

**IMPROVING STUDENTS' READING COMPREHENSION
ON NARRATIVE TEXTS BYACTIVATING BACKGROUND KNOWLEDGE
AT GRADE VIII OF SMP N 29 PADANG**

THESIS



By

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to obtain the degree of Master of Education**

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ABSTRAK

Yasni, 2016 Meningkatkan Pemahaman Membaca Teks Narasi Dengan Mengaktifkan Latar Belakang Pengetahuan di Grade VIII.4 pada SMP 29 Padang. Tesis, Program Pascasarjana Universitas Negeri Padang.

Pemahaman membaca merupakan salah satu aspek penting yang harus dikuasai oleh siswa dalam mempelajari Bahasa Inggris. Berdasarkan pengalaman dan pengamatan peneliti, kemampuan membaca pemahaman teks-teks narasi siswa masih rendah. Hal ini disebabkan oleh beberapa faktor diantaranya siswa kurang mempunyai pengetahuan tentang strategi membaca, sehingga sulit untuk menemukan informasi atau memahami ide dari teks yang dibaca

Tujuan dari penelitian ini adalah untuk menjelaskan seberapa jauh pengaktifan latar belakang pengetahuan dapat meningkatkan pemahaman membaca siswa grade VIII.4 pada SMP 29 Padang melalui penelitian tindakan kelas. Penelitian dilaksanakan dalam 2 siklus. Dalam melaksanakan penelitian, peneliti dibantu oleh seorang kolaborator dan menggunakan tes pemahaman membaca teks narasi, lembar observasi, catatan lapangan, dan interview sebagai alat penelitian.

Temuan penelitian ini menunjukkan bahwa kemampuan membaca pemahaman siswa meningkat setelah latar belakang pengetahuan mereka diaktifkan. Pada pra siklus nilai rata-rata kemampuan siswa yaitu 73, setelah dilakukan siklus I maka nilai rata-rata kemampuan siswa meningkat menjadi 75,76. Pada siklus II nilai rata-rata siswa meningkat menjadi 77,97. Peningkatan tersebut dipengaruhi oleh beberapa faktor, yaitu kesenangan dalam membaca teks narasi, suasana belajar mengajar, serta media pembelajaran.

Berdasarkan data yang didapat dari penelitian dapat disimpulkan bahwa dengan mengaktifkan latar belakang pengetahuan dapat meningkatkan kemampuan membaca pemahaman teks narasi siswa pada SMP 29 Padang.

ABSTRACT

Yasni, 2016. Improving Students' Reading Comprehension of Narrative Text By Activating Background Knowledge At Grade VIII. 4 Of SMP 29 Padang. Thesis. Graduate Program. State University of Padang.

Reading comprehension is one of the important aspects in studying English that has to be mastered by the students. Based on researcher's experience and observation, students' reading comprehension of narrative text was still low. The problem was caused by several factors, one of them was they lack of knowledge about reading strategy. As a result it was hard for them to get information or ideas of the text.

The purpose of this research was to explain whether activating background knowledge could better improve students reading comprehension of narrative text SMP 29 Padang through classroom action research. The research was done in 2 cycles. In conducting the research, the researcher was helped by a collaborator and used reading comprehension of narrative text, observation, field note and interview as instruments of the research.

The findings of this research showed that the students' reading comprehension of narrative text improved after their background knowledge was activated. In pre cycle the mean score of students' reading comprehension of narrative text was 73. After cycle I the mean score of student's reading comprehension of narrative text increased to 75.76. In cycle II the score increased to 77.97, The increasing was influenced by several factors, such as the enjoyment in reading the narrative text, the teaching and learning atmosphere, and the teaching media.

Based on the findings, it is concluded that activating background knowledge can better improve students' reading comprehension of narrative text at Grade VIII 4 of SMP 29 Padang.

