IMPROVING STUDENTS’ VOCABULARY USING READING TEXT COMPREHENSION AT THE FIRST YEAR OF SMA PGRI 1 SRAGEN IN 2012/2013 ACADEMIC YEAR

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ABSTRACT
This research paper conducted to (1) know whether reading text comprehension can improve students’ vocabulary at the first year of SMA PGRI 1 SRAGEN in 2012/2013 academic year. (2) describing the implementation of improving English vocabulary by using reading text Comprehension of SMA PGRI 1 SRAGEN in 2012/2013 Academic Year. (3) finding the strengths and weaknesses of improving vocabulary using reading text Comprehension to the first year students of SMA PGRI 1 SRAGEN in 2012/2013 Academic Year. In this research, researcher uses some methods: test, observation, document, interview. From the data of Improving Students’ vocabulary using reading text comprehension at the first year of SMA PGRI 1 SRAGEN, the writer can get clear description that using reading text comprehension can improve the students’ vocabulary of SMA PGRI 1 SRAGEN and description about implementation of improving students’ vocabulary using reading text comprehension of SMA PGRI 1 SRAGEN. The strengths. (1) This method can be a new way to find the meaning of vocabulary when the students are reading a text. (2) This method can make the students like reading a text because they know how to find the meaning of new words. (3) The students will not get confuse when they do the test based on a text, because this method will teach the student to read comprehension to find the meaning of vocabulary. The weaknesses are In the first meetings students can felt bored because usually students do not like to read. Students actually need to give more attention on the reading text, but they tend to be noisy in the class.

Key words: improving vocabulary, reading text comprehension.

INTRODUCTION

In this era many people try to make competition with many countries and other people. The people are living in the globalization era in which the nature is the mobility of interaction between some countries to do the cooperation such as in trading, students exchange and moves. At this point, English is important language in this modern era. So people are demanded to be able to communicate in international
language. As an international language, it has gained its popularity all over the world including Indonesia. It makes people learn English, in learning English everyone must learn vocabulary. The statement above shows that vocabulary is one of the essential part in language that cannot be separated from learning English.

In addition, Fauziati (2002:155) maintains that vocabulary is a central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often become interested in learning.

Teaching English method is changeable. The method should be interesting to motivate students in learning English. In this research, the writer uses reading text comprehension. This makes students find a new vocabulary. A new vocabulary can make the students find the meaning of a new vocabulary. When the students find the meaning of new vocabulary the students will feel happy and the students will read again. When the students read a reading text comprehension, they will find more new vocabularies.

Clara Wong Kee (1997: 9) states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact. The reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

Eksay (2011:7) states that reading comprehension in general is viewed in this research as the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategies to new problem solving situations.
RESEARCH METHOD

The research method of this study is elaborated into five points, namely (1) type of the research (2) object of the research (3) data and data source (4) method of collecting data and, (5) technique for analyzing data. The explanation of each component will be discussed further into wide explanation below. In accordance with the aim of the research, this research uses classroom action research. According to Burn (2000:443), action research is the application of fact-finding to practical problem-solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers. The object of the study is improving students’ vocabulary of class X-B of the first year of SMA PGRI I SRAGEN. The class itself consists of 22 students. In this study, the data are the improving vocabulary process and the result of the improving vocabulary using reading text comprehension. The research considers 4 sources of data

1. Observation: researcher observes the process of teaching-learning activities in the classroom.
2. Informants: the informant is the teacher and the third grade students of SMA PGRI I SRAGEN
3. Document: researcher collects document from SMA PGRI I SRAGEN, such as lesson plan, material, etc.
4. Test: the test implemented in the research consist of pre-test and post-test

To collect the data, the researcher uses some methods:

1. Test
   The teacher uses oral test and written test. Oral test is used to check whether the students’ pronunciation is correct or not. While the written test as pre-test and post-test to check the student’s ability of vocabulary.
2. Observation
The researcher observes the student’s behavior during the process of improving vocabulary.

