

**THE IMPLEMENTATION OF TEACHING READING  
COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF SMPN 1  
PAPAR IN ACADEMIC YEAR 2014 \ 2015**

**SKRIPSI**

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Degree of  
Education in English Department Faculty of Teacher Training and Education University of  
Nuantara PGRI Kediri



By:  
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11.1.01.08.0009

ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2016

APPROVAL PAGE

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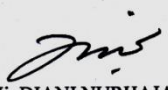
ENTITLED:

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Approved by the Advisors to be proposed to  
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# THE IMPLEMENTATION OF TEACHING READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF SMPN 1 PAPAR IN ACADEMIC YEAR 2014 \ 2015

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## Abstract

This study examines the implementation of teaching reading comprehension. Thirty six students consisting of 18 male and 18 female from second grade of SMPN 1 Papar. To conduct the study, in SMPN 1 Papar on 25<sup>th</sup> and 27<sup>th</sup> of May 2015 with 36 students of VIII-B class as respondent. This research focused on the reading skill at the eighth grade of Junior High School. The design of this research is descriptive qualitative. The writer is the central instrument. Besides doing observation, she also interviewed the subjects. The analyses resulted in the finding that the implemetation of jigsaw method to improve students; comprhension at the eighth of SMPN 1 Papar. The result showed that the students enjoyed and became active during teaching learning process. The result of data analysis mentioned that most of students were active is reading class. Most of the students stated that they enjoyed to study reading using speaking method, the students more involved when teaching learning process with jigsaw method, and they could easily followed the learning process about the content the text.

Keyword : Taeching Reading Comprehension, Method, Assessment

## Introduction

Reading, which is one of the four language skills, can be classified into two types; initial reading and reading comprehension. Initial reading is an effortmade by those who have not been able to read to learn reading (e.g., how to read the alphabet and combination of letters or simplewords),where as reading comprehension is a means of language acquisition, of

communication and sharing information and ideas (George , 2012). Thus, it can be said that

reading is a process of constructing meaning from the reader background knowledge and the information from the written language to build meaning. Elizabeth (2003:6) reading is about understanding written texts. It is a complex activity that involves both and thought. Reading consists of two related processes: word recognition and comprehension. So, the comprehension of the text is really necessary

to overcome those problems through reading. Although comprehension is an easy job for skilled readers, the process underlying the chain of activities which are mandatory for comprehension to take place are complicated. In other words, successful comprehension entails a highly integrated set of activities that involves both lower level decoding abilities and higher level integration abilities.

Based on the statement above, in SMPN 1 Papar, the teacher should be creative to find out the appropriate method in order to help the students master the four basic skills of English language, especially reading. There are many problems in comprehending a text by the students in SMPN 1 Papar. First, the students' motivation is low. Second, the students are lack of vocabulary. Third, the students usually are bored while they are reading. Fourth, the students find it difficult to understand the meaning of the text. From the problems above, to support the teaching of reading comprehension the teacher give solution by implementing the teaching method. There is a method of teaching process, it is interesting and it can improve students' reading comprehension, namely jigsaw. The jigsaw is one of method that is very simple to be applies and increase enjoyment of the learning. According to Suprijono (2009:89) states that jigsaw is the appropriate methods which

demand the students on 4-6 groups, the name of home teams. Each origins group members meet in expert group to study material which is assigned to each group member. After discussion, they bring the result of discussion to the origin group members and tell to their group member for material completeness. Jigsaw is one of the appropriate methods that can be used in teaching reading because jigsaw is cooperative learning method promote better learning. Improve students' motivation, and increase enjoyment of the learning process (Suprijono 2009:89). Based on the explanation above, writer conclude jigsaw method can be received by the students. It makes the students enjoy and interested in studying English especially in reading and implemetation teaching reading used jigsaw as a method. Jigsaw can increased the ability or reading comprehension.

In the fact, when the writer had teaching practice at SMPN 1 Papar. In her observation there was an English teacher who could make students interest the material in reading subject although she taught a big class. When she taught used media such as LCD, and she used clear language and loud voice.

Knowing the facts, the writer formulates her reserach problems "How is implementation and assessment of teaching reading comprehension using jigsaw to the

eighth grade students of SMPN 1 Papar in academic year 2014/2015?”.

## Method

The research approach of this study was qualitative method. To conduct the study, six students consisting of 18 male and 18 female from second grade of SMPN 1 Papar on 25<sup>th</sup> and 27<sup>th</sup> of May 2015 with 36 students of VIII-B class as subjects. This subjects are students and one of teacher English of SMPN 1 Papar. The teacher finished her study for strata one degree in University Islam Kadiri in 1999 and she has been teaching since 1999 in SMP PGRI Papar and teaching in SMPN 1 Papar since 2008 until present. This research focused on the reading skill at the eight grade of junior high school. The type of the research is a case study, the writer is the central instrument also decided the topic, doing observation and interview because to get the data of the research.

## Discussion

After doing the analysis on the research data, the writer arrives at discussion. The writer discusses research findings entitle “The implementation of teaching reading comprehension to the eighth grade students of SMPN 1 Papar 2014/2015 that implementation of teaching reading especially recount text, the

SMPN 1 Papar 2014/2015 that implementation of teaching reading especially recount text, the teacher gives task in the first meeting when the students are given the task in their book. It is doing for introduce material of recount text and help the students for train themselves. The next meeting the teacher asks the students to read the text, vocabulary and similar meaning. Its purpose to training cooperation, be better understanding to the text. After the read, the teacher asks difficult vocabulary.

For the result show the teacher, before the teacher teaches, she prepares the lesson plan, material and media. The teacher uses lesson plan to help her to manage the class based on steps in lesson plan. But, the teacher also does not use the lesson plan, she seldom uses book for teaching her students.

The findings of the present proved and showed that the problem on reading comprehension by the eighth grade student of SMPN 1 Papar could be adequately overcome through some exercise in reading comprehension taught through jigsaw method. It could be conclude that improving reading comprehension through jigsaw was effective method.

Here, the teacher used method. She made students work in a group. After they had decided into several groups, they are asked to discuss the material, Then, they answered one



by one from their result discussion. It can make the students easier to understand the material and became active students. It also give opportunity to students to work by themselves.

## Conclusion

The writer concludes that the teacher is creative, humorous and attractive teacher. She prepares all things as lesson plan, material and media before teach and she is creative and humorous to interested students to learning English. It look from she make a media LCD to teach and responses from the students who enthusiasm and happy in teaching learning process.

First is about the teacher, the English teacher of SMPN 1 Papar has a good quality teaching. She makes teaching preparation, give motivation and description of material to the students before going to the main material. She can make the class be live, handle and manage the class well.

Second is about method. The teacher uses think in pairs. Here, the students are not in a pairs but in a group. It can make the students easier to understand the material and become active students. It also gives opportunity to students to work by themselves. Although, the teacher using more Indonesian but method can involves al live.

Third is assessment. Assessment is the 1 of the class absolutely, the class is last activity from the implementation of teaching reading. This is activity aims to determine understanding students and as a measure of their writing ability. The teacher does assessment as follow:

- a. The teacher give test essay consisting 15 numbers. It is 10 numbers are multiple choice and five are essay.
- b. The teacher give test based on SK and KD.

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