A DESCRIPTIVE STUDY OF THE SEVENTH YEAR STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH READING ALOUD TECHNIQUE AT SMPN 1 PADANG LUMAJANG IN THE 2007/2008 ACADEMIC YEAR

Presented as One of the Requirements to Obtain the S-1 Degree at the English Education Program of Language and Arts Education Department of the Faculty of Teacher Training and Education

By

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2008
MOTTO

"Where there is a will, there is a way"

(Anonymous)
DEDICATION

➢ My beloved Dad (in memoriam), Asmadji and my lovely Mom, Musyarofah. Nothing can be compare for everything that you have given to me. Without your love and support, I could not become who I am. It is the worthiest grace to be your eldest daughter.

➢ My beloved sister, Novitri Anggraeni and my beloved brothers, Arizona Jaya Hartono and Bambang Nurdiansyah. Thanks for all the love and supports that you gave to me. You are all the best that I ever had. Hope all the happiness and success are yours.

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➢ My friends in 2000 level. Thanks for everything to learn and get all the happiness and togetherness. I hope we always get the success and hopefully this friendship will never last forever.

➢ My Almamater.
CONSULTANT APPROVAL

A DESCRIPTIVE STUDY OF THE SEVENTH YEAR STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH READING ALOUD TECHNIQUE AT SMPN 1 PADANG LUMAJANG IN THE 2007/2008 ACADEMIC YEAR

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It is only under the guidance and blessing of Allah SWT, this thesis entitled "A Descriptive Study of the Seventh Year Students’ Reading Comprehension Achievement through Reading Aloud Technique at SMPN 1 Padang Lumajang in the 2007/2008 Academic Year" could be completed.

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Hopefully, this thesis will provide some advantages to readers. Any criticism, suggestions and inputs that contribute to the improvement of this thesis will be highly appreciated.

Jember, January 2008

The writer
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SUMMARY

A Descriptive Study of the Seventh Year Students’ Reading Comprehension Achievement through Reading Aloud Technique at SMPN 1 Padang Lumajang in the 2007/2008 Academic Year, Meilinda Laily Rahmawati, 000210401090, 2008, 46, English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This study was intended to describe the seventh year students’ reading comprehension achievement through reading aloud technique. In teaching reading comprehension, the teacher used reading aloud technique. There were three steps in reading aloud technique, they were pre-reading, whilst reading and post reading. The steps in reading aloud technique were described as follows: First, in pre-reading, the teacher explains the objectives of the reading class that was to get comprehension of the text. The teacher told the students that they had to pay attention to the teacher’s reading as the teacher sometimes would ask some students to read the following sentences after the teacher. In order to raise the students’ interest and their background knowledge about the text, the teacher wrote the title on the board. Then the teacher explained and discussed about the key vocabularies with the students to get prediction and anticipation about the content of the text. Second, in whilst reading, the teacher read the text aloud while the students followed the text silently. The teacher asked three students in turn to continue reading the text after the teacher. Finally, the teacher asked the students several comprehension questions as post reading. In order to check the students’ comprehension about the text, the teacher asked the students in assigning a new title to reading selection, completing true-false of multiple choice exercises on the content, and developing a different conclusion. This research was conducted at SMPN 1 Padang Lumajang. The problem of this research was "What is the seventh year students’ reading comprehension achievement through reading aloud technique at SMPN 1 Padang Lumajang in the 2007/2008 academic year?". In this research, purposive method was used to determine the area. The respondents were 40 students of class VIIB. They were taken by cluster random sampling by lottery. The main data were collected by using reading test while the interview and documentation were used to collect the supporting data. The collected main data were analyzed by using the percentage formula, then they were classified based on the classification of the score level. The seventh year students’ reading comprehension achievement through reading aloud technique at SMPN 1 Padang Lumajang in the 2007/2008 academic year were 72.5% of the students.
was fine and 27.5% of them was failed. Based on the result above, the English teacher is suggested to give more exercises in reading comprehension achievement through reading aloud technique in order to increase their reading comprehension achievement. In addition, the English teacher is suggested to teach reading comprehension through reading aloud technique.
I. INTRODUCTION

This chapter presents some aspects underlining the topic of the study. It includes background of the research, problem of the research, operational definition, objective of the research, and significance of the research.

1.1 Background of the Research

English is one of the languages used by people to communicate with each other. It cannot be denied that English is very important, for it is an international language that is widely used as a means of communication in the world. English is also a foreign language that is learned at schools.

In teaching English at junior high schools in Indonesia, reading is one of the English skills that should be learned by the students besides listening, speaking and writing. Grellet (1996: 3) states that reading is the process of understanding a reading text. It means that when students read a reading material, they have to get the message from the text. Reading becomes important to be mastered because reading is a bridge to understand the scientific books students have to read. Carrel, et.al (1995: 1) state that for many students, reading is the most important of the four language skills in a second language. Moreover, reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Goodman in Carrel, 1995: 12).

There are many English teaching techniques that could be applied in the classroom activities. In this case, the English teacher must choose the most appropriate technique to teach his or her students in reading comprehension based on their characteristic. According to Papalia (in Rivers, 1987: 75), there are three techniques in teaching reading in the class. The first is reading aloud technique in which the text is read orally by the teacher while the students follow the text silently. The second is silent reading technique. In this technique, the students read the text
BIBLIOGRAPHY


