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**THE CORRELATION BETWEEN UNDERSTANDING  
CONTEXTUAL MEANING AND READING COMPREHENSION  
ABILITY OF THE ELEVENTH YEAR STUDENTS OF  
SMA NEGERI 01 RAJAGALUH MAJALENGKA**

**A THESIS**

**Submitted to English Education Department of Tarbiyah Faculty of Syekh  
Nurjati State Institute of Islamic Studies in Partial Fulfillment of The  
Requirements for Islamic Scholar Degree in English Education**



**By :**

**RIKY YAKOB**

**Reg. Number: 06430612**

**ENGLISH EDUCATION  
DEPARTMENT OF TARBIYAH FACULTY OF SYEKH NURJATI  
STATE INSTITUTE FOR ISLAMIC STUDIES  
CIREBON**

**2013**



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## ABSTRACT

### **RIKY YAKOB: “THE INFLUENCE OF UNDERSTANDING CONTEXTUAL MEANING INTO READING COMPREHENSION ABILITY OF THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 01 RAJAGALUH MAJALENGKA”**

Reading is important in the life, because we cannot avoid reading in the environment. There are things that can be read in the environment. For example, there are signs, brochures, magazines, etc. The aims of the research which are done by the writer are to find out the data about the students' understanding in contextual meaning, find out the data about the students students' ability in reading skill and to know if there is significant influence between understanding contextual meaning and reading comprehension ability.

The techniques that are used by the writer in the research are observation, interview, and test. The writer uses the quantitative approach. It means that the data which have been collected are analyzed by means of the statistical analysis.

The conclusion of this thesis is that the result of the test is that the calculation of the average of the objective test to the students about contextual meaning score is 35.38. The score is sufficient. Then, the result of the test is that the calculation of students' average score is 72.30. The score is sufficient. Based on the calculation of the formula Product Moment Correlation by Pearson, the result of computation of correlation between X and Y variable is 0.76. X variable is the students' understanding in contextual meaning and Y variable is the students' reading comprehension ability. The score 0.76 of the computation of product moment influence can be assumed as “sufficient”.



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**RATIFICATION**

The Thesis entitled “**The Influence of Understanding Contextual Meaning on Reading Comprehension Achievement of The Eleventh Year Students of SMA Negeri 01 Rajagaluh Majalengka**” written by **Riky Yakob** whose registration number is **06430612** has been examined in the viva voice held by the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies on July 10 2013. It has been recognized as one of requirements for undergraduate degree in English Education.

	Date	Signature
Chairwoman Of English Education Department Dr. Hj. Huriyah Saleh, M.Pd NIP 19610112 198903 2 005	<u>29-7-2013</u>	
Secretary Of English Education Department Sumadi, SS, M.Hum NIP 19701005 2000003 1 002	<u>29-7-2013</u>	
Examiner I Dr. Ilman Nafi'a, M.Ag NIP 19721220 199803 1 004	<u>23-7-2013</u>	
Examiner II Wahid Nashrudin, M.Pd NIP 19810308 201101 1 003	<u>23/07/2013</u>	
Supervisor I Dr. Hj. Huriyah Saleh, M.Pd NIP 19610112 198903 2 005	<u>29-7-2013</u>	
Supervisor II Sumadi, SS, M.Hum NIP 19701005 2000003 1 002	<u>29-7-2013</u>	



Acknowledged by  
The Dean of Tarbiyah Faculty

**Dr. Saefudin Zuhri, M.Ag**  
NIP 19710302 199803 1,002





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## PREFACE

*Bismillahirrahmaanirrahim.*

*Assalamu 'allaikum Wr. Wb*

All praises be to Allah The Most Graceful and Most Merciful. Who has been giving the entire of facilities until the writer can finished the thesis entitled “**The Influence of Understanding Contextual Meaning into Reading Comprehension Ability Of The Eleventh Year Students Of SMA NEGERI 01 RAJAGALUH MAJALENGKA**” as one of the requirements to acquire the Islamic Scholar in Education (S.Pd.I) in Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon. And may invocation and peace be with our prophet, Muhammad Peace be upon him, who absolutely lies figure’s spring in himself.

Finishing this thesis arrangement is not released from the other side’s help, both directly and indirectly. The writer said thanks‘ to every people who participated in this thesis arrangement. The writer wrote this thanks to:

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Nurjati State Institute for Islamic Studies (IAIN) Cirebon.

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7. My Friends, who always support and makes the time more useful and fun.
8. Everyone, whom I cannot mention one by one who has helped the writer to finish this thesis.

The writer hopes your kindnesses are able to make God warps Him smile.

The writer realizes that the simple thesis is still far from being perfect and perhaps there are still any mistakes both in arrangement of the sentences and the contents.

Therefore, he would like welcome the suggestion and the comments from the readers happily. Finally, the writer hopes that this thesis will be valuable to the readers especially for the writer himself and for the English Education Departement of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon as a reference in general.

Wassalamu`alaikum Wr. Wb.

Cirebon, January, 2012

The Writer



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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Language is a tool for communication. It is, therefore impossible for people to communicate between one and other without language. It is also a key learning of everything. By a language people can learn something and interact with other people. In line with the development of science and technology, most knowledge and scientific books are written in English.

The writer thinks that people cannot close their eyes from world changing; people have to do more and go after the world progress. In this modern era English has big part in the world. English is an international language because English is the first equipment that uses in this modern era. By English we can communicate with other people from another world as well has changed. In Indonesia, English is subject is given from junior high school, but now by following the globalization era, government has forced and given a new shaping education. English subject is ordered for the elementary school.

