

Abstract

Rizal Ikhlas, 2009. Improving Students' Reading Skill through Vocabulary Network and Synonym Strategy at Grade XI IS 4 of SMA Negeri Gunung Talang, Solok Regency. Thesis, English Educational Section, Graduate program of State University of Padang.

There are two problems faced by students at grade XI IS 4 of SMA Negeri Gunung Talang, Solok Regency. The first problem is lack of vocabulary mastery. The problem of lack of vocabulary mastery leads them to the second problem is that the difficulty in comprehending the text.

The purposes of this research are to determine whether using vocabulary network and synonym strategy can improve students' reading skill and to find out the factors which influence the change of students' reading skill through the use of the strategy at grade XI IS 4 of SMA Negeri Gunung Talang, Solok Regency.

This research is classroom action research. The data are collected through reading test items, observation checklists and field notes. Reading test items are intended to measure students' reading skill, observation checklists are used to observe the teacher's and students' activities in the classroom while field notes are used to obtain further information which are not included in reading test items and observation checklist.

The research has shown that vocabulary network and synonym strategy could improve students' reading skill. This could be seen from the result of students' reading test administrated at the end of each cycle. The students' score increased significantly from average of 44.3, to 64.3, to 70.8 and 74.2. There are some factors influence the students' improvements in reading skill, such as the new strategy applied in teaching and learning process and the attention given to students by collaborator teacher.

It is suggested to the English teachers to apply vocabulary network and synonym strategy at their own classes which have the same condition, and conduct similar studies to other level of students to see whether the strategy is applicable and effective to improve students' ability in other language skills; listening, speaking and writing.

Abstrak

Rizal Ikhlas, 2008. Upaya Meningkatkan Keterampilan Siswa dalam Membaca melalui Strategi Rumpun Kata dan Persamaan Kata pada Siswa Kelas XI IS 4 SMA Negeri 1 Gunung Talang, Solok Regency. Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pasca Sarjana Universitas Negeri Padang.

Ada dua masalah yang dihadapi oleh siswa kelas XI IS 4 SMA Negeri 1 Gunung Talang, Kabupaten Solok dalam membaca. Masalah pertama adalah rendahnya penguasaan kosakata siswa dalam bahasa Inggris. Masalah ini mengakibatkan munculnya masalah kedua yaitu; siswa mengalami kesulitan untuk memahami bacaan dalam teks bahasa Inggris yang diberikan.

Tujuan dari penelitian ini adalah untuk menguji apakah dengan mempergunakan strategi rumpun kata dan persamaan kata dapat meningkatkan keterampilan membaca, dan mengetahui factor apa saja yang mempengaruhi kemampuan membaca pada siswa kelas XI IS 4 SMA Negeri 1 Gunung Talang, Kabupaten Solok.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Data penelitian dikumpulkan melalui butir-butir soal membaca, lembaran observasi dan catatan lapangan. Ujian membaca digunakan untuk mengukur ketrampilan membaca siswa, lembaran observasi digunakan untuk mengamati kegiatan guru dan siswa dikelas, sedangkan catatan lapangan digunakan untuk memperoleh informasi yang tidak didapatkan dari ujian membaca dan lembaran observasi.

Hasil penelitian menunjukkan bahwa strategi rumpun kata dan persamaan kata dapat meningkatkan keterampilan siswa dalam membaca. Hal ini dapat dilihat dari hasil ujian membaca siswa dari awal sampai akhir yang selalu meningkat. Yaitu dari rata-rata 44, 3 menjadi 64, 3 pada siklus pertama, kemudian 70.8 pada siklus kedua dan 74, 2 pada siklus ketiga. Ada beberapa factor yang mempengaruhi perkembangan tentang ketrampilan membaca siswa, yaitu strategi baru digunakan dalam proses belajar mengajar dan perhatian yang diberikan oleh guru collaborator kepada siswa dikelas.

Disarankan kepada guru bahasa Inggris yang lain untuk menggunakan strategi pengajaran rumpun kata dan persamaan kata dikelas mereka sendiri yang memiliki kondisi yang sama dengan kelas peneliti, dan melakukan penelitian yang serupa dikelas lain untuk melihat apakah strategi ini bisa digunakan dan efektif untuk meningkatkan ketrampilan berbahasa siswa yang lain seperti dalam mendengar, berbicara dan menulis.

Surat Pernyataan

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya, tesis dengan judul “Improving Students’ Reading Skill through Vocabulary Network and Synonym at Grade XI IS 4 of SMA Negeri 1 Gunung Talang Solok Regency” adalah asli dan belum diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan tinggi lainnya.
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4. Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, 10 Januari 2009

Saya yang menyatakan

RIZAL IKHLAS/ 2006/81417

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CHAPTER I

INTRODUCTION

A. Background of the problem

Based on the English language curriculum of Senior High School 2006, students should master four language skills in English. They are listening, speaking, reading and writing. Reading is one of the four language skills that play an important role in teaching and learning process. Students' reading skill is shown by their ability to get new information from the text. The information can be obtained if the students understand the reading texts. In understanding the reading text, there are some aspects of language that should be mastered by students such as; grammar, part of speech, roots of words, etc. In addition to, students' reading ability is also influenced by the ways of the students' in understanding the text. To improve the students' understanding in reading, the teacher should use suitable strategies to help them.

