IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT BY USING PARS (PREVIEW, ASK, READ AND SUMMARIZE) STRATEGYAT GRADE VIII.1 OF SMPIT AL-FITIYAH PEKANBARU

THESIS

BY

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ABSTRAK

Nelvia Ibrahim. 2017. "Meningkatkan Pemahaman Membaca Siswa pada Teks Recount dengan Menggunakan PARS (Preview, Ask, Read, Summarize) Strategy pada Siswa kelas VIII.1 SMPIT Al-Fityah Pekanbaru." Tesis. Pascasarjana Universitas Negeri Padang.

Penelitian ini dirancang untuk meningkatkan pemahaman siswa pada teks recount. Penelitian ini dilaksanakan di sekolah SMPIT Al-Fityah Pekanbaru. Peserta penelitian sebanyak 27 orang pada siswa kelas VIII.1 yang memiliki masalah pemahaman membaca. Oleh karna itu, penelitian ini bertujuan untuk mengetahui seberapa jauh strategi PARS dapat meningkatkan pemahaman membaca siswa dan faktor apa saja yang mempengaruhi perubahan pemahaman membaca siswa melalui penerapan strategi PARS. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dua siklus. Tiap siklus terdiri dari empat pertemuan. Instrument yang digunakan untuk mengumpulkan data adalah tes, pengamatan, catatan lapangan dan wawancara. Data dianalisis secara kualitaif dan kuantitatif. Hasil penelitian menemukan bahwa penggunaan strategi PARS dapat meningkatkan pemahaman siswa dalam membaca teks recount. Hal ini dapat dilihat pada nilai rata-rata siswa di siklus pertama yang hanya 70.7, naik menjadi 76.3 di akhir siklus kedua. Selain itu, penelitian ini juga menemukan faktor-faktor yang mempengaruhi perubahan pemahaman membaca siswa pada teks recount dengan melalui penerapan strategi PARS yaitu materi pembelajaran, guru yang mampu memaksimalkan perannya dalam mengarahkan dan menjelaskan materi dengan jelas, motivasi siswa dan strategi yang sesuai. Secara keseluruhan penelitian dengan penerapan PARS strategi efektif meningkatkan pemahaman membaca teks recount siswa kelas VIII.1 SMPIT Al-Fityah Pekanbaru.

ABSTRACT

Nelvia Ibrahim. 2017. "Improving Students' Reading Comprehension of Recount Text By Using PARS (Preview, Ask, Read, Summarize) Strategy at Grade VIII.1 of SMPIT Al- Fityah Pekanbaru." Thesis. Graduate Program of State University of Padang.

This research is designed to improve students' reading comprehension of recount text. It was applied at SMPIT Al-Fityah Pekanbaru. The participants of this research were 27 students at grade VIII.1 who had problem in comprehending recount text. Therefore, this research aims to explain the extent to which PARS strategy can improve the students' reading comprehension of recount text and what factors influence the changes of students' reading comprehension of recount text by implementing PARS strategy. This research was classroom action research, which was conducted in two cycles. Each cycles consisted in four meetings. The instruments that were used to collect the data were test, observation checklist, field note, and interview guide. The data were analyzed qualitative and quantitatively. The research finding showed that the implementation of PARS strategy could improve students' reading comprehension of recount text. This can be seen from the averages score of at the end of cycle I 70.7 improved to 76.1 at the end of cycle II. Besides, it was found the factors that influence the changes of the students' reading comprehension of recount text by implementing PARS strategy, namely material given, teacher who is able to guide and explain the material well, students' motivation, and appropriate strategy. To sum up, the implementation of PARS strategy is effective to improve the students' reading comprehension of recount text at grade VIII.1 of SMPIT Al-Fityah Pekanbaru

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important skills that students have to master in learning. Reading is the main point for learning new information and getting access to alternative explanations and interpretation. It requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written. Especially for students in junior high school, they must do reading when they want to complete their school assignments and answer their examination.

Because of its importance, the teaching of English in Indonesian national curriculum is targeted to make students are able to read various kinds of genre such as procedure, descriptive, narrative, recount, and report.

During the writers' teaching experience, she found that most of the students at grade VIII.1 of SMPIT Al- Fityah Pekanbaru had difficulty in comprehending recount text. They usually were not able to tell what they have read and they don't answered the questions. They often copied the passage directly, without understanding the questions. As the result, they put all sentences in answering the questions. The students considered the text was complicated for them. The students' difficulties were reflected

from their achievement in reading test score. Their score of the recount text didn't achieve the Minimum Criteria Achievement (MCA). The MCA is 76, she found out that from 27 students, only 4 students or 10% of the students could reach a good level, 3 students or 10% of the students reaches average level, and 20 students or 70% of the students reach poor level. Their difficulties were understanding language feature of recount text such as vocabulary (synonym, word meaning), reference, inference and also difficulty in understanding the generic and social function of the recount text.

By looking at the facts above, the researcher tried to analyze the problems. Actually there are number of factors that determine the success of teaching and learning reading comprehension. The factors affect students' reading comprehension. The factors affect students' reading comprehension not only from the students but also other factors.

The first factor related to students' knowledge of word meaning. Mostly the student is very hard to understand the text. They were not able to express the information of the text that they have read. They found so many difficult words in the passage. They didn't understand how to answer a question on reading tests. As the result, most of the students had tendency copying their friends' work and their score of English test didn't increase well.

