INCREASING THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION BY USING *INKING YOUR THINKING STRATEGY* AT SMK NEGERI 2 PALEMBANG

THESIS

BY:

FINESSA OKTARISMA

NIM. 372019038

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH PALEMBANG

APRIL 2023

INCREASING THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION BY USING *INKING YOUR THINKING STRATEGY* AT SMK NEGERI 2 PALEMBANG

THESIS

Present to

Universitas Muhammadiyah Palembang
In Partial Fultillment of the requairements
For the Degree of Sarjana in English Language Education

BY
FINESSA OKTARISMA
NIM 372019027

UNIVERSITAS MUHAMMADIYAH PALEMBANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION STUDY PROGRAM

APRIL 2023

This is written by Finessa Oktarisma has been certified to be examined

Palembang, 10 April 2023

Advisor I,

Kurnia Saputri, S.Pd., M.Pd.

Palembang, 10 April 2023

Advisor II,

Finza Larasati, S.Pd., M.Pd.

This is to certify that Sarjana's thesis of Finessa Oktarisma has been approved by Board of Examiners as one of the requirements for the Sarjana degree in English Language Education

Kurnia Saputri, S.Pd., M.Pd. (Chairperson)

Finza Larasati, S.Pd., M.Pd. (Member)

Masagus Sulaiman, S.Pd., M.Pd. (Member)

Acknowledgded by
The Head Of English
Education Study Program

Asti Gumartifa, S.Pd., M.Pd.

Approved
The Dean of
FKIP UMP,

Dr. H. Rusdy AS., M.Pd.

SURAT PERNYATAAN KEASILAN KARYA

Saya yang bertanda tangan di bawah ini:

Nama   : Finessa Oktarisma

NIM   : 372019027

Program Studi   : Pendidikan Bahasa Inggris

Telp/Hp   : 0896-3627-5299

Menyatakan bahwa skripsi berjudul:

"Increasing the Eleventh Grade Students' Reading Comprehension by using Inking Your Thinking Strategy at SMK Negeri 2 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 dikemudian ternyata pernyataan saya tidak benar atau ada klaim daeri pihak lain terhadap keasilan skripsi saya.

Palembang, 10 April 2023

Yang menyatakan

Finessa Oktarima

NIM. 372019027

iv

Motto:

Don't forget, beautiful sunset needs cloudy skies

(Paulo Coelho)

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 lovely Perents, Dalwani Marlan (alm) and Yanimar. Who always pray for me could be succsessful, influence in every aspect of my life, thank your for your love, support, motivation and everything.
- ❖ My beloved sister, Ria, Niya and Mey. Who always cares about me and give me support.
- ❖ My big family who always make me strong.
- ❖ My honorable advisors, Miss Kurnia Saputri, M.Pd. as my advisor I and Miss Finza Larasati, M.Pd. as my advisor II. Thank you very much for your guidance and advise to write this thesis, especially for patience, understanding in guiding me to finish my thesis.
- ❖ My special person Anugrah David Pratama, Thank you for your care, patience, helping and support to accompany me to complete my Sarjana degree.
- ❖ All of my lectures in Faculty of Teacher Training and Education of English Study Program of Universitas Muhammadiyah Palembang.
- ❖ SMK Negeri 2 Palembang, the entire teachers and all of the students especially eleventh grade.
- ❖ My best friends, Tiara, Pajar, Bintang (Old Brother), thanks to be good friend, having fun, and always there for me even during times of my trouble.

- ❖ My beloved friends Tasya, Disa, Nawang, Anjelina, thanks for your helping, support and always be there for me from the first semester until now.
- ❖ All of my friends in Education Study Program academic year of 2019 and all friends I have ever meet in college whose name cannot be mention one by one. Thank you for the togetherness, friendship, happiness and unforgettable experiences we have been through almost four years.
- ❖ All of my friends KKN 59 Posko 310 Padang Bulan
- ❖ All of people who have helped and give support

ABSTRACT

Oktarisma, Finessa.2023. *Increasing the eleventh grade students' reading comprehension by using inking your thinking strategy at SMK Negeri 2 Palembang*. Thesis, English education study program, Sarjana Degree (S1), Faculty of teacher training and education *Universitas Muhammadiyah Palembang*. Advisor (I): Kurnia Saputri, S.Pd., M.Pd. (II) Finza Larasati, S.Pd., M.Pd.

