

**THE EFFECT OF APPLYING “CAR” TECHNIQUE TOWARD
STUDENTS’ READING COMPREHENSION AT 8th GRADE OF
SMPN 3 PADANG PANJANG**

THESIS

**Submitted as a Partial Fulfillment to obtain the Strata One (S1) Degree
at the English Department of FBS UNP Padang**



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Padang, Juli 2012

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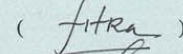
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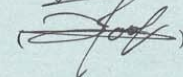
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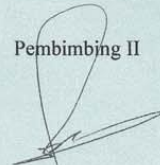
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ABSTRAK

Hardinata, Fikri. 2012. "The Effect of Applying "CAR" Technique toward Students' Reading Comprehension at 8th Grade of SMPN 3 Padang Panjang". *Skripsi*. Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Rendahnya kemampuan siswa SMPN 3 Padang Panjang terhadap pemahaman membaca yang salah satunya diakibatkan oleh kurang tepatnya guru dalam menggunakan teknik pengajaran, perlu diterapkan sebuah teknik pengajaran membaca yang menarik dan berguna untuk meningkatkan kemampuan pemahaman membaca siswa. Dalam penelitian ini, peneliti mencoba menggunakan teknik *Competence – Autonomy - Relatedness (CAR)* pada kegiatan membaca. Penelitian ini bertujuan untuk melihat dampak penggunaan teknik *CAR* dalam kegiatan membaca terhadap pemahaman siswa dalam membaca. Penelitian ini mengemukakan hipotesis yakni siswa yang diajar dengan menggunakan *CAR* dalam kegiatan membaca akan memiliki pemahaman membaca yang lebih baik daripada siswa yang diajarkan menggunakan teknik yang biasa digunakan guru.

Jenis penelitian ini adalah penelitian eksperimen. Populasi penelitian adalah siswa kelas VIII SMPN 3 Padang Panjang tahun pelajaran 2011-2012 yang terdiri dari lima kelas. Sampel penelitian ini terdiri dua kelas yaitu VIII.3 sebagai kelas eksperimen dan VIII.5 sebagai kelas kontrol dengan menggunakan teknik *random sampling*. Kelas VIII.3 terdiri dari 31 orang siswa sedangkan kelas VIII.5 memiliki jumlah siswa 30 orang. Instrumen yang digunakan adalah *Comprehension Test*. Tes dilakukan dua kali; *pretest* dan *posttest*. Tes tersebut terdiri dari dua puluh lima butir soal dalam bentuk pilihan ganda dan essay.

Data berupa nilai tes membaca oleh kedua kelompok sampel dianalisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan bahwa *t-hitung* sebesar 3,50, sedangkan *t-tabel* sebesar 2,021, yang berarti *t-hitung* > *t-tabel*. pada taraf signifikansi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan teknik *CAR* dalam pembelajaran dapat memberikan pengaruh yang lebih baik terhadap pemahaman siswa dalam membaca.

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Padang, July 2012

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an important skill in the process of teaching and learning English because this skill provides students as the readers with unlimited information about things that happen around them. In reading, students are expected to be active and communicative in getting ideas and information from reading activities. They need to comprehend the text. It means that there is an exchange meaning or there is an interactive process between the readers and the writers in understanding the passage or the text.

Basically, the purpose of reading is to comprehend what is being read. Reading provides the students with a lot of information about the world and this skill gives input for their success in study and in their life in general. It indicates that the students as the reader will get some information or knowledge by reading.

Because of the importance of reading, the School Curriculum which named School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) includes reading as one of the important skill that has to be mastered in English subject. This curriculum involves reading as one of the main competencies besides listening, speaking, and writing. Based on The School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, there are some texts which are taught in 8th grade of Junior High School, they are descriptive, narrative, and recount texts.

Based on the researcher's observation in 8th grade classes in SMPN 3 Padang Panjang while doing field-training as a student teacher for one semester there, the researcher found that the students' ability in English was still low. This assumption was based on the result of their final semester test in Semester I, especially in reading section. The test contained of 40 questions and each question of the test had four possible options. In that test, it was found that there were 72% or 108 second grade students in SMPN 3 Padang Panjang got score less than 65. The result showed that from 150 students in 5 classes only 42 students or 28% got score more than 65. From those students who got score more than 65, 50% or 21 students of them were the students from the excellent class which was class VIII.4.

Moreover, the researcher also interviewed students in 8th grade classes. Most of them admitted that reading had always been a problem for them when they followed English tests and even in the final test. They got confused in getting right answer of the texts which tested because there were four possible options for each question of reading section. For example, there was a question that asked the students to guess the text type of a text whether narrative, descriptive, recount, or procedure; in fact, many of them did not know how to identify which one was right answer. It was difficult for them because they did not understand how to comprehend the text and many of them still had doubts about the characteristics of that text itself.

