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THE IMPLEMENTATION OF USING READING TEXT ON IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHT YEAR STUDENTS OF SMP NEGERI 2 GEBANG CIREBON

A THESIS

Submitted to the English Education Department
in Partial Fulfillment of the Requirements for Graduate Degree
in English Education



Arranged by:

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2012**



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ABSTRACT

ROHIMAH: THE IMPLEMENTATION OF USING READING TEXT ON IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHT YEAR STUDENTS OF *SMP NEGERI 2 GEBANG CIREBON*

The writer takes vocabulary and reading comprehension case because of there are many students of *SMP Negeri 2 Gebang Cirebon* have problem in understanding the text. They have limited vocabulary to understanding the text. These problem is knew based on the observation and interview with the headmaster, the teacher, the staff and the students at *SMP Negeri 2 Gebang*. The aims of this research are to know the implementation of vocabulary knowledge by using reading text on improving the students' reading comprehension ability.

This thesis is based on the Hiebert and Kamils' theory which inform that vocabulary is connected to reading comprehension. In other words, the bigger vocabulary which the students have is the easier they will understand reading the text and it will contribute to a bigger vocabulary. Vocabulary is the essential of the reading comprehension. Vocabulary is part of language, so if someone wants to learn the other language, he has to memorize many vocabulary. Besides vocabulary, we have to learn about reading comprehension.

This thesis is using action research method. The population of the research is 216 students and the sample of the research is 44 students. The instrument of collecting data are using observation, test, questionnaire, and Students' Journal. The instrument of the research has been tested for the validity, reliability, difficulty index, and the capacity of distinctive feature. The technique of analysis is using PAP five scale.

The result of the test shows that the average of the test on comprehending the text is increase for each cycle. In the cycle 1, the average of the students is 58.40. In the cycle 2, the average of the students is 69.31. In the cycle 3, the average of the students is 82.72. It means that the skill of their reading comprehension and their vocabulary are improve for each cycle.

The result of this research is the implementation of vocabulary knowledge by using reading text is more efficient to improve students' reading comprehension ability. The students can improve their vocabulary by reading the text. The implementation of vocabulary knowledge by using reading text can improve the students' reading comprehension ability. It is prove based on their answer at cycle 1 until cycle 3.



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PREFACE

In the name of Allah SWT, most gracious, the most merciful. Praises and thanks be to Allah who has taught (the writing) by the primary. May in vocation and safety always be given to the prophet Muhammad, Peace Be upon Him, his family and followers up to end of the world.

The title of this thesis is “The Implementation of Vocabulary Knowledge By Using Reading Text on Improving Students’ Reading Comprehension Ability at The Eighth Year Students SMP Negeri 2 Gebang Cirebon” is submitted to fulfill one of the requirements for achieving The Islamic Scholar Degree at The English Education Faculty of Tarbiyah of The Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, on this opportunity the writer would like to express her sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Muchtar M.A, the rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Hj. Huriyah Saleh M.Pd, the chairwoman of English Education Department.
3. Dr. Saefudin Zuhri, M.Ag, dean of Tarbiyah Faculty of *IAIN Syekh Nurjati Cirebon*.
4. Drs. H. Udin Kamiludin, M.Sc as the first supervisor.
5. Drs. Asep Kurniawan, M.Ag as the second supervisor.
6. The examiners for critics and suggestions.
7. All lecturer and staff of *IAIN Syekh Nurjati Cirebon*, Who cares so much about the quality of education and teaching for their valuable contributions.
8. Her parents, her young brother and young sister, her future husband who always supported her in finishing this thesis.

9. Her best friends, Harti Ayana, Asih, Iis Istiqomah, Lina, Farikhah and Siti Nurrokayah.
10. Her friends especially the students of English Program E, thanks for all supports and spirits for me.

The writer realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. Therefore, she would welcome the comments and suggestions.

Finally, the writer hopes this thesis will be some valuables to the readers especially for the writer herself and for English Education Department of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon as a reference in general.