Keyword: Reading, Narrative Text, Inking Your Thinking Strategy

The problem of this study was "Is it effective to teach reading of narrative text by using inking your thinking strategy to the eleventh grade students of SMK Negeri 2 Palembang?". The objective of this study was to find out whether or not it is effective to teach reading narrative text by using inking your thinking strategy to the eleventh grade students of SMK Negeri 2 Palembang. This study, used pre-experimental design. The population of this study was all eleventh grade students SMK Negeri 2 Palembang, with the total number 765 students. The sample of this study was 62 that students were taken selected through convenience sampling. The data obtained were analyzed by using paired sample t-test in SPSS (Statistical Package for the Social Science) 26.0. The result of t- test obtained was 14.708 and it was higher than the critical value of t-table was 1.677, with (df) n = 48 at the level of significance 0.05 (5%) for two- tailed test. It be concuded that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, because t-obtained was higher than the value of t-table. It means that it is effective to teach reading of narrative text by using inking your thinking strategy to the eleventh grade students of SMK Negeri 2 Palembang.

ACKNOWLEDEMENTS

Alhamdulilahi rabbil' alamin, praise to ALLAH SWT who has given health, opportunity and mercy to complete this thesis. Blessing and salutation be upon the most honorable prophet and messenger Muhammad SAW, his family and disciples who had delivered the truth to human beings in general and Muslim in particular. This thesis titled "Increasing the Eleventh Grade Students' Reading Comprehension by using Inking Your Thinking Strategy at SMK Negeri 2 Palembang" is submitted as the final requirement in accomplishing undergraduate degree at the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang.

In writing this thesis, the reseacher expresses to her beloved parents Dalwani and Yani for the endless love, pray and support. The researcher presents her sincere appeciation goes to Rector of Muhammadiyah University of Palembang Dr. Abid Djazuli, SE., M.M, the dean of faculty of teacher training Dr. H.Rusdy AS, M.Pd, and the Head of English Education Study Program Asti Gumartifa.S.Pd.,M.Pd. Also this thesis would not have been possible without the help, support and patience of my first advisor Kurnia Saputri, M.Pd.,M.Pd. for the supervision, advice, and guindance from the very early stage of this study. Then to her second advisor Finza Larasati, S.Pd.,M.Pd.

The researcher is gratefull to Primanisyah, S.Pd, the teacher of English at SMK Negeri 2 Palembang, who allowed her carrying out the study at that school and thank you to the eleventh grade students who happily sacrificed their time to participate in this study.

Finally, the researcher would like to thank you everybody who was important to the successfull realization of this thesis. This thesis is far from perfect, but is expected that it will useful not only for the resarcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Palembang,   April 2023

Researcher,

Finessa Oktarisma

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

Appendices

CHAPTER I

INTRODUCTION

This chapter presents: background of the study, limitation of the problem, formulation of the problem, objective of study, significance of the study and hypotheses of the study.

A.   Background of the Study

English is considered a foreign language for Indonesian students. English is taught from primary school to university. Adanan (2020), teachers should use teaching methods based on the characteristics and needs of students to achieve the educational goals by the government. The educational objectives for individual levels: elementary school, middle school and high school are also different. Learning goals for high school students include two aspects: (1) the ability to understand the text; and (2) communication skills. Communication means understanding and transmitting information, thoughts and feelings and the development of science, technology and culture. The English subject aims to develop listening, speaking, reading and writing skills therefore that high school graduates can communicate and speak English at a certain level of reading and writing. Among the four English language skills included in the curriculum, reading tends to stand out. Reading plays a very important role for those who want to continue their education at a higher level or want to succeed in the future. Reading allows students to understand and work with the latest information (p.74).

According to Ariandika and Kartikawati (2018), reading is essentially a skill that directly or indirectly enables students to read from a printed page for overt messages, implicit messages, and general information, ideas, facts, and information that they need to understand. Draw a good conclusion, read from a critical and creative point of view, understand the figurative language of the researcher, set a goal, evaluate the thoughts written by the author and evaluate such thoughts in the right situation. All goals require a process to achieve them (p.277).

Reading comprehension becomes very important in the education field, and students need to be exercised and trained in order to have a good reading skill. Anggolah (2021) states reading is also important and necessary for students because their academic success depends more on their reading ability. If their reading comprehension is poor, they are likely to fail in learning or at least struggle to make progress. On the other hand, if they have good reading skills, they have more chances to succeed in education (p.1).

However, the reading level of Indonesian students is still low. The National Reading Index of 2019 (Solihin, Utama, Pratiwi, & Novirina, 2019) found that the reading level of Indonesian students for Indonesian text is classified as low level reading (p.62). The National Reading Index is compiled in Ministry of Indonesian Education to Measure of Literacy Level of Indonesian students. PISA 2018 reading score for Indonesia is 371 (OECD, 2018). This score is considered below average, as the average score in PISA 2018 is 453. PISA is an international survey that measures the ability of 15- year-olds to apply their knowledge in reading, mathematics and science. Both national reading index and PISA used Indonesian text as reading material. The reading level in Indonesian turned out to be the same (p.71). According to Dahliana (2016), although Indonesian students already learned English, most of them still does not understand various English texts (p.83). According to Jayanthi (2016), EFL students still have some problems in reading English texts. The problem are in the vocabulary, in the syntactic and semantic analysis of the text. From all these research results, we can see that Indonesian students still have problems with reading comprehension (p.110).