Actually, there are some causes of that serious problem which the researcher describes above. The first problem comes from the students' side. The students'

vocabularies in 8th grade classes were limited in understanding texts while doing reading activities. They did not know how to comprehend the text easily because the meaning of sentence or paragraph depended on many unknown words. Therefore, they could not get the main point of the text. Generally, the students used a dictionary to translate the words which sometimes forced the students to spend too much time on a dictionary than reading itself. Also, the words and meaning translated from a dictionary made students confused because not all the meaning of the words in dictionary related to the context. Depending on each student's background knowledge, he or she may have different interpretation related to the text he or she read.

The second problems come from the teacher's side. The teacher had problem in using technique that could be appropriate and interesting in teaching reading to improve students' reading comprehension. There, the teacher that the researcher observed tended to use the technique which was not attractive or conventional for the students. Here, the teacher read aloud the text after introducing topic and giving the text to the student, next she asked the students to focus and read the text, after that she explained the text and difficult words for a while, and then the students were asked to answer the questions based on the text itself. However the teacher had done the sequence of those reading activities, the teacher was still not aware to build the competence, autonomy, or relatedness of the students in their reading activities. It could be seen when the teacher got difficulties to provide an interesting media such as a picture which related to the text. She still confused to find out the suitable media that could catch students'

attention for encouraging students' background knowledge. For instance, the teacher used an object picture in a genre of text whether the picture of place, building, or someone in which it was unfamiliar for the students. As a result, the students got difficulties in guessing or brainstorming the meaning or idea that included in that picture.

Furthermore, teacher's attention toward the students' reading activities seemed weak while teaching reading. The teacher sometimes explained the materials of certain text too much but some of the students could not get the message well. Many of students who got confused with the teacher explanation, felt shy or not confident to raise their hand in order to ask their teacher about her explanation. This problem could appear if the teacher does not realize that the students may get doubts or difficulties related to her explanation. Additionally, the teacher's way in giving turns for the students' reading activities looked like unbalance. There was still a tendency of teacher to ask or choose students who had good ability in English in reading activities whether in doing reading tasks or group works. These problems might cause students' interest in reading activities would decrease so that reading became bored and gave nothing for the students.

Ideally, the teachers are actually expected to be able to use or apply appropriate strategy in teaching reading. The teachers ask or invite their students to think or get ideas about the topic which will be taught. Then, they should involve their students in reading activities, whether in pre-reading, whilst-reading, and post-reading in order to make their students understand the texts in detail.

Besides, the teachers help and control the students in reading activities so as to achieve their reading comprehension.

Therefore, teachers need proper techniques to build and improve students' comprehension in reading activities. Paul (2003:2) indicates that teachers need to develop a general approach based on their views of how students learn most effectively, and then teach, manage, and assess the students in ways that are consistent with the approach. And Agoestyowati (2008) points out that the more exciting and interactive teacher can make the learning environment, the more a teacher tries to introduce reading activities, the more a teacher changes shapes and manipulates both the language and the environment, the better the circumstance for learners.

After considering the problems above, it is suggested to use *CAR technique* to help students in reading the text. The *CAR technique* is a technique that used by the teacher to support students' psychological needs for competence (C), autonomy (A), and relatedness (R). Komiyama (2009) says that CAR technique is needed to strengthen and maintain students' motivation in reading because reading in L2 requires a lot of time, effort, and perseverance. Competence (C) is students' feelings that they are capable of completing L2 reading activities. The need for autonomy (A) is satisfied when students feel that they are in control of their own behaviors while reading. Then, relatedness (R) refers to students' feelings of being connected with their classmates and teachers.

The CAR technique can be applied in all reading activities whether pre-reading, whilst-reading, or post-reading activities. There are many activities in

supporting students' competence in teaching reading such as introduces reading assignments in small or simple steps, provides visual support to complement texts and aid comprehension, distributes reading guides to enhance comprehension and interest, provide definitions of key vocabulary to reduce the difficulty of the reading and more. Then, the activities in maintaining the autonomy of students, the teacher may give a chance for the students to choose a topic for their reading class or gives choices with small, concrete, and nonthreatening tasks in settings where students are unfamiliar or uncomfortable with making choices of their own. After that, in carrying students' relatedness with their classmates or teacher in reading comprehension, the teacher can incorporate activities that nurture cooperative interactions among students, involve students in discussions about main ideas, themes, and strategies for understanding texts, and encourage students to share their work with each other. Because of the reasons above, the writer assumes that CAR technique can help the students to understand the English text easily.

