

**IMPROVING STUDENTS' READING COMPREHENSION BY
USING SCORE STRATEGY AT THE GRADE XI OF OFFICE
ADMINISTRATION PROGRAM OF SMK BUDI MULIA SOLOK**

THESIS



By

**ALEX SANDRA
1103740**

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PERSETUJUAN AKHIR TESIS

Mahasiswa : ALEX SANDRA

Nim : 1103740

Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. H. Anas Yasin, M.A</u> Pembimbing I	_____	
<u>Dra. Hj. Yenni Rozimela, M.Ed, Ph.</u> Pembimbing II	_____	

**Direktur Program Pascasarjana
Universitas Negeri Padang**

Ketua Program Studi/ Konsentrasi

Prof. Dr. Mukhaiyar
NIP. 19500612 197603 1 005

Prof. Dr. Hasanuddin WS., M.Hum
NIP. 19631005 198703 1 001

PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN

No	Nama	Tanda Tangan
1.	<u>Prof. Dr. H. Anas Yasin, M.A</u> <u>(Ketua)</u>	_____
2.	<u>Dra. Hj. Yenni Rozimela, M.Ed, Ph.D</u> <u>(Sekretaris)</u>	_____
3.	<u>Prof. Dr. Mukhaiyar</u> <u>(Anggota)</u>	_____
4.	<u>Dr. Refnaldi, M.Lit</u> <u>(Anggota)</u>	_____
5.	<u>Dr. Ridwan, M.Sc.Ed</u> <u>(Anggota)</u>	_____

Mahasiswa

Mahasiswa : ALEX SANDRA

Nim : 1103740

Tanggal Ujian : 3 - 7 - 2013

ABSTRAK

Alex Sandra, 2013. Meningkatkan pemahaman membaca siswa dengan menggunakan strategi SCORE di kelas XI Program Administrasi Perkantoran pada SMK Budi Mulia Solok. Tesis. Program Pasca Sarjana Universitas Negeri Padang

Pemahaman membaca merupakan salah satu aspek penting yang harus dikuasai oleh siswa. Berdasarkan pengalaman dan pengamatan selama mengajar, permasalahan yang dihadapi sebagian besar siswa pada Program Administrasi Perkantoran adalah banyaknya siswa yang mendapat nilai yang tidak memuaskan atau dibawah criteria kelulusan minimal (KKM). Masalah ini disebabkan oleh beberapa factor diantaranya siswa kurang mempunyai pengetahuan tentang strategy membaca, sehingga sulit untuk menemukan informasi atau memahami ide dari teks yang dibaca. Penelitian ini adalah Penelitian Tindakan Kelas. Tujuan utama penelitian ini adalah untuk menerangkan seberapa jauh strategy membaca SCORE bisa meningkatkan pemahaman membaca siswa dan menerangkan faktor-faktor apa saja yang mempengaruhi peningkatan kemampuan membaca siswa.

Penelitian ini dilakukan dalam 2 siklus. Masing-masing siklus terdiri atas 4 kali pertemuan. Objek penelitian ini adalah siswa kelas XI pada program Administratasi Perkantoran. Data dalam penelitian ini dikumpulkan melalui test, observasi, catatan lapangan dan wawancara dan setiap akhir siklus diberikan test. Dalam mengumpulkan data peneliti dibantu oleh seorang guru Bahasa Inggris ditempat penulis sebagai collaborator. Temuan dalam penelitian ini menunjukkan bahwa kemampuan membaca siswa meningkat setelah menggunakan strategi SCORE. Peningkatan tersebut dipengaruhi oleh beberapa factor, yakni, materi, media, aktivitas kelas, pengelolaan kelas, strategy guru dan pendekatan guru. Oleh karena itu dapat disimpulkan bahwa penggunaan Strategy SCORE mampu meningkatkan pemahaman membaca siswa pada kelas XI Program Administratsi Perkantoran di SMK Budi Mulia Solok

ABSTRACT

Alex Sandra, 2013. Improving Students' Reading Comprehension by Using SCORE Strategy at Grade XI of Office Administration Program of SMK Budi Mulia Solok. Thesis. Graduate Program of State University of Padang

Reading comprehension is one of the important aspects in studying English that has to be done by the students. Based on the researcher's experiences and observation as a teacher, the problem faced by most of the students at Office Administration Program was low mark in reading comprehension test or the mean score was under the Minimum Achievement Criteria (KKM). The problem was assumed caused of some factors. One of them was lack of the students' knowledge about reading strategy. As a result, they were hard to get information or ideas of the text. This research was a classroom Action Research. The purposes of this research was to explain whether SCORE strategy improve the students' reading comprehension and what factors that influence the changes of students reading comprehension.

