade students of SMP Muhammadiyah 6 Palembang.

D. Formulation of the Study

Based on the limitation of the problem, this research was formulated on the following question “was it effective to teach reading comprehension by using student active learning strategy to the eighth grade students of SMP Muhammadiyah 6 Palembang?”

E. Objective of the Study

Based on the formulation of the problems above, objective of the research was to find out “whether or not it is effective to teach reading narrative text by using active learning strategy to the eighth grade students of SMP Muhammadiyah 6 Palembang”.

F. Significance of the Study

The researcher hopes the result of this study. First, the researcher hopes this researcher will be benefit for the writer herself, it is expected to give writer a good experience and enlarge her knowledge in conducting a scientific study. Second, for the students, that the result of this study can increase the students' ability to comprehend the reading text by using student Active Learning Strategy. Third, for the teachers of English, that the result of this study would be useful for the teachers of English to have an alternative way of teaching reading comprehension. The last, the result of this study is expected to be a source and a guide for other researcher when they would like to conduct a similar research, the researcher hopes they will receive a better result than this study, and that the result of this research will give information and contribution to the other researchers so that they can apply the active learning of teaching reading comprehension.

G. Hypotheses of the Research

According to Arikunto (2013), a hypothesis is a tentative answer to a research question. The writer proposes two hypotheses in this study, namely the null hypotheses (H_0) and the alternative hypotheses (H_a) (p.110). The hypothesis of the research presented as follows:

1. Null Hypothesis (H_0) : There is no significant effect of applying active learning strategy in reading narrative text.
2. Alternative Hypothesis (H_a) : There is a significant effect of applying active learning strategy in reading narrative text.