



**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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THESIS

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

**MEILINDA LAILY RAHMAWATI
NIM. 000210401090**

**ENGLISH EDUCATION PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2008**

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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

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THESIS

Presented as One of the requirements to Obtain SI Degree at English Education
Program of Language and Arts Departement of Faculty of Teacher Training and
Education, Jember University

Name : Meilinda Laily Rahmawati
Identification Number : 000210401090
Level : 2000
Place and Date of Birth : Bangkalan, Mei 12th 1982
Departement : Language and Arts
Program : English Education

Approved by

Consultant I



Dra. Hj. Zakiyah Tasnim, M.A.
NIP.131660789

Consultant II



Drs. Bambang Arya WP, Dip Tesol
NIP.131759833

APPROVAL SHEET

This thesis is approved and examined by the examiner team of Teacher Training and Education Faculty, the University of Jember

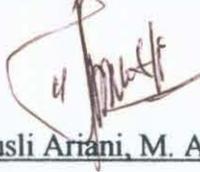
Day : Friday

Date : January, 18th, 2008

Place : Building III FKIP Jember University

Examiners

The Chair Person



Dra. Musli Ariani, M. App. Ling

NIP. 132 086 412

The Secretary



Drs. Bambang Arya WP, Dip. Tesol

NIP. 131 759 833

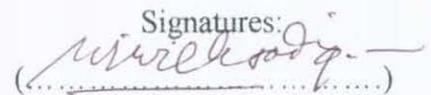
The members:

1. Dra. Hj. Wiwiek Istianah, M.Kes, M.Ed

NIP. 131 472 785

2. Dra. Hj. Zakiyah Tasnim, M.A

NIP. 131 660 789

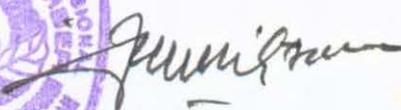
Signatures:

(.....)


(.....)

The Dean of

Faculty of Teacher Training and Education

Jember University



Drs. H. Imam Muchtar, S.H. M.Hum

NIP. 130 810 936

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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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Jember, January 2008

The writer

TABLE OF CONTENTS

TITLE.....	i
MOTTO.....	ii
DEDICATION.....	iii
CONSULTANT APPROVAL.....	iv
APPROVAL SHEET.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	vii
THE LIST OF TABLES.....	x
SUMMARY.....	xi
I. INTRODUCTION	
1.1 Background of the Research.....	1
1.2 Problem of the Research.....	3
1.3 Operational Definition.....	4
1.4 Objective of the Research.....	4
1.5 Significance of the Research.....	4
II. REVIEW OF RELATED LITERATURE	
2.1 Reading Skill.....	6
2.1.1 Finding the Main Idea.....	7
2.1.2 Identifying Supporting detail.....	9
2.1.3 Finding Word Meaning.....	10
2.2 The Levels of Reading.....	11
2.3 Reading Aloud Technique and It's Steps.....	12
2.4 The advantages of Reading Aloud Technique on Reading Comprehension Achievement Class Strengthen Reading, Writing and Speaking Skill.....	14

2.5	Students' Reading Comprehension Achievement.....	16
2.6	The Factors Affecting Reading Comprehension Skill.....	18

III. RESEARCH METHOD

3.1	Research Design.....	20
3.2	Area determination Method.....	21
3.3	Respondent Determination Method.....	21
3.4	Data Collection Method.....	21
3.4.1	Test.....	21
3.4.2	Interview.....	25
3.4.3	Documentation.....	25
3.4.4	Observation.....	26
3.5	Data Analysis Method.....	26

IV RESEARCH RESULTS AND DISCUSSION

4.1	The Secondary Data.....	28
4.1.1	The Result of Interview.....	28
4.1.2	The Result of Documentation.....	29
4.1.3	The Result of observation.....	30
4.2	The Try Out Result.....	31
4.3	The Primary Data.....	32
4.3.1	The Result Of Reading Comprehension Test.....	33
4.3.2	The Data Analysis Result of Reading Comprehension test.....	35
4.4	Discussion.....	43

V CONCLUSION AND SUGGESTIONS

5.1 Conclusion.....	46
5.2 Suggestions.....	46
5.2.1 The English Teacher.....	46
5.2.2 The Students.....	46
5.2.3 The Other Researcher.....	47

BIBLIOGRAPHY

APPENDICES

1. Research Matrix
2. The Supporting Data Instrument
3. Reading Comprehension Achievement Test
4. Answer Key
5. The Names of the Try out Respondents
6. The Names of Respondents
7. The Results of Try out Test
8. The Division of Odd – Even Score of Try out Result
9. Reliability Analysis of Difficulty Index
10. The Results of the Analysis of Difficulty Index
11. Permission Letter to Conduct a Research from FKIP UNEJ
12. Statement from the Headmaster of SMPN 1 Padang Lumajang
13. Consultation Sheet

THE LIST OF TABLES

No	Subjects	Page
1	The Test Materials Distribution	23
2	The Difficulty Levels	25
3	The Classification of Score Levels	27
4	The Students' Reading Comprehension Test Scores	33
5	The Analysis of Students' Score of Reading Comprehension Achievement of Each Indicators	35
6	The Score Frequency and the Score Classification of Students' Reading Comprehension Achievement in Finding the Main Idea through Reading Aloud Technique	37
7	The Score Frequency and the Score Classification of Students' Reading Comprehension Achievement in Identifying Supporting Detail through Reading Aloud Technique	38
8	The Score Frequency and the Score Classification of Students' Reading Comprehension Achievement in Finding Word Meaning through Reading Aloud Technique	39
9	The Classification of the Students' Reading Comprehension Achievement through Reading Aloud Technique on Each Indicator	40

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 I 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 can not 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

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