In teaching and learning process in the classroom, the researcher found most of students had problems in comprehending English reading texts. The students usually read the text word-by-word and sentence by sentence. Therefore, they needed longer time to get information from the text. To help them get information from the text, students usually used dictionary and asked the teacher, or classmates.

Based on the result of pre-national final examination (Pra-UAN) at SMA Negeri Gunung Talang, the mark of students' English in 2008 was not good. The average mark of social science students in 2008 was 4.50 (Depdiknas Provinsi

Sumatera Barat; 2008). From the item analysis of the test, it could be concluded that students' mistakes were on the items related to the English reading text, such as; in looking the detailed information of the text, unstated idea of the text and determining the meaning of contextual words. This case was caused by some factors such as students' background knowledge of the language, school environment, English teaching strategies, and curriculum requirement.

The students who master many words are able to understand English text better. So that, the teacher should help them improve their reading skill in order to get what the writer means in the text then how to answer the questions based on the text.

To improve their reading skill, the researcher had done some strategies, such as; intensive reading, translating the text and asking students to use dictionary, but the researcher was not satisfied with the result. Then, the researcher tried hard to make the students understand the English by giving intensive questions for reading or checking the students' task in order to improve their ability, but they did not give them satisfied result either. Furthermore, the students had done some reading activities; answering the questions about the text, they still had problem to answer the text questions in order to develop their ability in reading. It was strange that if they read the text for along time but they could not get conclusion about the text.

To solve this problem, the researcher tried to improve the students' reading skill through vocabulary network and synonym strategy to get information from the text. Before doing this research, the researcher tried it in small part activity in the class and it could give good result. To support the strategy, the researcher used some

experts' strategies such as; vocabulary network by Ramos and Garcia (2005), and synonym by Hill (1986) and by Jackson and Amvela (2000).

The researcher chose the above strategies because each strategy gave students opportunities to understand the text by using new vocabularies that have related to the words studied. Besides, this strategy also help students master and build new vocabulary and put the new words in their long term memory..

B. Identification of the problem

Based on the background of the problem above, there were some problems identified by the researcher in relation to reading. First, the problem comes from the students themselves; they had problems to predict the meaning of the words in the text. Lack of vocabulary mastery and failure to predict the text meaning are two main causes influenced students' reading comprehension so they could not answer the questions based on the text given.

Second, it is from the teacher of English. Sometimes, the teacher's teaching strategy is not too effective. To solve this problem, the researcher should have good strategies where the students could get information about the text meaning, main idea and other information from the text. Through vocabulary network and synonym strategy, it is hoped that the students can keep the words in long- term memory and they can recall it later when it is needed.

C. Focus of the problem

There were two main problems stated above and each of them needs wide solution. In this research, the researcher focuses his study on improving students' reading skill through vocabulary network and synonym strategy.

D. Statements of the Problem

The statements of the problem in this research are:

1. To what extent can vocabulary network and synonym strategy improve students' reading skill at the grade XI IS 4 of SMAN I Gunung Talang?
2. What factors influence students' reading skill through vocabulary network and synonym strategy at the grade XI IS 4 of SMA N 1 Gunung Talang?

E. Purposes of the Research

The purposes of the research are:

1. To explain how well vocabulary network and synonym strategy can improve students' reading skill at grade XI IS 4 of SMAN I Gunung Talang.
2. To explain the factors influence students' reading skill through vocabulary network and synonym strategy at grade XI IS 4 of SMA N 1 Gunung Talang.

F. Importance of the Research

This research is expected to be useful to help students improve their reading skill. The researcher is expected to do some efforts on improving the students reading

skill through vocabulary network and synonym strategy so that the students can get information from the text.

To improve students' reading skill, the researcher can use vocabulary or words in the text. Therefore, the students can comprehend the text well. Finally, the researcher is interested in doing the research because vocabulary network and synonym strategy is assumed to help students improve their reading skill.

G. Definition of the Key Terms

1. Synonym is words that have the same meaning as other ones in the same language.
2. Vocabulary network is the arrangement of words that reflects their relationship in term of categories heading to specific contained under them.
3. Reading Skill is the reader's ability to get information from the text in order to understand what the author means well.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTION

A. Conclusions

The findings of the research showed that the use of vocabulary network and synonym improved the students' reading skill at grade XI IS 4 of SMA Negeri 1 Gunung Talang Kabupaten Solok. There were two conclusions:

1. Using vocabulary network and synonym had better improve the students' reading skill in every indicator; general information, main idea, unstated information, stated or specific information, and knowledge of vocabulary of the text.
2. There were some factors that influenced of students' reading skill, as stated the following::
 - a. The use of reading strategy
 - b. The researcher's treatment in the classroom
 - c. Strategy of understanding vocabulary

B. Implications

From the findings of this research, the researcher got the implication that by using vocabulary network and synonym, the teacher could improve the students reading skill. The students had experience in identifying general information, the min

idea of paragraph or topic, general information, detailed information, unstated information, and Knowledge of vocabulary.

This strategy could build good atmosphere in the class, then it could motivate students to do the activity without pressure. Motivation increased the students' activity and finally the strategy helped them to understand the text.

C. Suggestions

Based on the result of this research, the researcher as English teacher would like to give some suggestion to other English teachers as stated at the following:

1. Focus the teaching and learning activity to improve the students reading skill.
2. Use vocabulary network to guide students to predict the root of words, although they started to think from one word as a central idea then collaborate to other words.
3. Use synonym to improve students' vocabulary because it can invite students' mentality to get new vocabulary that have similar meaning.

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