

**TEACHING READING COMPREHENSION BY USING S3NT (START
WITH SIMPLE STORY) TO THE SEVENTH GRADE STUDENTS OF
SMP NEGERI 5 PALEMABNG**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2019

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THESIS

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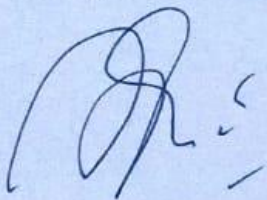
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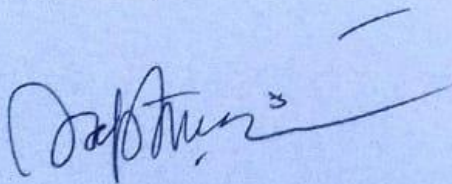
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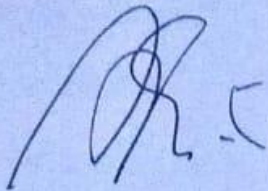
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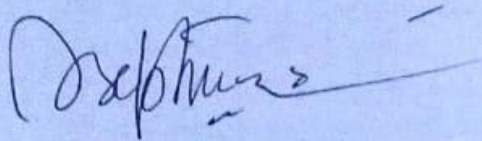
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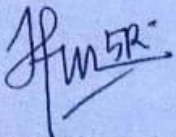
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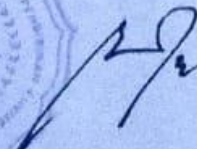
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ABSTRACT

Den Ayu Retno Wisma, 2019. *Teaching Reading Comprehension By Using S3NT (start with simple story) to the Seventh Grade Students of SMP Negeri 5 Palembang*. Thesis, English Education Study Program Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (1) Sri Yuliani, S.Pd., M.P.d , and (2) Dian Septarini, S.Pd., M.Pd.

Keywords: Teaching reading comprehension, start simple stories.

The title of this thesis was "*Teaching Reading Comprehension by Using S3NT (start simple story) to the seventh Grade Students of SMP Negeri 5 Palembang*". The objective of the study was to find out whether it is effective or not to teach reading comprehension by using start simple story to the Seventh Grade Students of SMP Negeri 5 Palembang. This method was used a quasi-experimental design. The population will the seventh grade students of SMP Negeri 5 Palembang in the academic years 2019/2020, with total number of students 231 students. The sample of this research was 66 students. The instrument used in collecting the data was data was obtained from 25 multiple choices. The data were analyzed by using SPSS 24.0 program. Based on the number students who answered the items, the finding The mean score of experiment pre-test were 43.65 and the mean score experiment post-test 74.629. The mean score of control pretest were 55.25 and the mean score control posttest 72.25. In the result of t-test, it was founded that t-obtained was 1.739. So it was higher than the critical value of t-table was 1.66901 with (df-1) n=32 at the level of significance 0.05 (5%) for one-tailed test. It means that the alternative hypothesis (H_a) was accepted and null hypothesis was rejected because t-obtained was higher than the value of t-table. So, it was effective to teach reading comprehension by using start simple story to the Seventh Grade Students of SMP Negeri 5 Palembang.

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First of all , the highest gratitude and grateful reward are only for Allah SWT who has given blessing and ability to the researcher to full fill and complete this thesis entitled Teaching Reading Comprehension Start Simple Stories to the Seventh Grade Students of SMP Negeri 5 Palembang”, which was used as one of requirements for the Sarjana Degree at Faculty of Teacher Training and Education at *Universitas Muhammadiyah Palembang* in the Academic Years of 2018/2019.

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Palembang, Augustus 2019

The Writer

DARW

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CHAPTER 1

INTRODUCTION

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

1.1 Background

Teaching is the process share knowledge by using a combination of art, science, and skill, teaching cannot be defined a part from learning. According to Simaibang (2016, p.14). teaching processes need to be geared to learners need, and the teaching should be aware of the adoption of teaching approach to adapt the learning purposes. Fur the more, it has an important part in teaching learning process because the students will enlarge their vocabulary directly by using language.

Language, either English or Indonesian, consists of four skills, namely reading, writing, listening, and speaking. Through these skills, people will be able to understand and produce something. By reading and listening, then, someone will be able to write and say the thing (information) that is found from what is read and heard. One of the first stages to get information is reading. Reading is one of the important skills which have to be learned by the students in order to master English well Grabe and Stoler, (2002, p.9) From the stated above, reading was something related to the activity of searching, founding, and collecting the information from the text, and it was done either silently or loudly, so this when we read a lot, the more knowledge we get.