After that, they don't have motivation in reading. Most of them were passive during reading activity. It could be seen only few students

were active taking part in reading discussion. While others, were talking to their friends, laying their head on the table or doing something. In addition, only few students brought English dictionary when they had English subject. These conditions impact on the students' success in learning especially in reading.

The last problem is from the teacher. Previously, the teacher had applied group discussion strategy in teaching reading, but the students' achievement was still unsatisfying. In this strategy, not all students were active in discussion while rest of them were talking or just kept silent. Most of students had tendency depended on to one active student. As the result, the group discussion didn't run well. Through this learning and teaching activities, the students' ability in comprehending reading recount text didn't show good improvement.

Realizing on the phenomenon, the teacher should think more about the way to teach the students in reading recount text. One of the ways that can be used to improve the students' reading comprehension of recount text is by using PARS. PARS stands for reading comprehension by using Preview, Asks questions, Read and Summarize the text. This strategy can help junior high school students to solve the problem in reading and it can make the students' easier to understand information in the text.

Based on the explanation above, the researcher was interested in pointing out the problems into a research entitled: Improving Students' Reading Comprehension of Recount Text by Using PARS (Preview,

Ask, Read and Summarize) Strategy at Grade VIII.1 of SMPIT Al-Fityah Pekanbaru.

B. Identification of The Problem

Based on the background of the problem described above, there are some problems faced by students of the researchers' class in comprehending recount text. The first problem was lack of knowledge and skill of the students in reading comprehension. The result, they had difficulties in completing reading task given by the teacher. They had difficulties in the finding main idea, factual information, inference, etc.

The last problem is the teacher's strategy in teaching reading of recount text. Supposed the implementation previous strategies were not able to improve students' ability in comprehending of recount text. It made them had problem in answering the questions about the passage because they didn't have a good comprehension of it.

C. Limitation of the Problem

In carrying out this research, the researcher is aware that there should be a limitation of the problem to be solved. In this case this research focused on PARS strategy was implemented at Grade VIII.1 of SMPIT Al-Fityah Pekanbaru.

D. Research Questions

The problem of this study can be stated in the following questions:

1. To what extent can PARS strategy improve students' reading comprehension at grade VIII.1 of SMPIT Al-Fityah Pekanbaru?
2. What factors influence students' reading comprehension of recount text by using PARS strategy at grade VIII.1 of SMPIT Al-Fityah Pekanbaru?

E. Purposes of The Research

The aims of this research are:

1. To find out to what extent PARS strategy improve students' reading comprehension of recount text at Grade VIII.1 of SMPIT Al-Fityah Pekanbaru.
2. To find out what factors that influence students' reading comprehension of recount text by using PARS strategy at Grade VIII.1 of SMPIT Al-Fitiyah Pekanbaru.

F. Significance of the Research

This research is supposed to have theoretical and practical significance. Theoretically, it can enrich the theories in describing the effectiveness of PARS strategy in improving students' reading comprehension. It becomes a source of information about the description of using the PARS strategy in teaching. Practically, the researcher herself

has valuable experience in conducting research on the implementation of PARS in teaching reading comprehension of recount text. Then, this research also helps students at Grade VIII.1 of SMPIT Al-Fityah Pekanbaru to improve their reading comprehension of recount text.

G. Definition of The Key Terms

The definition of the key terms is as follows:

1. Reading comprehension is an activity to associate the prior knowledge in understanding the explicit and the implicit message of the written material.
2. Recount text is about retelling series of event which some people got experience in chronological order for informing or entertaining the readers.
3. PARS strategy is a strategy to comprehend the recount text by previewing, asking, reading and summarizing.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After having completed in analyzing the data obtained from the test, field notes, observation and interview. The finding of this classroom action research can be concluded as follows:

1. The use of PARS strategy improves the students' reading comprehension of recount text at grade VIII. 1 of SMPIT Al-Fityah, Pekanbaru. There are significant improvements to the students' result of students' test, from pre-test to cycle I, and in cycle II. It revealed the students' average score of the students' reading comprehension of recount text in pre-test was 55.2 and increased in cycle I to be 70.7 and then become 76.1 in cycle II. It means that the students' average score in cycle II has achieved the MCA of English standard score at SMPIT Al-Fityah, Pekanbaru that is 76.
2. From the data, there are four factors influencing the changes of the students' reading comprehension of recount text through PARS strategy they are; material, strategy, motivation and teacher guidance. All of them are related once with another. An appropriate and interesting material should be related to the students' level and their background knowledge. Then, the strategy should be suitable for the students itself to resolve their problems and for this time the researcher applied PARS as one of strategy. Next, motivation makes the students active in teaching and learning process and they were enthusiastic followed the steps of PARS strategy. The last factor is teachers' guidance. It is really important because it helps students in the process learning activity and made them more comprehend in reading text.

B. Implication

PARS strategy was one of the strategies that can be chosen by teacher as one of strategy to improve the students' reading comprehension of recount text. It has proved PARS strategy provide sufficient condition during the activities so that the students can take part actively during discussion. This strategy gives more benefits to the students. It is not only enhances students' reading skill but also other language skills.

C. Suggestion

Based on the findings and the discussion of the research, some suggestion can be given as the followings:

1. The research as a teacher who teaches English at SMPIT Al-Fityah Pekanbaru should continue ask the students to apply PARS strategy since it has been proved that PARS can improve students' reading comprehension of recount text.
2. The researcher suggests that other researcher who has same problem conduct PARS strategy to add the theories and suggest the other teacher to apply this strategy in teaching reading comprehension.

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