

**IMPROVING STUDENTS READING ABILITY BY USING SELECTIVE
UNDERLINING TECHNIQUE TO EIGHT GRADE STUDENTS AT
SMP NEGERI 8 PRABUMULIH**

THESIS

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TEACHER TRAINING AND EDUCATION ENGLISH EDUCATION
STUDY PROGRAM AUGUST 2019**

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THESIS

Presented to

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

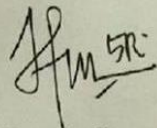
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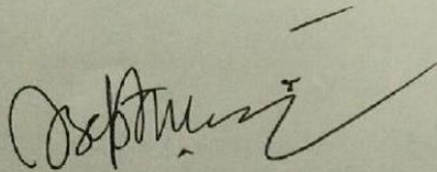
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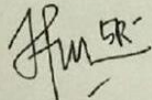
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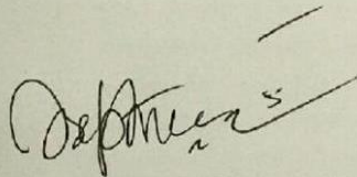


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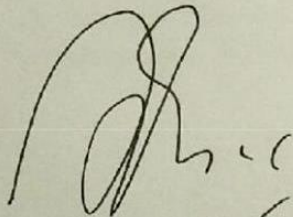
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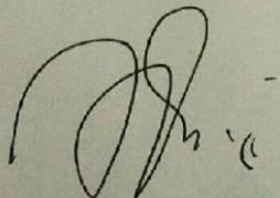


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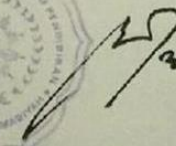
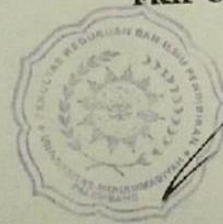
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ABSTRACT

Nanda Nur Amalia, 2019. *Improving Students Reading Ability by Using Selective Underlining Technique to Eight Grade Students at SMP Negeri 8 Prabumulih*. Thesis, English Education Study Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (1) Kurnia Saputri, S.Pd., M.P.d , and (2) Dian Septarini, S.Pd., M.Pd.

Keywords: teaching, reading ability, and selective underlining.

The title of this thesis was " *Improving Students Reading Ability by Using Selective Underlining Technique to Eight Grade Students at SMP Negeri 8 Prabumulih*". The problem of this study was "is it significant to teach reading by using selective underlining technique to Eight Grade Students at SMP Negeri 8 Prabumulih?" The objective of this study was to find out whether or not it is effective to teach reading comprehension by using selective underlining technique to Eight Grade Students at SMP Negeri 8 Prabumulih. This method was used experimental design. The population was the eighth grades students of SMP Negeri 8 Prabumulih in the academic years of 2019/2020, with total number of students 248 students. The sample of this research was 62 students. The instruments used in collecting the data were the pre-test and post-test. The data was obtained from 20 multiple choices. The data were analyzed by using SPSS 16.0 program. Based on the number of students who answered the items, the finding of pre-test indicated that the highest score was 65 and the lowest was 25. After pre-test, the students were taught reading comprehension by using selective underlining technique. The finding of post-test indicated that the highest score was 85 and the lowest score was 60. The mean score of pre-test was 45.16 and the mean score of post-test was 73.23 and the result of statistical analysis between the post-test in the experimental group and control group (t-obtained) should be less than t-table for two tailed. Furthermore, the result of students score in the experimental grup and control group used independent sample t-test was 3.855 as showed in table 20. Since the value of t-obtained (3.855) was higher than t-table 1.67065, the null hypothesis was rejected and alternative hypothesis was accepted. It could be concluded that it was effective to teach reading ability by using selective underlining technique to Eight Grade *Students* at SMP Negeri 8 Prabumulih.

ACKNOWLEDGEMENTS

First of all, the writer would like to say Alhamdulillah and thanks to God for His Mercy so that could finish thesis entitled “Improving Students Reading Ability by Using Selective Underlining Technique to Eight Grade Students at SMP Negeri 8 Prabumulih”. It was written fulfill one of the requirements for Sarjana Degree (S1) Examinations of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University in the academic years of 2019/2020. She would like to express her deepest gratitude to her advisor, Kurnia Saputri,S.Pd.,M.Pd. and Dian Septarini,S.Pd.,M.Pd. who have guided her patiently and encouragingly in writing this thesis.

Firstly, this thesis was written based on the research that was conducted on July,2019 at SMP N 8 Prabumulih. The researcher was very grateful to the headmaster and the teacher, especially the teacher of English, the staff members and all of the students to the eight grade students of SMP N 8 Prabumulih, who has given their helps and support in collecting data.

Secondly, she would like to express her sincerest thanks to Dean of Faculty of Teacher Training and Education of Muhammadiyah Palembang (Dr.H.Rusdy AS, M.Pd.) and his staff members, and the Head of English Study Program (Sri Yuliani S.Pd.,M.Pd.) and all lecturers at Faculty of Teacher Training and Education of University of Muhammadiyah Palembang.

Thirdly the researcher would like to express her deepest appreciation to her father (Setia Bakti) and her mother (Nila Sari), my husband (M.Randhy Setiawan) , my son (M.Adam Khalif Setiawan) and also her big family for their love ,support,prayer and everything.