B. Identification of the Problem

From the background of problem above, it could be identified that there were two main factors why the students' ability in reading comprehension at 8th grade in SMPN 3 Padang Panjang was low. This problem appeared from the students' side and from the teacher's side. From the student's side, the problem was caused by students' limited vocabularies that made them difficult to comprehend the text. Moreover, from the teacher's side, the teacher didn't use

attractive techniques that could build the competence, autonomy, or relatedness of the students in reading activities. There, the teacher did not provide suitable media to teach students in reading class. Then, the teacher had less attention toward students' activities that made the students' interest decreased and the students felt bored. As a result, the students could not able to comprehend the text well.

C. Limitation of the Problem

Based on the identification of the problem above, there are two main problems in reading comprehension. However, in this research, the researcher only focuses on the main problem that refers to teacher's technique used in teaching reading. Therefore, this research is limited to the effect of CAR technique in teaching reading toward students at 8th grade of SMPN 3 Padang Panjang.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the formulation in this research is "Do the 8th grade students who are taught by applying CAR technique in reading activities have a better reading comprehension than 8th grade students who are taught by using common technique which used by the teacher in 8th class?"

E. Hypothesis

In order to test the hypothesis, the t-test formula is used. The hypothesis which are stated in the research in the form of null and directional hypothesis as the following description:

1. H_0 : The students who are taught by applying CAR technique have no better English reading comprehension than the students who are taught by using common technique which used by the teacher in 8th class.
2. H_1 : The students who are taught by applying CAR technique have better English reading comprehension than the students who are taught by using common technique which used by the teacher in 8th class.

F. Purpose of the Research

The purpose of this research is to find out the effect of applying CAR technique toward the students' reading comprehension on second grade students of SMPN 3 Padang Panjang.

G. Significance of the Research

The findings of this study are supposed to make the teacher who teaches English reading comprehension in Junior High School is able to teach their students in understanding and comprehending the texts. Also, students can develop their ability in comprehending or enriching vocabularies deeply. In addition, teaching reading comprehension by applying CAR technique will help

students in getting ideas from any kinds of text and they can find their interest in English class.

H. Definition of Key Terms

To avoid misunderstanding in this research, the researcher defines specific key terms as follows.

1. Reading comprehension

Reading comprehension is the students' ability to construct the meaning or important ideas of the text by using their background knowledge and experiences.

2. CAR technique

The *CAR* technique is a technique that used by the teacher to support students' psychological needs for competence (*C*), autonomy (*A*), and relatedness (*R*) in reading activities. Competence (*C*) is students' feelings that they are capable of completing L2 reading activities. The autonomy (*A*) means the students feel that they are in control of their own behaviors while reading. Then, relatedness (*R*) refers to students' feelings of being connected with their classmates and teachers.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

As mentioned in Chapter I, the purpose of this research was to observe the students' reading comprehension through CAR technique. Based on the data analysis and findings that have been discussed in the previous chapter, it can be concluded that applying CAR technique gives better effect in improving students' reading comprehension at the second grade of SMPN 3 Padang Panjang registered in 2011/2012 academic year. Before giving a treatment, the mean of students' scores in the experimental group were 41.87. Then, after giving a treatment, the mean scores improved becoming 72.71. Meanwhile, in the control group, the mean scores of the students were 41.53, then after using pre- questions, their scores become 67.07.

Based on hypothesis testing, the value of t_{observed} was bigger than the value of the t_{table} at the level of significance 0.05 ($t_{\text{observed}} > t_{\text{table}} = 3.50 > 2.021$). It could be concluded that the difference of students' reading comprehension between the two groups was considerably significant. From that result, it was decided that H_0 was rejected while H_1 was accepted. Therefore, it can be stated that the use of CAR technique in reading activities has better effect on the students' reading comprehension.

B. Suggestions

It has been proved that the applying CAR (Competence-Autonomy-Relatedness) technique gives positive impact to reading comprehension in particular and to the English teaching.

Based on the finding the researcher gives numbers of suggestion.

1. In order to increase reading comprehension achievement of the students, it is advisable for English teacher to use some interesting, creative and educative activities that can be applied in reading activities whether pre-reading, whilst-reading or post reading activity to provoke the students' background knowledge and desire reading behavior.
2. It will be very valuable input, if English teachers especially in SMPN 3 Padang Panjang use *CAR* technique in their reading activity, and can apply *CAR* technique on some kinds of texts since the difficulty of the students in comprehending the text in reading become the main problem.
3. For the next researchers are expected to have more meetings time to apply *CAR* technique in order to get the data and to see the improvement of students' comprehension maximally.

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