According to Klingner (2007, p.2), “Reading comprehension was the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. There is no reading well without comprehending well. From the theory, it was said that to achieve the purpose of reading, the students have to comprehend the text in order to understand the information effectively. Students would catch the information from the text if they comprehend the text.

According to Paul Osborne (2002), common difficulties while reading are (1) Losing your place, it means student lose the place two different ways which are a student lose track of words lose, and you as half lose track of what line when moving from one line to the next. Losing your place wastes time and can inhibit your comprehension; (2) Losing your focus, it means that how many times a student is you been reading a passage Instead of paying attention to the text, a student was are thinking about what they are going to do later, what some friend said, or why you have to take the stupid SAT. This condition wastes time and energy, and makes comprehension impossible; (3) Not getting the point, even though the words and sentences make sense, may not be able to put them together to get the meaning of the passage; (4) Forgetting what you have read. A student still need to recall the main ideas of the passages. If student come to the end of the passage and cannot recall what it was about, you need to improve your from the stated above common difficulties while reading student unconcentrated and not getting the point (p.12).

When researcher did observation at SMP Negeri 5 Palembang, she found that students still had difficulties in reading, they did not master many

vocabulary, then they did not understand the contents of the reading, so they were bored and lazy to read.

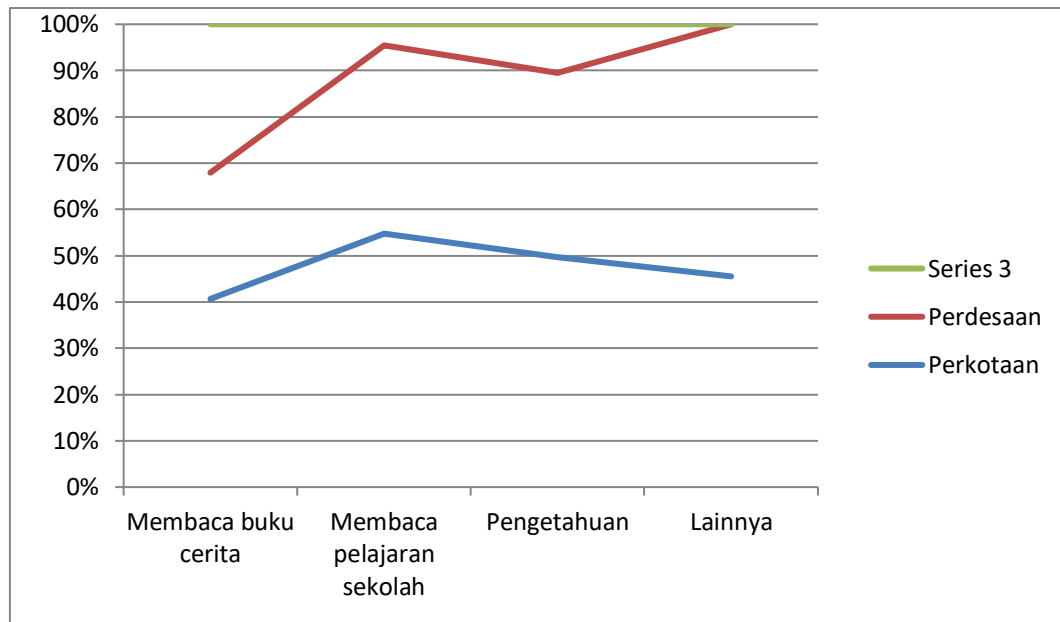
Based on the central statistical agency, we can see from the table that the level of reading books in Indonesia is very low, even In 2015 UNESCO recorded an index of interest in reading Indonesian books which was only 21 to 1,000. This figure shows that out of every 1,000 Indonesians, only about 21 people regularly read books outside of textbooks.

The ratio of books read by Indonesian people is very much different from other major countries in Asia, Europe and America. In America, every population reads about 20-30 books each year. In Japan, every citizen reads at least a dozen books each year, The average of population in the region of the continent of Asia, reading 1 to 3 books each year. Whereas, in Indonesia less than 1 book is read per capita every year.

below is a table of students' reading skills according to data from the Central Statistics Agency.

