IMPROVING STUDENTS' READING COMPREHENSION OF EXPOSITORY TEXTSTHROUGHLEARNING TOGETHERSTRATEGY AT THIRD-A SEMESTER ENGLISH DEPARTMENT STKIP "TAPANULI SELATAN" PADANGSIDIMPUAN

THESIS

BY

SRI RAHMADHANI SIREGAR
NIM. 19404

This thesis is submitted to fulfill one of the requirements to obtain a degree in Master of Education

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ABSTRAK

Sri Rahmadhani Siregar. 2014. Peningkatan Pemahaman Bacaan Teks Eksposisi Melalui Strategi *Learning Together* pada Mahasiswa Semester 3A Bahasa Inggris STKIP "Tapanuli Selatan" Padangsidimpuan. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan bagaimana strategi *learning together* dapat meningkatkan pemahaman bacaan teks eksposisi jenis *problem solution* pada mahasiswa semester tiga jurusan bahasa Inggris STKIP "Tapanuli Selatan" Padangsidimpuan. Disamping itu, penelitian ini juga dimaksudkan untuk menentukan faktor-faktor yang mempengaruhi peningkatan tersebut. Penelitian ini adalah penelitian tindakan kelas yang melibatkan 34 orang mahasiswa. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus, masing – masing terdiri dari empat kali pertemuan. Data kualitatif dikumpulkan melalui wawancara dan observasi menggunakan lembar observasi dan catatan lapangan. Untuk mendukung data kualitatif sebagai bukti peningkatan pemahaman bacaan mahasiswa, data kuantitatif dikumpulkan melalui hasil ujian siswa yang diberikan diakhir setiap siklus. Untuk membantu pengumpulan data, peneliti meminta kesediaan salah seorang dosen lain untuk menjadi kolaborator. Temuan penelitian ini menunjukkan bahwa strategi *learning together* dapat meningkatkan pemahaman bacaan mahasiswa yang disebabkan oleh faktor materi, aktivitas mahasiswa, pengelolaan kelas, dan pendekatan yang digunakan dosen dalam mengajar.

ABSTRACT

Sri Rahmadhani Siregar. 2014. Improving Students' Reading Comprehension of Expository Texts through Learning Together Strategy at Third-A Semester English Department STKIP "Tapanuli Selatan" Padangsidimpuan. Thesis. Graduate Program State University of Padang.

This study was designed to find out how learning together strategy can improve students' reading comprehension of expository problem solution texts at third semester of English department STKIP "Tapanuli Selatan" Padangsidimpuan. Besides, this research was also purposed to find out the factors that influenced the improvement. This study was classroom action research with 34 students as participants. This classroom action research was conducted in two cycles; each cycle consisted of four meetings. Qualitative data were collected from observation and interview that used observation sheet and field notes. To support qualitative data as the proof in improving students' reading comprehension, quantitative data were collected from students' result test that were given at the end of cycles. To help data collection, the researcher asked the other lecturer to become a collaborator. The finding of this research shows that 'LTS' can improve students' reading comprehension that is caused by factors materials, media, students' activities, classroom management and lecturers' approach in teaching.

PERSETUJUAN AKHIR TESIS

Mahasiswa : *Sri Rahmadhani Siregar*
NIM. : 19404

Nama	Tanda Tangan	Tanggal
Prof. Dr. M. Zaim, M.Hum Pembimbing I		30/9 2014
Dr. Kusni, M.Pd. Pembimbing II		21/11 - 2014

Direktur Program Pascasarjana
Universitas Negeri Padang

Prof. Nurhizrah Gistituati, M.Ed., Ed.D.
NIP. 19580325 199403 2 001

Ketua Program Studi/Konsentrasi

Prof. Dr. Gusril, M.Pd.
NIP. 19580816 198603 1 004
SI PLT.No.2513/UN35/KP/2013
Tanggal : 24 Desember 2013

PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN

No.	Nama	Tanda Tangan
1	Prof. Dr. M. Zaim, M.Hum *(Ketua)*	
2	Dr. Kusni, M.Pd. *(Sekretaris)*	
3	Prof. Dr. H. Anas Yasin, M.A. *(Anggota)*	
4	Prof. Drs. H. Zainil, M.A., Ph.D. *(Anggota)*	
5	Prof. Dr. Gusril, M.Pd. *(Anggota)*	

Mahasiswa

Mahasiswa : ***Sri Rahmadhani Siregar***
NIM. : 19404
Tanggal Ujian : 7 - 5 - 2014

SURAT PERNYATAAN

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Padang, 28 Maret 2014

enyatakan,

Siti Rahmadhani Siregar
NIM: 19404

V

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the skills that has to be mastered by the students in English department. The skill of reading makes students easy to understand an English text. The students get some advantages from reading. They read the text and try to understand more word by word. Through reading, the students improve their knowledge and information from various sources. They can read English books to support their learning process or they can read some literary works to gain new vocabularies in English. Besides, reading helps students to master other skills in learning process such as speaking and writing because students' knowledge has some contributions to develop their ideas. By considering the importance of reading, it can be assumed as one of the skills that can determine the success of students in learning.