Finally, she realizes that the thesis is not the perfect one. Therefore, any criticisms, suggestions, comments, and constructive criticisms are received. She hopes this thesis would give benefits and may be useful for all of us.

Palembang, August 2019

The writer

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CHAPTER I

INTRODUCTION

This chapter discusses (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypothesis.

1.1. Background of the study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being.

In learning English, students are expected to be able to master all skills; listening, speaking, reading, and writing. Based on four skills, reading is one of important skills. The students faced some problems especially in reading. many factors ,make the students feel bored of the way of learning in the school. However, the teacher often ignores the importance of reading in classroom and dominates the activity in the classroom, the students may feel bored with the technique used by the teacher. Whereas, students need reading skill to get the information from internet, books, and magazine. Therefore, the students need reading skill to obtain the information from various text, thus many kinds of method that the teacher used in the classroom are not really effective for the students. It was necessary for teachers of

English to create reading materials more interesting and motivating, thus students are interested in reading.

The junior high school students are demanded to master four skills of English. They are listening, speaking, reading and writing skills. The skills contribute to the successfulness of the objectives of the English teaching in junior high school. Through the skills, the students are expected to learn English comprehensive. Among the language skills of English, reading becomes one of the skills that cannot be dismissed to achieve the English competences.

According to Atawuwur (2014,p.11), reading is one of the four skills taught in English subject. There are a lot of subskills and strategies of reading that a student should know. These sub skills and strategies will help students understand a text. In order to help students to master this skill, a good teacher should know first the principles of teaching reading. Reading is a receptive skill which is aimed to respond to the text and this skill develops gradually. To comprehend the central goal of reading, readers need to have reading practices of various texts. Reading practice will help them to get better at comprehending a text (p.7) Reading comprehension helps a reader to comprehend a text. Reading comprehension can also be defined as process which is influenced by many factors, such as interactions between readers and what they bring to the text as well as variables related to the text itself. Other factors, such as the reader, the text and the activity are also the factors entailed in reading comprehension. In order to comprehend a text, readers should consider these factors. Consequently, it is important for a reader to keep on practicing in reading. It will

make them be accustomed with reading and will make them have better reading comprehension skill (p.8).

Another expert, Harmer (2007) reading can expand students' vocabulary knowledge, improve spelling and punctuation, and provide good models for their own writing (as cited in Apaporn Rothong, 2013, p.1). Fauziati (2005, p.144) states that as a teacher of English, teachers are often tempted to teach reading in order to improve the students' mastery of English. To enable them to develop their reading skills, the teachers should know the rationale of the nature of reading and its implication in teaching techniques. They should also be able to employ certain techniques to improve the students' reading ability (as cited in Esti Handayani, 2008, p.2)

In conclusion, the teaching reading at the Junior High School should be based on the syllabus and the lesson plan that has been designed by the teacher with some consideration. They are the standard of competence, the basic competence, the students' profile (which include their needs and characteristics), the teaching and learning situation and the teaching methods can be used to help an English teacher in their teaching and learning process so that students can develop their ability especially reading comprehension ability.

1.2. Problem of the Study

In this study, the problem referred to the teaching reading comprehension by using Selective Underlining Technique at SMP Negeri 8 Prabumulih.

1.2.1. Limitation of the Problem

In this study, the researcher focused on the teaching reading comprehension by using Selective Underlining Technique. The researcher assumed that there should be suitable technique in teaching reading which could motivate the students to read all the text so they could understand and remember the information.

1.2.2. Formulation of the Study

Based on the limitation of the problem stated, the researcher formulated the research problem as follow “is there any significant difference on the eight grade students reading comprehension taught by using Selective Underlining Technique and those who are not at Eighth Grade Students of SMP Negeri 8 Prabumulih?”.

1.3. Objective of the Study

Based on the problems stated, the objective of the study was to find out whether or not there is a significant difference on the Eighth Grade students reading comprehension taught by using Selective Underlining Technique and those who are not at SMP Negeri 8 Prabumulih.

1.4. Significance of the study

This study will hopefully be beneficial to the following :

1) For the students. Hopefully, the result of this study is able to improve the students interest and their skill in reading ability by using “ Selective Underlining Technique”.

Because, the students are able to share the information if one of them less understand about what they learn especially in reading.

2) For the teachers of English. Hopefully, the result of this study would be useful for the teacher of English in teaching English especially reading and help them in improving the way in teaching reading ability by using “Selective Underlining Technique”.

3) For the researcher herself. Hopefully, through this study the researcher would get her better understanding and knowledge in doing educational research scientifically.

4) For the other researcher. Hopefully, the result of this study can be as a guide for them to do an investigation the next time and can be one of the sources when they investigate a similar topic.

1.5. Hypothesis

“There is a significant Improvement of Students Reading Ability by using Selective Underlining Technique at SMP N 8 Prabumulih. They are alternative hypothesis (H_a) and the null hypothesis (H_0).

(H_a) : There is a significant difference on the Eighth Grade students reading Comprehension using Selective Underlining Technique and the students who are not taught using Selective Underlining Technique at SMP Negeri 8 Prabumulih.

(H₀) : There is no significant difference on the Eight Grade students reading Comprehension using Selective Underlining Technique.

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