Provinsi	Buku Cerita			Pelajaran Sekolah			Pengetahuan		
	Perkotaan	Perdesaan	Perkotaan + Perdesaan	Perkotaan	Perdesaan	Perkotaan + Perdesaan	Perkotaan	Perdesaan	Perkotaan + Perdesaan
Aceh	8.31	5.87	6.56	29.19	22.57	24.43	23.41	16.43	18.4
Sumatera Utara	3.75	3.94	3.85	25.83	21.36	23.56	19.23	14.95	17.05
Sumatera Barat	7.12	5.73	6.27	24.93	23.01	23.75	19.75	14.91	16.6
Riau	5.76	7.15	6.6	24.84	21.88	23.04	19.73	15.84	17.36
Kepulauan Riau	9.97	5.51	9.16	20.67	20.74	20.68	20.81	20.28	20.72
Jambi	6.18	6.09	6.12	23.11	21.1	21.72	19.53	16.72	17.58
Sumatera Selatan	5.77	3.87	4.55	24.4	18.16	20.39	14.19	11.38	12.38
Kepulauan Bangka Belitung	4.87	2.34	3.58	18.83	14.66	16.71	13.26	8.18	10.68
Bengkulu	7.02	4.84	5.51	30.84	20.58	23.76	24.36	12.01	15.83
Lampung	6.56	3.64	4.39	22.68	18.65	19.69	15.76	11.77	12.8

Tabel 1.1 kemampuan membaca siswa di Indonesia



Tabel 1.2 Diagram Statistic kemampuan membaca siswa di sumatera selatan

Keeping with the fact that the writer gets from the artikel (*The Implementation of Start Simple Story (sss) Method to Improve Student Reading Comprehension*) reading was a complex process. It composis of many skills, habits, attitudes. It is an act, performance, or response that the reader makes the printed texts. Unfortunately certain factor may prohibit making the response. The physical-physichological factors influence reading performance, such as general physical conditions, sex related correlates, visual and auditory deficiencies and neurological in adequacies (Nurjamaliah, 2018, p.2). She also describes that reading has four distinctive and fundamental characteristics as follows:

- a) Reading is purposeful. Its nature is central, not simply because one normally reads for a reason. The person who had no purpose in reading can bring nothing to the reading, and the activity is bound to be meaningless.
 - b) Reading is selective because students normally only attend to what is relevant to students purpose.
 - c) Reading is anticipatory because students are rarely surprised by what we read-our purposes define students expectation.
 - d) Reading is based on comprehension because despite an ever present possibility of ambiguity, the act rarely leaves students confused
- (Nurjamaliah, 2018, p. 3).

Based on the explanation stated, the researcher would conduct a study entitled **Teaching Reading Comprehension By Using S3NT (Start With Simple Stories Narrative Text) To the Seventh Grade of SPM Negerti 5 Palembang.**

1.2 Problem of the Study

Related to the background of the study, the problem of the study would be the from of following the question, it is effective to teach using Start with Simple Story Narative Text (S3NT) on Students' Reading Comprehension.

1.3 Limitation of the Problem

The problem of this study was limited on investigating the effectiveness by using Start Simple Story Strategy in Teaching Reading Comprehension to the

Seventh Grade Student of SMP N 5 Palembang. In this case, the researcher would limit the genres of narrative text.

1.4 Formulation of the Problems

The problem of this study was formulated as follows “Is it effective to teach reading comprehension by using start simple story in narrative text to the Seventh Grade Students of SMP N 5 Palembang?”

1.5 Objective of the Study

The objective of this study was to find out whether it is effective or not to teach reading comprehension by using start simple story in narrative text to the Seventh Grade Students of SMP Negeri 5 Palembang

1.6 Significance of the Study

The researcher believes that this study would give the valuable input and contribute to some parties as follows:

1) For the researcher herself

This research can give more information and knowledge for the researcher in teaching reading comprehension in narrative text, especially using the start simple in story narrative text strategy in the classroom.

2) For the teacher of English

Hopefully, this research can give a good contribution for the teacher of English as a good teaching guidance in teaching performance in the classroom in order they can increase students' reading achievement.

3) For the students

The students motivate themselves to read texts in English reading text. They would be more enjoyable and enthusiastic in giving responses.

4) For the next researchers

This research was expected as a guide study or a reference for the next research. Besides, it can contribute the new research finding about using start simple story narrative text in teaching reading comprehension. In order words, this study may give information about the technique that can be implemented in teaching learning process especially about teaching reading comprehension by applying the present technique.

1.7 Hypotheses of the Study

According to the Fraenkel and Wallen (2012), hypothesis simply put a prediction of the possible out comes of a study, (p.45). The writer proposed two hypotheses in this study. They were alternative hypothesis (H_a) and the null hypothesis (H_o).

1. (H_a) : It is effective to teach reading comprehension in narrative text by using Start simple story narrative text to the seventh grade students at SMP Negeri 5 Palembang

2.(H₀) : It is not effective to teach reading comprehension in narrative text by using Start simple story narrative text to the seventh grade students at SMP Negeri 5 Palembang.

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