However, the students face some problems in their reading subject. They can not comprehend English text well even though they have learned English for many years. The students can not activate their background knowledge to the topic discussed to find the new ones from the text. Moreover, their vocabulary are limited and they tend to find out the meaning of word by word from dictionary and translate them into Bahasa Indonesia. This situation makes students' motivation is still low to read, makes them bored to read, and creates passive atmosphere in teaching

learning process. In addition, the students' ability in reading English is different. There are some students who had higher ability levels and some others were low. The students who had higher ability surpass the other students. When the clever students have comprehended the reading materials, they should wait for other students and follow the instruction from the lecturer. These problems impact the condition of teaching and learning process in reading.

The students' problems above are caused by both the students themselves and the lecturer. Hence, the lecturer can not control the class because there are so many students in a class. The materials that are presented by the lecturer make students getting bored and the strategy used can not improve the students' interest in reading. The lecturer and students can not build the situation of the class to be enjoyed in learning process.

The problems above can be seen from the following evidence. The students' score in Reading 1 are low and not satisfactory. It was only 10% of the students got score 86-100, 25% of the students got score 76-85, and the other students for about 65% got the lower score. The highest score of students are 92 and the lowest score of students are 56. Based on the rules of scoring in English Department of STKIP "Tapanuli Selatan" Padangsidimpuan, the minimum standard criterion of achievement or passing grade was 66. It can be concluded that they can not comprehend the text and can not distinguish some significant information from the text.

In solving the problems above, the researcher tries to use learning together strategy to improve students' reading comprehension of expository

problem solution text. Learning together strategy is a learning strategy that used cooperative concepts in its teaching and learning process. The students work together and learn each other to comprehend the materials. Therefore, the students are divided into groups to support their cooperation in comprehending the text. They share by each other's students in what they know. Their interactions will improve their motivation in reading immediately. The lecturer should give feedback to students by giving reward for the best group. Therefore, the teaching and learning process can be achieved.

The rationale of using the learning together strategy is to help students improve their reading comprehension. The differences of students' ability can be used as a media that help them achive better performance by assigning them in group learning. Therefore, the researcher can control all the students in a classroom. The clever students teach other students in order that the materials and the objectives of the study can be achieved by all students. Moreover, the dynamic of the teaching and learning process can be run well.

In this research, the researcher uses expository problem solution texts as students' materials in reading. Expository problem solution texts are the text which contains problems and solutions. The students work together to discuss the text. Because of that, the researcher chooses learning together strategy to solve the students' problems. The researcher hopes that this strategy can reduce the students who could not pass the passing grade, from 65% to become 15%. Therefore, the researcher assumes that learning

together strategy can improve students' reading comprehension of expository problem solution texts at the third-A semester of the English Department of STKIP "Tapanuli Selatan" Padangsidimpuan.

B. Identification of the Problem

The problems of this research may come from the students and lecturer. The problem from the students can be identified that the students have significant differences of proficiency in reading comprehension. Some students have higher ability while other students have lower ability in reading comprehension. The students who have higher ability are interested in reading while the others are not interested and seem to be lazy in reading.

When the students are given a text, they always look up to a dictionary to find out the meaning of the words. It is caused by the text that is written in a foreign language and they seem to be difficult to understand them. They don't try to comprehend the text without dictionary. Therefore, the researcher thinks about how to solve these problems when teaching learning process is appropriate for reading comprehension. Then, the problems may come from the lecturer such as the choice of materials, the strategy, and the media used. Therefore, the researcher tried to use learning together strategy during teaching reading comprehension.

C. Limitation of the Problem

Dealing with the identification of the problems above, the focus on this research is on the improvement of students' reading comprehension of expository problem solution text through learning together strategy. The

texts are limited between 250-500 words. The expository problem solution texts that are used should be familiar with the students. Because of that, the topics of the texts are about the social problems.