This research was conducted in 2 cycles. There were four meetings in each cycle. The participants of this research were the class XI students of Office Administration Program of SMK Budi Mulia Solok. The data of this research was collected through reading comprehension test, observation, field notes and interviews. At the end of each cycle, the researcher gave a reading comprehension test to see the improvement made by the students. in collecting the data, the researcher was helped by his college, an English teacher as a collaborator. The finding of this research showed that SCORE strategy could improve the students' reading comprehension. The improvement was influenced by several factors such as material, media, classroom activities, classroom management, teacher' strategy and teacher's approach. Therefore, it could be concluded that suing SCORE strategy can better improve the students' reading comprehension at Grade XI of Office Administration Program of SMK Budi Mulia solok

SURAT PERNYATAAN

Dengan ini menyatakan bahwa:

1. Karya tulis saya, thesis dengan judul “Improving Students’ Reading Comprehension By Using SCORE Strategy at the Grade XI of Office Administration of SMK Budi Mulia Solok” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain kecuali arahan tim pembimbing.
3. Didalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai referensi didalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka
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Padang April 2013

Saya yang menyatakan

ALEX SANDRA

Nim. 1103740

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ALEX SANDRA
NIM. 1103740

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is an interactive process between the readers and the writer. An interactive process happens when the readers try to understand the text. While understanding the text, the readers are communicating with the writers. Therefore, reading is a process of communication between the readers and the writer.

In teaching English at Vocational School, the students are introduced with various reading materials to improve their reading comprehension. The material are based on the on the students program. One of the programs at Vocational school was technology and business program. At the technology programs, the students are provided with the technological English materials. The topics are adjusted to the students' field of study, mostly about technology. Meanwhile, for the business program, the students are introduced to the business English text, such as descriptive text, agenda, memo, report, business letter, personal letter and finding out the message. All of the material above should be based on the standard of competence for the English Reading Instruction in the Vocational School.

Based on the preliminary test that was done by the teacher on January 02th 2013 at Grade XI of Office Administration Program of SMK Budi Mulia Solok, the researcher found that the result of students' reading comprehension on the preliminary data was only 59.79 %. There were only 25 % or 6 from

24 students passed the minimum passing grade. The passing grade is equal with KKM (Minimum Achievement Criteria). The perfect score is 100 while the minimum of KKM is 70. It means that there were some problems in reading comprehension for the students at Grade XI of Office Administration Program of SMK Budi Mulia based on the Curriculum of Vocational School.

From the observation when the teacher taught at Grade XI of Office Administration Program of SMK Budi Mulia, The researcher found that there are several problems faced by the students in comprehending reading text. The first problem was the students could not comprehend English text well. They were not able to identify the ideas of the text. It consists of selecting the topic sentences, finding the main idea and the general idea of the text. The students could not answer the questions correctly, most of them get confused to answer the question well, they seem to be lazy to do this activity and they prefer cheating from their friend. When the teacher discussed the answer together, some of them did not pay attention and they are not motivated in reading activities. Consequently, the students cannot develop their English activity and they still have low ability in reading comprehension.

The second problem was critical reading. Some students found a difficulty in developing their critical reading. In other words, their critical reading was low. It is supported by McWhorter (1986), he says that critical reading is appropriate technique to improve reading comprehension. It helps the students go beyond the author say and consider what the writer's means. Related to the definition above, it can be seen that critical reading processes, the students are demanded to design short question, they are asked to interpret

the whole text deeply and they can explore simple questions in the text because the main goal of this process is student's center. The students' critical reading did not develop well, due to several factors, in the previous teaching reading process, it was rarely involved in reading process, so, the students are not familiar with the involvement of critical reading.

The third problem was the students' limited vocabulary. The lack of vocabularies leads them to the point of having difficulties in understanding reading text. The students were not able to do the activity when the researcher gave the students an English text and asked them to read it. They spent extra time to read and understand the text. They checked dictionary regularly. All of these made the students felt bored.