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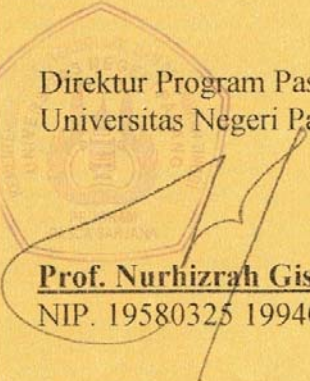
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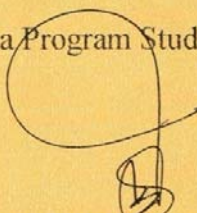
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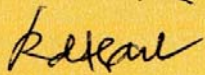

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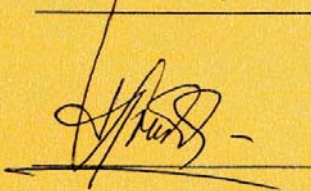
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Saya yang menyatakan



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CHAPTER I INTRODUCTION

A. Background of the Problem

Every level of schools in Indonesia has been using school Based Curriculum or 2006 Curriculum (KTSP) for more than two years. In this curriculum, each school is given chance to develop their own curriculum based on the situation and condition of every school. In teaching and learning English, using genres such as descriptive, narrative, recount, procedure, report, etc. is one of the crucial issues. These genres can be used in teaching four language skills : listening, speaking, reading, and writing.

Reading as one of the language skills is very important. It is the medium of getting information. Any kind of information and ideas can be obtained through reading. In order to get both of them, students need a special strategy in reading, so that will be easier for them to catch the idea and comprehend the text.

Reading as a process of communication from the writer to the readers one of four skills that should be mastered by Junior High School students. However, based on the researcher's experience in teaching and observation in reading, especially narrative text, many students get difficulties in getting the ideas and comprehending the text of English. They still get low achievement when the reading test given. Many of them get score which are below the standard that has already been fixed or Minimum Achievement Criteria (MAC). MAC of the English subject at SMP N 29 is 75.

The problem above is influenced by some factors. First, most of the students do not have enough knowledge of the text. They do not have enough knowledge to get a better understanding of the text. That is the reason why that will be more difficult for them to comprehend the text.

Second, the students have lack of motivation in reading. This is because they do not know the good way to comprehend and get idea of the text. Moreover, the students are lack of vocabulary mastery. When they read the text, they keep looking up dictionaries without guessing the contextual clues of the text.

The third problems comes from the teacher's technique and strategies in teaching reading. The teachers have not applied the appropriate strategies in teaching reading comprehension yet. Actually, by applying the appropriate strategies, the students will be able to get the idea and comprehend the text easily. Furthermore, the teachers also still have not used communicative approach yet. They tend to give the reading text and then let the student answer the providing questions without giving procedures how to comprehend it.

To overcome the above problems teachers can apply appropriate strategies in order to increase students reading comprehension in English. There are many strategies that can be applied, such as collaborative reading strategy, context clues analysis technique, activating background knowledge, cooperative learning, cognitive model, silent way, and many others.

Among these strategies, activating background knowledge is an appropriate strategy that can be conducted to improve the students reading comprehension. The researcher was interested in applying this strategy because

this kind of strategy will recall the knowledge of the students about the text given. Some teachers usually ask the students to read the text and then answer the question directly without guiding them to comprehend the text. Moreover, activating background knowledge will be an effective strategy for students to advance their reading comprehension. Mc. Neil in Sinaga (2008) stated that building background knowledge will improve the comprehension of students in reading a new text. It will also build specific knowledge about key ideas in the selection.

Therefore, by applying this strategy, the researcher hopes that the students achievement in reading narrative texts is increased. Narrative text is chosen because this kind of the text is learnt in the second semester and most of the students still get low achievement in this kind of text rather than the another kind of text called recount text which is also learnt in the first semester class.

B. Identification of the Problem

Based on the description of the problems above, there are some problems that can be identified which come from the students and the teacher.

Most of the students have low achievement in reading comprehension, especially narrative text because the students do not have enough knowledge of the text, so it is difficult for them to comprehend the text. Moreover, they are lack of motivation in reading because they do not know the appropriate way to comprehend the text. On the other hand, teacher has not applied the appropriate strategy in teaching reading comprehension.