Cirebon, August 2012

The writer,



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

One of important things in the world is communication. Communication is very important things to transfer what human thinking to other one. One of the ways for communication is through language. We have some languages to conduct our communication.

According to Oxford dictionary (2004:81): Communication /kə,mju:n'keɪʃn/ *n* 1 activity of expressing ideas and feelings or of giving people information, 2 (also communications) method of sending information, esp. telephones, radio, computers, etc or road and railways, 3 message, letter or telephone call. Based on the definition above, communication is very important so that there is chemistry between one to another one and can understand what they are feeling or what they are to do. One of communication component is language.

According to Oxford dictionary (2004:240):

Language/læŋgwɪdʒ/ *n* 1 system of communication and speech and writing using by people of a particular country: *the English* – 2 the use by human of the system of sounds and words to communicate. 3 particular style of speaking or writing: *bad/ strong* – (words that people may consider offensive). 4 way of expressing ideas or feelings using movements, symbols and sounds: *body-sign* – 5 system of symbols and rules used to operate a computer.

Hall (2006:36) informs that:

One definitions of language was expressed by the well-known linguist, Carl Levere: in objective linguistic terms, language is a communication system of vocal symbol, patterning in objectively knowable ways within the rumbling totality of the flowing stream of speech. Speech is a complex system of intricate patterns understood in common by native speakers and native listener.

Hall (2006:37) informs that:

Language is a symbolic means of communication. Strickland defines language as “an arbitrary system of sounds and meanings held in common by a language community”. Fries, on the other hand, has said that, while all language is concerned with meaning, the meaning it self comes from man’s experience and that language serves as the tool for grasping and sharing meanings. Language, here, is seen not as the message designed for communication but as the system of symbols arranged in patterns of signaling the message to be transmitted through speech or print. Language functions as an indispensable tool for thinking and conceptualization, for obtaining new information, and for communicating through symbolic forms the thoughts, feelings, and experiences of and individual.

Based on the definition and information above, we know that language is a symbolic form for communicate between someone to the other one. Language can formed sounds or speech and writing to transfer the message between human beings. Human can communicate through language but there are many languages in this world, so all human or nation agree that English is international language so that can do communication between nation.

Communication between human will happen if they know the language that they are used. Because of it, human beings are agreeing that English is international language, so we have to learn about English. Learning about English, so we have to learning about vocabulary.



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In this case, to learn vocabulary, we have to read the text because there is relationship between them. Vocabulary and reading is complex one and very important things to learn English. If we can read, so we can understand the language, especially English. We can read if we know the vocabulary because it is the essential of reading.

Klingner, Vaughn, and Boardman (2007:46-47) inform that:

Although it is often missing from instruction, vocabulary is essential to reading comprehension. That is why both the National Reading Panel (National Institute of Child Health and human development, 2000) and the RAND Reading Study Group (2002) investigated vocabulary as an essential part of reading for understanding. Quite simply, it is impossible to understand text if we do not know much about a significant number of the words in the text.

Hall (2006:121) informs that:

Instant recognition of printed words, ability to pronounce these words correctly, and association of meanings with the words are the objectives of vocabulary development in reading. Reading vocabulary, in this sense, includes all words that the child can recognize and comprehend on a consistent basis. Frequently known as sight vocabulary, reading vocabulary is distinct from the listening and speaking vocabulary which children bring to school. The teacher who sees the interrelationship of these vocabulary is better equipped to find numerous opportunities for extending vocabulary knowledge.

Based on the information above, it is clear that vocabulary is the essential from reading comprehension. Understanding words, it means that we know the essential of text that have been read before. In reading vocabulary, someone have to know the meaning and how to pronounce the words.

The writer takes vocabulary and reading text case because based on the observation and interview with the headmaster, the teacher, the staff and the students at *SMP Negeri 2 Gebang Cirebon*. Many student still have problem with



their reading comprehension because of they have limited vocabulary. The student must be improving their vocabulary everyday so that make their understanding of reading English text and learning English well in the future. The vocabulary knowledge has turned into language and has function to get growing the students' ability in reading comprehension, especially English, in every writing or books.