The problems above were caused by the external factors that influence the students' low ability in comprehending English text, such as media, material, classroom activities, classroom management, teaching strategy, and teaching approach. From the preliminary data, it was found that there are three external factors that influence students' low ability in comprehending reading comprehension. The first factor was the material. The students were not interested the material because the material was not related to the students' real life and daily experience. The students did not have background knowledge about the material presented. That factor makes the students have difficulties in catching the idea of the text. In short, students feel uncomfortable, unmotivated, uninterested, bored, lazy during reading class.

The second factor was the media used by the teacher in teaching reading. The media was not effective. Some of students were not involved in

using the media, then, the teacher rarely designed the media that could make the students motivate in learning, consequently, it made them difficult to catch the ideas, opinion and thought.

The third factor was related to the technique used by the teacher in the classroom. The technique was not varied (monotonous). The teacher only asked the students to read aloud after pre- reading activity individually. He also helped the students translate the text since the period of the time was limited. The teacher guides the students to find out the meaning and to understand the unusual words. Sometimes, even though the students have translated all the words, they still could not get the idea or concept of the text. As the result, this monotone activity makes the students fell less interested doing reading activity.

Based the causes above, the researcher is interested to solve the problem by using new strategy in teaching reading. A new teaching strategy is expected to make the students more interested and proactive in reading activities. There are several teaching strategies that can be applied in order to help the students mastered about reading comprehension, such as; Reciprocal Teaching (RT), CALLA Strategy, Directed Reading Thinking activity (DRTA) , Cooperative learning (CL), Collaborative Strategic Reading (CSR) etc. through the appropriate teaching strategy, the teacher can improve the students' interest, reading comprehension, and their motivation. In short, teaching strategic is very important in teaching learning process. As Wiked (2008) the strategies are generally more complex in order for the readers to do

something, because they require of several levels to effectively use the strategic effectively.

From the problems and the fact that the researcher found at SMK Budi Mulia Solok, the researcher assumed that the most serious problem that faced by the students in reading comprehension was the students' background knowledge. The students still confused in identifying the information of the text such as general and specific information. Therefore, the researcher was interesting to solve the problems by using new strategy in teaching reading in order to make the students more interested and proactive in reading activity.

The researcher strives to overcome the students' problem in comprehending reading text by applying SCORE strategy, SCORE stands for (Skim and Scan, Connect and Question, Organize your thinking, Read and Reflect and Be the Expert).

The researcher was interesting to use the SCORE because it was one of reading strategy that could be applied by the students in teaching reading. The SCORE strategy gave an opportunity to the students to be active and respond in comprehending the text deeply. Beside that, SCORE strategy was expected to solve the students' problems in reading comprehension especially in identifying the specific information. It was supported by Pressley and Afferbach (2006) "SCORE focuses teacher and the students' attention toward a small repertoire of strategies that effective comprehend used". SCORE strategy is divided into 5 stages that started with the Skim and Scanning, Connect and Question, Organize Your Thinking, read and Reflect and Be the

Expert. All of the stages of strategy are expected to improve students reading comprehension in understanding the English text.

B. Identification of the Problem

Based on the background of the problems above, it could be identified that there were several factors made the students had difficulties in comprehending the reading text. The factors came from both sides the students and teacher. From the students' side, they did not master English well that was caused by lack of vocabulary, lazy, unmotivated. Then, the factor that come from the teacher sides might concern with the teaching technique. Moreover, the teacher could not use the media effectively, inappropriate chosen material old teaching technique.

Based on the diagnoses above, there were some problems found in teaching reading. The students have difficulties in selecting the topic sentence, difficult to understand the main and the general ideas of the text. The other problem was the students did not have critical reading in comprehending the text given, they could not interpret and design a simple question related to the text and lack of vocabulary.

C. Limitation of the Problem

This research focused on improving students' reading comprehension by using SCORE Strategy at Grade XI of Office Administration Program of SMK Budi Mulia Solok..

D. Formulations of the Research

The problems of this research could be formulated into questions form as follows:

1. To what extent can SCORE strategy improve the students' reading comprehension at Grade XI of Office Administration Program of SMK Budi Mulia?
2. What factors influence the change of the students' reading comprehension by using SCORE strategy at Grade XI of Office Administration of SMK Budi Mulia Solok?