Francisco and Madzaro (2019) states the importance of reading literacy in language learning, the Education Minister of Indonesia included reading as one of the most important in the curriculum merdeka. According to this curriculum, a key reading competency in high school is the ability to understand and comprehend the meaning of a text. The more they read, the more they learn and develop knowledge and science (p.183). Therefore, more attention should be paid to reading education in order to develop and improve

students' reading ability. According to curriculum in vocational high school students should understand the text of the story includes descriptive text and narrative text, especially for the eleventh grade. The researcher will use narative text as they learned based on the curriculum.

According to Handayani, Youlia, Febriani and Syafryadin (2020), narrative texts usually use a long text that should be comprehended by the students. However, the students often find the boring and difficult to understand. Consequently, the students had not interested in the learning process to read and comprehend narrative text (p.66). With the strategy used by the researcher, it is hoped that students will easily understand and be interested in learning narrative text. According to Arisman and Haryanti (2019), narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration (p.327).

Based on the information taken by the researcher in her observation by doing the interview with the teacher of English in SMK Negeri 2 Palembang, vocational high school are less interested in english than senior high school students because they have special majors in their school and they are more interested in their majors, especially at the eleventh grade. The teacher said, in reading learning process, reading is indeed a major problem for almost all students, causing the teaching and learning process to be difficult. Not only from the words that they rarely see or hear but the words that are used and often heard everyday they can not read the spelling correctly. These problems are still often problematic for students' reading comprehension because students have limited background knowledge, limited vocabulary, and difficulty understanding materials. Seen from the average reading score of eleventh grade students at SMK Negeri 2 Palembang is 70% below the school's passing standard (KKM) where the KKM in the school is at 70, from the data that has been obtained it is evident that low student reading ability. As a result, students spend a lot of time reading and understanding the text. They have to

look up more in the dictionary. It takes time and make them boring. This problem also affects students' ability to understand and answer text-based questions.

Francisco and Madzaro (2019) say that reading skill is a fundamental ability that students must master by following all the activities of the learning process and instruction. The success of the process of teaching and learning English is determined by the number of students participating in the instruction, the more actively the students participate in the instruction, the more successful the teaching and learning process, without activities, the students will be successful. From a common point of view, this shows that the average student at the upper secondary level still has difficulty learning to read English because the classroom teaching and learning process is mainly focused on the teacher, so such a situation make students bored and lazy to receive a lesson. Therefore, teachers must develop a method that allows students to become active in the classroom (p.184).

Susiarni (2019) states, problems often appear among students when they are reading books and have trouble remembering words. Therefore, students should get the best instruction from the teacher, especially in reading. In general, students should learn how to read words and sentences in English before mastering reading skills to improve their reading ability. There are many ways to improve student reading. One of the good strategy is *inking your thinking* strategy (p.2).

The *inking your thinking* stategy found in by Pat Donnelly in 2007. According to Susiarni (2019), *inking your thinking* strategy in reading lessons has some benefits for improving students' reading comprehension. It helps develop decoding skills, vocabulary, word knowledge and active comprehension skills such as prediction, analyzing stories, asking questions, creating pictures, summarizing and self-checking. One of the goals of teaching reading is to know the ability to understand the text. The use of inking your thinking strategy to help students understand the text (p.3). Previous related studies have proven that teaching using this method can produce effective

results. in Siti Hadiyati Rohmana's research, at senior high *school inking your thinking* was an effective to improve reading comprehension and make students to understand the text easily. In Rini Novia Wati's the students' English ability improved by applying the *inking your thinking* strategy in reading comprehension at junior high school.

Based on the explanation above, the researcher chose *Inking your thinking* strategy because this strategy helps students to more easily understand in teaching reading. Therefore, the researcher proposed the research title **"Increasing the Eleventh Grade Students' Reading Comprehension by using Inking Your Thinking Strategy at SMK Negeri 2 Palembang"**.

B.   Formulation of the Problem

The problem of this study is formulated in the following question " Is it effective to teach reading of narrative text by using inking your thinking strategy to the eleventh grade students of SMK Negeri 2 Palembang? ".

C.   Objective of the Study

Based on the problem above, the objective of this study was to find out whether or not it is effective to teach reading narrative text by using inking your thinking strategy to the eleventh grade students of SMK Negeri 2 Palembang.