The problem solving that offered by writer because of the problem is improving vocabulary knowledge so that can comprehend the writing. The writer try to make some texts or reading be enjoyable and then the student can read the text or written with comprehend. The writer will get the text from any media, for example from magazine, newspaper, or from some books.

Through this way, the students can improve their vocabulary and comprehend their reading well beside the enjoyment that can they get. Then, automatically it can give the implementation toward the students' achievement. The writer thinks that vocabulary is important point to learn language, especially English. If we have many vocabulary, automatically we could be master of language, especially in reading.

McGuinness (2005:215) states that:

Thus there are two propositions one could hold about the relationship between vocabulary and reading. One is that "vocabulary causes reading," because the more words are stored in memory, the easier it is to decode them. The second is that "reading causes vocabulary," because if you "read a lot," you learn more new words. Both lines of reasoning could be correct (and probably are), and this has important consequences for reading instruction in the classroom (we have already seen that "reading a lot" does not cause fluency or decoding accuracy). But there are more fundamental issues.



Based on the statement above, we know that reading text can improve vocabulary knowledge and student's reading comprehension, especially for student of *SMP Negeri 2 Gebang Cirebon*. This statement makes the writer interest to conduct the research about vocabulary knowledge and reading comprehension. It is the reason why the writer takes the title "The Implementation of using Reading Text on improving Students' Reading Comprehension ability at The Eight Year Students of *SMP Negeri 2 Gebang Cirebon*."

B. Operational Definition of Variables

Hiebert and Kamil (2005:33-34) explain that:

There is every reason to believe that the causal relationship between vocabulary knowledge and reading comprehension is reciprocal – it goes in both directions. Having a big vocabulary does contribute to being a better reader. But being a good reader also contributes to having a bigger vocabulary.

Based on the explanation above, it is clearly that there is significant in implementation between vocabulary knowledge and reading comprehension. If the students have a good vocabulary so they have good reading comprehension. It is because vocabulary can give contributed to reading and being a good reader can contribute a bigger vocabulary.

Reading text is as the variable X. Reading text is the media to improve vocabulary so that can speak or communication to the other. In this case, enrich vocabulary is one of the ways to enrich our reading



comprehension. With reading comprehension, all human in this world can understand the written text and communicate to other people. So, vocabulary is called as part of language.

Reading comprehension is the variable Y. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of word, sentences and connected text.

C. The Identification of The Problem

The identification of the problem in this thesis is classified into the following sections:

1. The Research Area

The research area in thesis that entitled "The Implementation of Using Reading Text on Improving Students' Reading Comprehension Ability at The Eight Year Students of *SMP Negeri 2 Gebang Cirebon*" is reading.

2. The Kinds of The Research

In this thesis, the writer used action research.

Arikunto, Suhardjono, and Supardi (2012:3) explain that: *Penelitian tindakan kelas merupakan suatu pencermatan terhadap kegiatan belajar*



berupa sebuah tindakan, yang sengaja dimunculkan dan terjadi dalam sebuah kelas secara bersama. Tindakan tersebut diberikan oleh guru atau dengan arahan dari guru yang dilakukan oleh siswa. (Classroom action research is an accurate to learning activity as an action, that arose and happen in a class together. The action is given by the teacher or direction from the teacher to did by the students).

3. The Main Problem of The Research

The main problem of the research is about the implementation of using reading text on improving students' reading comprehension ability. Because based on the interview with the English teacher and the students there, the students there still low in vocabulary so they also low in reading comprehension too. They still to improve their reading comprehension and vocabulary knowledge. So, I want to improve their reading comprehension and vocabulary knowledge.