D. Formulation of the Problem

The problem of this research can be formulated as follow:

1. To what extent can learning togetherstrategy improve students' reading comprehension of expository problem solution textsat the third-A semester of the English Department of STKIP "Tapanuli Selatan" Padangsidimpuan?
2. What are the factors that influence the changes of students' reading comprehension of expository problem solution texts through learning togetherstrategy at the third-A semester of the English Department of STKIP "Tapanuli Selatan" Padangsidimpuan?

E. Purposes of the Research

Based on the formulation of the problems, the purposes of this research are as follows:

1. To find out whether learning together strategy can improve students' reading comprehension of expository problem solution textsat the third-A semester of the English Department of STKIP "Tapanuli Selatan" Padangsidimpuan.
2. To find out what factors that influence the changes of students' reading comprehension of expository problem solution texts through

learning togetherstrategy at the third-A semester of the English Department of STKIP "Tapanuli Selatan" Padangsidimpuan.

F. Significance of the Research

It is expected that this research give a useful theoretical and practical contribution.

1. As theoretical importance, this research is expected to give contribution to the expanding of knowledge especially in improving the quality of teaching reading in English through learning together. And also, this research is hoped to become one of references for teacher/lecturer who is interested in the same strategy or expanding in other skill like writing, to find out the way how to control a classroom with the students' differences in comprehending reading.
2. As practical importance, this research is expected to give contribution to English teacher/lecturer to improve his teaching strategy in order to gain better knowledge for his students in reading comprehension. And also to find out how to control the class with the students' differences in comprehending reading. Then, it is also expected that students are able to understand the text in reading comprehension activities. And last, the result of this research could be useful for all readers especially who want to know his quality in reading comprehension.

G. Definition of the Key Terms

In order to avoid misunderstanding about the title above, it is necessary to define the following terms:

1. Reading Comprehension is the skills on comprehending expository problem solution text of the students at third-A semester of the English Department which is measured by multiple choice questions.
2. Learning Together is a learning strategy that uses "PIES" concept (Positive interdependence, Individual accountability, Equal participation, and Simultaneously interaction). The first concept Positive interdependence means the success of one student is linked to the success of others, the failure of one member is not merely an individual failure but a group failure. The second concept Individual accountability means a procedure to check that each participant individually contributes a fair share to a group effort. The third concept Equal participation means that all students receive the same chances and incentives to be involved in class. And the last concept Simultaneous interaction means all students are actively engaged at the same time during the class.
3. Expository text is a text explains problem and solution which is used for teaching reading comprehension approve for students at the third-A semester of the English Department of STKIP "Tapanuli Selatan" Padangsidimpuan.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After conducting the classroom action research on improving students' comprehension in reading expository problem solution texts for the students at third-A semester of STKIP "Tapanuli Selatan" Padangsidimpuan, it can be concluded that:

1. Learning together strategy in teaching reading of expository problem solution text has been successful and improved students' reading comprehension. The average scores of students' test in cycle one have improved in cycle two and the students can achieve the minimum achievement criteria of the scores. It means the extent of their involvement reached the category of high average scores with succeeded from the targeted score.
2. The factors that influenced the changes of students' reading comprehension of expository problem solution texts are:
   a. The material and the texts that are presented by the lecturer are familiar with the students; they have background knowledge about the texts, so it can make them easier in discussing the material.
   b. The media that are used by the lecturer can facilitate teaching learning process and motivate students to read seriously.
   c. The classroom activities make students enjoy in the classroom and support them in comprehending the materials.

d. The classroom management helps the students to work together with their friends in the classroom.

e. The lecturers' approach can motivate students to be confidence and also build their characters in the class.

f. The learning together strategy brings improvement on the students' involvement and achievement.

B. Implication

This research implies that learning together strategy can be considerably chosen as a lecturers' strategy to solve students' problem in reading comprehension of expository problem solution texts. The students are given the opportunities to work with their friends. They can share each other when doing learning together. The students with high ability contribute more in discussion, while the other students can be motivated by their friends. The students build communication and cooperation in discussing the texts. As a result, the students can hold this strategy into another subject in English too.

C. Suggestion

Based on the result of this research, the suggestions can be given as follow:

a. The used of learning together strategy to comprehend the expository problem solution texts can be as a good alternative strategy in teaching learning English.

b. The students with low achievement and shy of expressing their thought in learning together need to be the main focus by the since the students with high achievement are dominant in discussion.

c. The other researchers can use the learning together strategy on other skills in English such as writing, listening, or speaking and also other types of expository texts such as description, sequence, caution, or comparison contrast.

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