E. Purposes of the Research

The purposes of the research were:

1. Describe and explain the using of SCORE strategy in improving the students' reading comprehension.
2. Describe and explain what factors influence the changes of students' reading comprehension

F. Significant of the Research

There were two significances of the research. The first one is: Theoretically, the result of this research is expected to be sources for the teachers to know how to find problem solution dealing reading comprehension text and by applying the SCORE strategy in teaching learning process. This research was hoped to be useful for other researcher as the information in doing the further research.

The second was practically, the result of this research will be beneficial for the teacher to improve teaching learning process. For the researcher, this research hopely can increase the researcher's knowledge and the way of thinking scientifically through this research. For the students, this

research is expected to help the students can improve their reading comprehension skill and to make the students more active in reading.

G. Definition of the Key Terms

1. Reading comprehension refers to the natural activities of reading process that the reader is trying to get something without being interrupted or bothered with the problems in finding the new words meaning.
2. SCORE strategy : one of the techniques for teaching reading comprehension through skim and scan, connect and question, organize your thinking, read and reflect, and be the expert in order to help the students to read more independently and active

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the finding and discussion of the research, the researcher concluded two main points:

1. The used of SCORE strategy in teaching reading comprehension was better improve the students' reading comprehension at the Eleven Grade of Office Administration Program of SMK Budi Mulia Solok. It was identified from the teaching implementation and the increasing score of students' reading comprehension from cycle 1 and cycle 2. The SCORE strategy gave positives contribution and better outcomes to improve students' reading comprehension text.
2. There are several factors that influenced the changes of students reading comprehension
 - a. The material given made the students' interest, challenging them in reading text. The material was also suitabled with the background knowledge and relevant and matched to the topic in teaching learning process
 - b. The media that was used by the teacher in supporting teaching learning process made the students were not bored in learning reading comprehension. For the teacher media guided him to achieve their purpose in the classroom, it was easier for the teacher to handle the

material and helping the students in increasing their motivation in teaching learning process. The media helped the teacher not to spend more energy to explain the material and attract students' attention. Besides that, the media avoided students' boring.

- c. The variation of the classroom activities could improve the students reading comprehension to get more practice in the classroom. The classroom activities had big influence toward students' reading comprehension. The researcher applied all of parts that was related to SCORE strategy, such as skim and scan, connect and question, organize your thinking, read and reflect and be the experts. All the of SCORE strategy had big influence in reading comprehension, because these parts of this strategy attracted the students to be active and creative in reading comprehension
- d. The classroom management during the process of SCORE strategy influences the students' reading comprehension. Well prepared by the teacher in teaching learning process made the students easier teaching learning.
- e. The teacher's strategy in teaching learning process also influenced the students reading comprehension. The teacher's strategy helped the students comprehend about the reading text more active and independently.
- f. The last factor that influenced the change of students' reading comprehension was the teacher approach in classroom activities. The

teacher approach motivate the students to know their difficulties and to find the solutions of the problem that they have.

B. Implication

This research implies that the use of SCORE strategy can be chosen as one of the alternative technique that can be applied in order to solve the students' problems in reading comprehension. it can be seen from the data findings which were found in this research. The result of this research can be considered to use the SCORE strategy for the students in teaching learning process because the SCORE strategy has proved that can improve the students reading comprehension. The SCORE is an effective strategy that made the students to be active and expert in comprehending the reading text. The students are easier to identify some information that consisted in the text such as the specific information and general information. Then, SCORE strategy provides the students possibility to enrich their vocabulary.

C. Suggestion

Related to the conclusion and implication, the suggestion can be given as follows:

- a. The researcher himself as an English teacher should continue using and applying of SCORE strategy in teaching learning process as alternative strategy in teaching process since it has been proved that the SCORE strategy can improve the students' reading comprehension.
- b. The researcher as an English teacher suggests to the other teacher who have the same problem with the researcher to use SCORE strategy in

teaching reading because SCORE strategy is better to improve the students' reading comprehension.

- c. The researcher as an English teacher suggests to other teachers to be more creative in using SCORE strategy in teaching learning in the classroom to get better result.
- d. The students may apply the SCORE strategy in their reading activities in order to comprehend the English reading text, especially to make the students be able to search the information.
- e. Because of the limitation of this research, further and longer studies about the implication of SCORE strategy are highly recommended to investigate whether SCORE strategy can improve the students' reading comprehension

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