D. The Limitation of The Problem

The writer has decided to limit the topic only talking about vocabulary knowledge and reading comprehension ability. The writer will conduct this research at *SMP Negeri 2 Gebang Cirebon Cirebon* with the population 216 students. The writer will explains about vocabulary and reading comprehension. Many student have a little of vocabulary. With reading text, the writer hopes that



the students can improve their vocabulary knowledge and with finding new vocabulary, they can comprehend and get the meaning of text that has been read.

E. The Questions of The Research

The questions of the research are divided into three questions as follow:

1. How is the implementation of using reading text on improving students' reading comprehension ability?
2. How is the students' mastery of vocabulary knowledge?
3. Can the implementation of using reading text improve the students' reading comprehension ability?

F. The Aims of The Research

Based on the questions of the research above, the writer has tried to arrange the aims of the research as follow:

1. To know the benefit of the implementation of using reading text, especially to get the meaning of reading text.
2. To know the students' mastery of vocabulary knowledge.
3. To know can the implementation of using reading text improve the students' reading comprehension ability.

G. The Uses of The Research

These are the uses of the research:



1. Through reading some kinds of text, the students are expected can be increasing their vocabulary knowledge.
2. To find out how is the English teacher use the methodology of teaching in learning English at school.
3. The best methodology can be implicated by English teacher to teach reading comprehension.
4. The research can be a reference for the next research.

H. The Assumptions of The Research

McGuinness (2005:215) states that:

Thus there are two propositions one could hold about the relationship between vocabulary and reading. One is that “vocabulary causes reading,” because the more words are stored in memory, the easier it is to decode them. The second is that “reading causes vocabulary,” because if you “read a lot,” you learn more new words. Both lines of reasoning could be correct (and probably are), and this has important consequences for reading instruction in the classroom (we have already seen that “reading a lot” does not cause fluency or decoding accuracy). But there are more fundamental issues.

The assumptions of the research are based on the research that was done by McGuinness (2005:215) that vocabulary causes reading, because the more words are stored in memory, the easier it is to decode them. Have a good vocabulary, it means that have a good reading and master of language especially in English.

Elizabeth S. Pang, Muaka, Bernhardt and Kamil (2003:12) explain that:

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the



text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. It is, however, very important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important to children who are developing oral proficiency, as well as for non-native speakers of a language. In later reading development, when students read to learn, they need to learn new vocabulary in order to gain new knowledge of specific subject matter.

Based on the explanation above, the writer concludes or presumes that someone who has good vocabulary is a good reader too. Vocabulary knowledge is important things to improve our reading. Understand the meaning of each words make our reading more easily. If we learn new vocabulary, it means that we can include the knowledge from our reading.

Linan, Thompson and Vaughn (2007:87) inform that:

Knowing what, how, and when to teach vocabulary is perhaps the most difficult task facing a teacher of English Language Learners (ELLs). We are often told that English-speaking children must learn approximately 3,000 new words each year (Honig, 1999). That number increases with ELLs, because they not only need to learn the specific vocabulary associated with a lesson but also need to build their oral vocabulary as they learn English as a second or perhaps a third language. We also know that we need oral vocabulary to make the transition from the oral to the written form of a language because to understand words we decode, the word read orally has to be part of our oral vocabulary (Kamil, 2004). In addition, if words that appear in print are not parts of our oral vocabulary, they cannot be part of our reading vocabulary, and reading vocabulary is essential for comprehension.

The role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

Linan, Thompson and Vaughn (2007:90) inform that:

Vocabulary instruction provides the foundation for making sense of a new language. Beyond that, we know that vocabulary knowledge is one of the critical skills needed for reading comprehension (Davis, 1942). We also know that the more limited a student's vocabulary, the more likely the student is to experience difficulty comprehending text.



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Based on the information above, it is true that someone who want increasing their reading comprehension, firstly have to increasing their vocabulary and needed to build oral vocabulary so that understand English as a second language. Because of we learn the second language so we need more vocabulary knowledge to understand what we have been read. The writer has an opinion that reading vocabulary is the essential for reading comprehension.

