

**INCREASING STUDENTS' READING COMPREHENSION BY
USING CARD SORT AT THE SEVENTH YEAR OF SMP N 1
SIDOHARJO, WONOGIRI**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

As every body knows, reading is one of the most important skills in learning language besides listening, speaking, and writing. The fundamental goal of any reading activity is knowing enough science concepts and knowing the language (i.e. comprehending/understanding) (Kustaryo, 1988: 1). It is a cornerstone for a child's success in school and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Therefore, the students were given reading subject matter. In reading, the students are expected to have a competence of comprehending and understanding the text.

Nowadays, curriculum used by most school is school level-based curriculum in which it focuses on genre. Genre can be interpreted as a model of discourse that stands on goal of that discourse, for example: giving instruction, telling some event, or convincing the reader through argument series. Each genre has special structure characteristic. If we can know this special characteristic, we can use it to help our comprehension about some discourse (Djiwandono, 2002: 30).

Teaching reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge,

and comprehension of the information and communicative ideas. It explains that teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated (Goodman, 1976; Smith, 1982). Considering mastering reading is one of the ways for mastering English, Fauziati (2005: 144) states that as teacher of English as a foreign language we are often tempted to teach reading in order to improve the students' mastery of English. To enable them to develop their reading skills, the teachers should know the rationale of the nature of reading and its implication in teaching techniques. They should also be able to employ certain techniques to improve the students' reading ability.

The problem faced by teacher of SMP N 1 Sidoharjo, Wonogiri in teaching reading at the seventh year students is the students are still depend on the teacher and the students are bored with the conventional method used by the teacher. Therefore, the writer chooses *card sort* technique in teaching reading comprehension. According to Silberman (2001: 149) *card sort* is a collaborative activity that is able to be applied in teaching concepts, categorizing characteristics, facts of object, or recalling information. The movement of physical respond can help to give energy to the tired student in the class. The writer's reason of using *card sort* in teaching reading comprehension to teach categorizing characteristic in genre. If we know that characteristic, we can use it to understand a certain text. Beside that, it can make the students be active because this technique gives priority to the

movement of physical respond, so the students can understand and are interesting to learn.

Based on the situation above, the writer is inspired to conduct a study entitled **“INCREASING STUDENTS’ READING COMPREHENSION BY USING CARD SORT AT THE SEVENTH YEAR STUDENTS AT SMP N 1 SIDOHARJO, WONOGIRI”**.

B. Problem Statement

In this research, the research problems that will be discussed are as follows:

1. How is the implementation of teaching reading comprehension by using *card sort* at the seventh year of SMP N 1 Sidoharjo, Wonogiri?
2. How is the result of the students’ reading comprehension by using *card sort* at the seventh year of SMP N 1 Sidoharjo, Wonogiri?
3. What are the students’ responses on the implementation of teaching reading comprehension by using *card sort* at the seventh year of SMP N 1 Sidoharjo, Wonogiri?

C. Limitation of the Study

Based on the problem statements above, the writer limits the study on the procedures of *card sort* in teaching reading especially in comprehending descriptive and procedure text.

D. Objective of the Study

Based on the research problem above, the writer has the following objective:

1. To describe the implementation of teaching reading comprehension by using *card sort* at the seventh year of SMP N 1 Sidoharjo, Wonogiri.
2. To describe the result of the students' reading comprehension by using *card sort* at the seventh year of SMP N 1 Sidoharjo, Wonogiri.
3. To describe the students' responses on the implementation of teaching reading comprehension by using *card sort* at the seventh year of SMP N 1 Sidoharjo, Wonogiri.

E. Benefit of the Study

In this research, there are two kinds of benefit, they are: academic benefit and practical benefit.

1. Academic benefit is the result of this study can be used to increase the quality of teaching-learning reading.
2. Practical benefits are:
 - a. The result will help the teacher in increasing the students' reading comprehension.
 - b. The result can help the students' in increasing their ability in comprehending text.

F. Research Paper Organization

The writer organizes of this paper into five chapters as follows:

Chapter I is introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents a review related literature. It consists of previous study, reading comprehension, teaching reading, teaching learning cycle method, genre, and the notion of *card sort*.

Chapter III discusses the research method. It consists of type of the research, subject of the study, object of the study, research location, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV consists of research finding and discussion.

Chapter V consists of conclusion and suggestion