D.   Significance of the Study

1. For the teachers, the result of the study can give the teachers of English in the school some alternative teaching reading methods.
2. For the students, teaching reading narrative text by using inking your thinking strategy can motivate the students to be more interested in learning narrative text.
3. For the readers, the study might become a source of information for futher study.
4. For the researcher, it will improve her knowledge in conduct the research and give some experiences.

E. **Hypotheses of the Study**

The hypotheses of this study are in forms alternative hypotheses (H_a) and null hypotheses (H_o)

1. The alternative hypotheses (H_a): It is effective to improve reading comprehension by using inking your thinking strategy in narrative text to the eleventh grade strudents of SMK Negeri 2 Palembang.

2. The null hypotheses (H_o): It is no effective to improve reading comprehension by using inking your thinking strategy in narrative text to the eleventh grade strudents of SMK Negeri 2 Palembang.

REFERENCES

Adanan, H., & Adanan, M. (2020). Reading Comprehension of Senior High School Students in Indonesia. *M-WebQuest Development*, 74.

Anggolah, N. (2021). The effect of think aloud strategy toward student's reading comprehension. *repository.iainbengkulu.ac.id*, 1.

Ariandika, & Kartikawati. (2018). Reading Comprehension. *English study*, 277.

Arikunto. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta:PT.Rineka Cipta.

Brunner. (2012). The Important of Reading. *English Journal* , 49.

Crossley, Scott; Skalicky, Stephen & Dascalu, Mihai. Moving beyond classic readability formulas. Journal of research in reading (p.4)

Dahliana, S. (2016). Partnership activity in EFL reading classroom. *Englisia Journal, 3(2), 83.* .

Francisco, L. D., & Madzaro, C. A. (2019). Reading habits, Reading comprehension and academic performance of grade V. *TThe Asian ESP Journal*, 183.

Freankel, J. R., Norman, E. W., & Hellen, H. H. (2012). *How to Design and Evaluate Research in Education.* New York: Megraw Hill,Inc.

Gani, S. A., Yusuf, Y. Q., & Susiani, R. (2016). Progressive outcomes of collaborative strategic reading to EFL learners. *Kasetsart Journal of Social Sciences*, 144.

Hidayati, D. (2018). Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar. *Institutional repository of UIN Ar-Raniry Banda Aceh*, 9,16.

Jayanti, F. G. (2016). Reading Difficulties: Comparison on students and teachers perception. *Proceedings of Fourth International Seminar on English Language and Teaching*, 110.

Majaski, C. (2021, Oktober). Hypothesis Testing. hal. 5.

Milenia, V. T., Saputri, K., & Larasati, F. (2022). The Effect of Repeated Reading Method (RRM) in Teaching Reading Comprehension of Narrative Text to the Eighth Grade Students of SMP Negeri 1 Tanah Abang Pali. International Journal of Education Research and Development, 2(2), 67-72.

Noviani, T., Imelwaty, S., & Asty, H. (2015). Students' Problems in Writing Generic Structure of Narrative Text at Second Grade SMAN. 3.

Nugraha, L. C. (2020). The Analaysis of Language Features on Narrative Text Made by Social Tenth Grader at SMAN 1 Grogol Kediri. *Jurnal Pendidikan Bahasa Inggris*, 53.

OECD. (2018). PISA 2018 Result: Indonesia. *Paris: OECD Publishing*, 71.

Ritmawati. (2021). Analysis of Students' reading Comprehension on NarrativeText at the Ninth Grade of SMP Negeri 3 Kampar Kiri Hilir. *Perpustakaan Universitas Islam Riau*, 5,11.

Sangia, R. A. (2018). The process and purpose of reading. *Research gate*, 7.

Sapriya. (2013). The Effect of using Inking Your Thinking Strategy Towards Reading Comprehension of the Second. *repository.uin-suska.ac.id*, 28.

Savita, B. (2015). Improving students' reading comprehension. 8,12.

Sghaier, A., Medini, B., & Mismar, D. (2016). Ministry of education and higher education. *Struggling to strategic readers*, 41,42.

Solihin, L., Utama, B., Pratiwi, I., & Novirina. (2019). Indeks Aktivitas Literasi Membaca 34 Provinsi. *Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, KementrianPendidikan dan Kebudayaan*, 62.

Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta.

Susiarni, E. M., Mukhaiyar, & Zaim, M. (2019). The effect of inking your thinking strategy on the students' reading comprehension at tenth grade students in SMKN 1 Pariaman. *International journal of science andresearch (IJSR)*, 3.

Wahyuni, N. (2014, November). Uji Validitas dan Reliabilitas. hal. 12.

Wati, R. N., Hartati, H., & Oktawati, H. (2022). Improving Students' Reading Comprehension by using Inking Your Thinking Strategy at the Eighth Grade of SMPN 10 Merangin Academic year 2018/2019. *English education program journal*, 59.