3. Document The document in this research are the data taken from the teacher’s lesson plan, the text books (materials), attendance list of the student, the techniques used in improving vocabulary.

4. Interview
   Interview will be done by the researcher to know the model of class management and the students’ competence.

RESEARCH FINDING AND DISCUSSION

1. The Profile of SMA PGRI 1 SRAGEN
   SMA PGRI is one of the private schools in Sragen. The school is very strategic and accessible. SMA PGRI is located on Jln.Cemara no 22 Teguhjajar, Plumbungan, Karangmalang Sragen. This school was founded 30 years ago. Educators there are very smart and friendly. SMA PGRI is one of the many popular schools in Sragen. There are facilities, like big classrooms, fully equipped laboratories, various sports venues and the like. The number of teachers for teaching and learning activities are many so that the students can follow the teaching and learning activities easily

2. Fact Finding
   Based on the research the writer found a fact from the school. There were many students did not like English. Many students are very active and usually make trouble in the classroom. Teacher in SMA PGRI were not creative when they taught English. they used some methods that made students boring so they make trouble and tend to be noisy the in classroom. Student become lazy when they had to read text, actually in every test there were test based on the text, students had to read the text. It made the score test of the students very low.
3. The Implementation of Improving Students’ Vocabulary Using Reading Text Comprehension of SMA PGRI 1 SRAGEN in 2012/2013 Academic Year

The purpose of implementation on improving students’ vocabulary using reading text comprehension of SMA PGRI 1 SRAGEN is increasing the students’ competence to memorize all the vocabulary taught by teacher. In learning process, the researcher found the students’ difficulties in learning vocabulary. This research consists of 15 English words, 10 Indonesian words. Thus, the total of words given are 25 words and type of the test is essay. In her research the writer has totally three meeting.

In the first and third, the researcher gives diagnostic test to the students, namely pre-diagnostic test and post-diagnostic test. Pre-diagnostic test and post-diagnostic test consists of 25 words and it takes was 45 minutes to complete the test.

In order to reach the objective of the research, the writer with Classroom Action Research (CAR) in which each of the cycles consisted of 4 elements, namely: planning, implementing, observing, and reflecting.

4. The Strengths and Weaknesses of Improving Vocabulary Using Reading Text Comprehension to the First Year Students of SMA PGRI 1 SRAGEN in 2012/2013 Academic Year.

Based on the research, the researcher finds the strengths as a follow:

a. This method can be a new way to find the meaning of vocabulary when the students are reading a text.

b. This method can make the students like reading a text because they know how to find the meaning of new words.
c. The students will not get confuse when they do the test based on a text, because this method will teach the student to read comprehension to find the meaning of vocabulary.

Based on the research, the researcher finds the weaknesses as a follows:

a. In the first meetings students can felt bored because usually students do not like to read.

b. Students actually need to give more attention on the reading text, but they tend to be noisy in the class.

CONCLUSION

Based on the result of the research, which aims at improving the student’s vocabulary using reading text comprehension, the researcher can draw many conclusions as follows:

1. The result of the action shows that reading text comprehension can improve the students’ vocabulary. There were 17 students (77,3%) who increased their vocabulary achievement. There were 4 students (18,18%) who are static their vocabulary achievement. There was 1 student (4,54%) who was lack of their vocabulary. The successful result of this improvement is 21,82%.

2. This research uses classroom action research. There are four steps in cycle planning, acting, observing, and reflecting. In the process of implementation, the students tend to be cooperative, active, enjoy, and motivated in learning English.

3. Based on the research, the researcher finds the strengths as a follows:
d. This method can be a new way to find the meaning of vocabulary when the students are reading a text.

e. This method can make the students like reading a text because they know how to find the meaning of new words.

f. The students will not get confuse when they do the test based on a text, because this method will teach the student to read comprehension to find the meaning of vocabulary.

Based on the research, the researcher finds the weaknesses as a follows:

c. In the first meetings students can felt bored because usually students do not like to read.

d. Students actually need to give more attention on the reading text, but they tend to be noisy in the class.
BIBLIOGRAPHY