We know that vocabulary knowledge is one of components to understanding words, especially on reading comprehension. The writer takes this research under the title the implementation of using reading text on improving reading comprehension because of the writer has an opinion that reading text can improve vocabulary knowledge and vocabulary knowledge given contributes or can improving reading comprehension.

Vocabulary not only increasing reading comprehension but also increases our knowledge about the second language. In this research, the writer focuses on vocabulary and reading in English text. Not only vocabulary that given contributes for reading comprehension but also reading given contributes for increasing vocabulary too. The student who has more vocabulary can learn reading comprehension easily without any difficulties. Understanding reading comprehension, it means that the student understanding the second language, especially English.



I. The Frame of Thinking

In learning the second language, we must care about their culture. But it is not easy to learning about another culture. Indonesian people have their culture and language. As Indonesian people, to learning English must be learn their culture too. In Indonesia there are many language, but Indonesian people self cannot easily learn their language such as Sundanese, Balinese, Javanese, etc. So more difficult to Indonesian people to learn another language such as English and just a few people who achieve fluency in a foreign language.

McGuinness (2005:10) explains that:

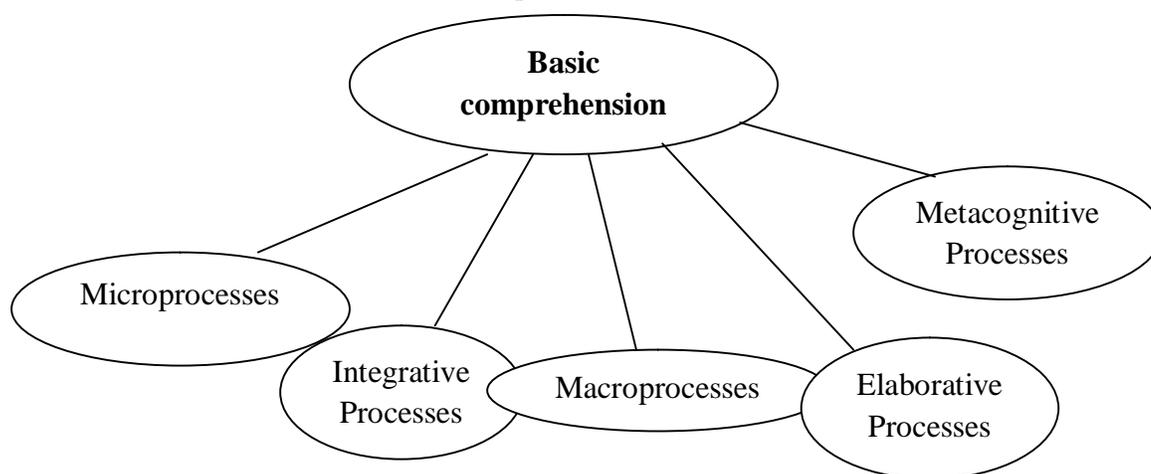


Figure 1.1 Five Basic Comprehension Processes

Basic comprehension process consist of microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes. Microprocessing refers to the reader's to initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

As the reader progresses through individual sentences, he or she processing more than the individual meaning units within sentences. Integrative process is the process of understanding and inferring the relationship among clauses. Subskills involve in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.



Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately select the most important information to remember and delete relatively less important details.

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing, reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

Based on the explanation above, it is known that there are five basic comprehension processes namely, microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes. Microprocesses is one word or some words grouping into phrases and carry the meaning. Integrative processes is the process understanding the relationship between sentences. Macroprocesses is the reader summarizing the text and finding ideas reading on the text. Elaborative processes is when we tap into our prior knowledge and make inferences beyond points described explicitly in the text. Metacognitive processes is strategies the reader uses include rehearsing, reviewing, underlining important words or sections of a passage, note taking, and checking understanding. This five basic comprehension processes have to be mastered by the student so that they mastery of reading comprehension.