Since the government has implemented the 1994 curriculum, which adheres communicative approach, attention and emphasis on language teaching moves from the mastery of language components to the language skill. The language skills get more treatments than those of the language components.





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The 1994 English curriculum emphasizes the learning process on development of language skills, but it does not mean that the teachings of language at components are left. The orders of the language skill development are reading, listening, speaking, and writing. Reading ability get the main emphasis because of some reasons such as the students need in the future study, it becomes the key in reading is so interrelated with total educational success. The educational success requires successful reading. So, because of the important role of reading, here, the reading ability are regarded as important skill to be develop.

Reading is one of the complex ways in learning English. Reading is a process of decoding message in which the students need their own experience and knowledge. Reading is important for everybody in order to cope with new knowledge in the changing world of technological age. The existence of the importance of reading will hopefully continue to increase in the years to come. Nevertheless, there are still some people who never have much initial interest or lasting interest in book or readings, so they cannot access to reading activities and reading programs.

Students should have mastery on reading skill. Good achievement in reading is important for the students. Students will get information and ideas which can enrich their vocabulary and ideas. So it needs to use appropriate method in teaching reading in order to produce good reading ability.



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Reading is a process of understanding and interpretation in getting meaning from written text. Reading achievement cannot be separated from writing ability. Students' ability to write depends largely on their reading. The aspects of are also needed in writing. The deficiencies in vocabulary will decrease both reading and writing achievement. All aspect of writing can be obtained from reading activity. Reading activity support the process of writing, the more students read, the more easily they write. In addition, understanding meaning in context is not talents; the readers get it by practicing. Those who do not practice or exercise will not be able to have enough ability in understanding meaning in context. A reader who has achievement will only meet the minimum difficulties in getting understanding contextual meaning and reading comprehension.

There are some researches with the same method,the writer would like to take and learn another research to be compared and reviewed.writer took samples follows:

1. The influence of Using Active Reading Approach on The Students'comprehension in reading English Text at The ninth Grade Students of Mts Al Hidayah Sindang Kasih Cirebon, which research about the lack of student'comprehension in English text,that is student difficult to comprehend content of text so the writer use active reading approach to their comprehension in reading english text.
2. The Correlation between the Student' reading habit and their Rchievment in the English Reading Comprehension at The Eleventh



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Year Student' of MA Al Ishlah Bobos Kabupaten Cirebon, which has been conducted by Lia Herlina ( 2012 ) she tried to research about students' weacness of English Reading Comprehension, especially in making reding as strategy to increasethe students' achievement in English Reading Comprehension

3. And the last : The Corellation Between Students' Abbility in Reading English and Their Achievement in Understanding English Text At The Seventh Grade of Mts Negeri Sangkan Urip Kabupaten Kuningan, by Medya Syaiful Ramdan, ( 2012 ). In accordance with the problem of the study, the researcher would like to present the objectives of the study, such as to know the students' lack in reading English text especially interpreting text meaning.

Understanding contextual meaning influence students' achievement in reading comprehension. In writing this thesis, the writer found that the students have difficulties in understanding text in reading comprehension, this is the reason why the writer chose this title for the research. Reading comprehension is very important for Indonesian students because reading comprehension is bridge to understand scientific book written in English either to obtain information to enjoy them reading in English may become more motivated to learn English in general.



## B. The Identification of The Problem

There are three parts in the identification of the problem; the writer will explain it as follows:

### 1. The field of the reserch

The field study of this this thesis is “ Reading Comprehension “.

### 2. The Kind of The Problem

- a. By using the technique above, the students can easily to understand contextual meaning.
- b. This research can motivate other English students at *SMAN 1 Rajagaluh* to do further research about student’s achievement in reading comprehension.
- c. The students can receive the positive effect of understanding contextual meaning on their achievement in reading comprehension, so they are going to use this technique in the future.
- d. It is useful for the writer for own experience and can increase the writer’s skill itself and then able to use it in the future.

### 3. The main problem

In writing this thesis, the writer found that the students have difficulties in understanding text in reading comprehension.

## C. The Limitation of the Problem

One of the problems in reading English is the reader cannot understand the means of the reader, if the students didn’t understand about the means of the text, they cannot get the information when reading.

The writer has decided to limit the topics into some basic points, such as:





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1. lexical meaning in order to The influence between Understanding Contextual Meaning and Reading Comprehension Achievement for the Eleventh Year Students at SMA *Negeri* 01 Rajagaluh Majalengka.
2. Gramatical meaning in order to The Correlation between Understanding Contextual Meaning and Reading Comprehension Achievement for the Eleventh Year Students at SMA *Negeri* 01 Rajagaluh Majalengka.
3. The students' understanding in contextual meaning

#### **D. The Questions of the Research**

Based on the reason above, the writer has tried to give close attention to know:

- a. How does the students' understanding contextual meaning?
- b. How can the students comprehend reading?
- c. Is there any positive and significant influence of the students' understanding contextual meaning and reading comprehension achievement?

#### **E. The Aims of the Research**

Then based on the question of the research above, the writer has tried to arrange the aim of the research as follows:

- a. To find out the students' understanding contextual meaning.
- b. To find out the students achievement in reading comprehension.



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- c. To find out the influence of understanding contextual meaning and reading comprehension achievement.

#### **F. The Uses of the Research**

These are the uses of the research which are expected from the Research:

- a. To enrich the learning way in teaching reading comprehension
- b. To find out the most appropriate way in teaching reading ability fervently.
- c. To give more creative learning method for the teacher in teaching reading comprehension
- d. To increase students' Achievement in understanding contextual meaning in reading comprehension
- e. To motivate students' in learning reading comprehension through the understanding of contextual meaning.
- f. To be the reference for the next researcher especially in reading comprehension research.



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