C. Limitation of the Problem

From the identification of the problem above, the research is focused on two problems. They are the aspect of students' comprehension of narrative text and the teacher's technique in teaching reading.

Students' comprehension of narrative text is related to students difficulty in identifying the general information, specific information, meaning of words, purpose of the text, and the generic (schematic) structure of the text. Meanwhile a teacher technique is related to the strategy teacher implements by activating background knowledge in comprehending narrative text which is conducted in four activities, pictorial activators, question-asking, predicting content of text and discussion in group.

D. Formulation of the Problem

Based on the limitation of the problems above, the formulation of the problem of this research is stated as follow; students' low achievement in reading comprehension of narrative text can be improved by activating background knowledge.

E. Research Questions

Based on the statement of the problem, the question of this research are stated in the following question :

1. What can extend activating background knowledge better improve students' reading comprehension of narrative text at the eight grade students, class VIII.4 of SMP N. 29 Padang?

2. What are the factors causing the change of students reading comprehension of narrative text at class VIII. 4 of SMP 29 Padang.

F. Purpose of the Research

This research is conducted to find out:

1. Whether activating background knowledge can better improve students reading comprehension of narrative text at the eight grade students of SMP 29 Padang.
2. The factors cause the change of students reading comprehension on narrative text by activating background knowledge.

G. Importance of the Research

The primary aim of this research is to find out whether activating background knowledge can better improve students reading comprehension of narrative text. This research is also expected to give valuable input to develop the quality of teachers strategies in teaching reading at junior high school.

The result of this research can be useful for educators who have responsibility in planning and developing English curriculum, especially in teaching reading. The researcher also hopes that the result of this research can be useful for other researchers who will conduct research of the same characteristics with the setting of this research.

H. Definitions of the Key Terms

In order to avoid misunderstanding in this research, the following definitions are defined :

1. Reading comprehension is the students' ability to get and comprehend what the writer informs in the text.
2. Narrative text is the text which tells about a non-factual text or story which deals with problematic events leading to a crisis or turning point of some kind which in turn finds a problem solving.
3. Activating background knowledge is a strategy of activating all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge.

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTION

A. Conclusion

Based on the finding of students' reading comprehension of narrative text by activating students' background knowledge for two cycles of classroom action research, it can be concluded that :

1. Activating background knowledge can better improve students' reading comprehension of narrative text at grade VIII.4 of SMP N 29 Padang
2. The factor that influence the change of students' ability in reading comprehension of narrative text are :

- a. The enjoyment in reading the narrative text

While reading the text, they feel as if they experience what the character felt and did. It happened because their background knowledge has already been activated.

- b. The teaching and learning atmosphere

The atmosphere of teaching and learning process by activating background knowledge has influenced the students' enthusiasm to read their narrative text and try to comprehend it. The question-asking response, prediction from the students, and discussion in group has motivated them comprehend good narrative text.

- c. Teaching media

The researcher used many interesting pictures to activate the students' background knowledge. This media motivated and

active the students to pay more attention to the topic given by the researcher.

B. Implications

The result of the research which was done at SMP N 29 Padang has some implications deal with teaching reading strategies. First, the result of this research has proved that activating background knowledge has improved students' reading comprehension of narrative texts. Second, the reading strategies derived from activating background knowledge can stimulate students' critical thinking and motivation in teaching learning activities during reading section. Third, it needs time and guidance from the teacher from the teacher to explore the strategy in order to achieve better result in teaching reading.

C. Suggestion

Based on the result of the research, it is suggested the followings :

1. The researcher as the English teacher who teaches reading comprehension at junior high school should continue activating the students' background knowledge in order the student are more interested in learning reading and make them more active in the classroom activities.
2. The researcher as the English teacher should continue conducting research and active background knowledge to other genres of reading texts, such as descriptive, procedure, and report.

3. The researcher as the English teacher should also be more creative in using materials that can improve the teaching and learning process.

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