Hiebert and Kamil (2005:33-34) inform that:

Indirect causal links pose another kind of complexity in the vocabulary-comprehension relationship. That is, vocabulary knowledge may have an impact on other abilities, which in turn contribute to reading comprehension. One such possible indirect link involves metalinguistic awareness. Evidence indicates that vocabulary knowledge may contribute



to some types of metalinguistic awareness, which, in turn, can contribute to reading comprehension, either directly or indirectly, through the contribution of metalinguistic awareness to word recognition. Another possible indirect link involves the impact of vocabulary knowledge on word recognition.

Diane McGuinness (2005:215) informs that:

Thus there are two propositions one could hold about the relationship between vocabulary and reading. One is that “vocabulary causes reading,” because the more words are stored in memory, the easier it is to decode them. The second is that “reading causes vocabulary,” because if you “read a lot,” you learn more new words. Both lines of reasoning could be correct (and probably are), and this has important consequences for reading instruction in the classroom (we have already seen that “reading a lot” does not cause fluency or decoding accuracy). But there are more fundamental issues.

Based on the information above, it is known that vocabulary can improve reading comprehension. Because of having good vocabulary automatically the reader having good comprehensive in reading. With having a good vocabulary, someone learn about phonology awareness and the phonemic awareness. If someone have a good comprehension, automatically the reader have a good knowledge about all things in the world.

Phonological awareness refers to the ability to attend to the sounds of language as distinct from its meaning. Studies of both alphabetic and non-alphabetic languages show that phonological awareness is highly correlated with reading ability. For alphabetic languages, phonemic awareness is especially important because the letters of the alphabet map onto individual sound units (phonemes). Children who are able to attend the individual phonemes in alphabetic languages are much more likely to learn the alphabetic principle and, therefore, learn to recognize printed words quickly and accurately.



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For alphabetic languages, many studies have shown that phonemic awareness is closely associated with reading ability in the early and later years of schooling. Furthermore, reading instruction and phonological awareness mutually reinforce each other. Phonological awareness helps children to discover the alphabetic principle. At the same time, learning to read alphabetic script also develops phonological and phonemic awareness.

SMP Negeri 2 Gebang Cirebon is one of the schools in Indonesia whose students must learn about English. But the students in this school face difficulties in learning English because they have limited vocabulary to understand the meaning of words. This is why the writer is interested to do research in this school and the reason to give the thesis under the title “The Implementation Using Reading Text on Improving reading comprehension ability at The Eight Years Students of *SMP Negeri 2 Gebang Cirebon*”.

Based on the explanation above, the writer would like to illustrate the framework of thinking of the research diagrammatically as follows:





Figure 1.2 Frame of Thinking

Based on the figure 2.2, it is clearly that English vocabulary knowledge give contribute to reading comprehension because there are more words are stored in memory so the student can improve their reading comprehension ability. On the contrary, with reading more and always looking of dictionary, the student can improve their vocabulary knowledge. In this research, the writer tries to analyze the implementation of vocabulary knowledge by using reading text on improving students' reading comprehension ability. In the process of learning and teaching, the writer uses reading text media for example descriptive text. After student learning about vocabulary and reading by using reading text media, they gave a test to know how far their understanding about vocabulary and reading. After student learning vocabulary and reading, their vocabulary knowledge and reading comprehension is higher than before. If the students have good vocabulary knowledge and reading comprehension, they will get the knowledge from book or other written in English.

J. The Hypothesis of The Research

Hiebert and Kamil (2005:33-34) explain that:

There is every reason to believe that the causal relationship between vocabulary knowledge and reading comprehension is reciprocal – it goes in both directions. Having a big vocabulary does contribute to being a better reader. But being a good reader also contributes to having a bigger vocabulary.

Based on the explanation above, the writer takes the hypothesis of the research is the implementation of vocabulary knowledge by using reading text can improving reading comprehension ability. In this case, the writer gives any



text to the students to be learn by them. In other words, the bigger vocabulary which the students have is the easier they will understand reading the text and it will contributes to a bigger vocabulary. Vocabulary has significant correlation with reading comprehension.

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