

**THE INFLUENCE OF SELECTIVE UNDERLINING STRATEGY TO
THE SECOND GRADE STUDENTS' READING COMPREHENSION
ACHIEVEMENT AT SMPN 1 KARANGREJO ACADEMIC YEAR
2014/2015**

THESIS

Presented in Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree
(S.Pd) of the English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL PAGE

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By :
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Approved by the Advisors to be proposed to
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Approved and Accepted by all its qualification
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ABSTRACT

This research was held by the researcher observation result in the school that both of students and teacher didn't use certain strategy in reading comprehension learning process. Quantitative approach, especially in experiment design was used in this research. There were 29 students of VIII B was used as the sample of this research and the instrument to measure students' reading comprehension was test. This research aims to find out whether Selective Underlining Strategy can influence students' reading comprehension achievement when it is used in reading activity. The result of test showed that the established effect was 7,7363 at the degree of freedom of 28, t-table was 2,048 at the level of significance of 5% and 2,763 at the level of significance of 1%. Thus, it means that $t_{\text{observed}} (7,7363) > t_{\text{table}}$ at the degree of significance of 5% and 1%. It means that t-observed was significant. Thus, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis was accepted. The conclusion of this research were (1) Students' reading comprehension score before being taught using Selective Underlining Strategy was less than standard score (2) Students' reading comprehension after being taught using Selective Underlining Strategy was more than standard score (3) There is significant influence of using Selective Underlining Strategy in students' reading comprehension.

Keywords : Reading, Reading Comprehension, Selective Underlining Strategy.

I. BACKGROUND

In learning English as foreign language, there are four skills that are needed to be mastered by the students, they are listening, speaking, reading, and writing. Reading is one of skills in English to make the people get information from what they read, and information from a text. It is supported by Nunan (2003: 68) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

In the process of learning reading skill, learners or students are taught to find some informations from written source, it is called reading comprehension. Reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. This idea about reading comprehension is supported by some definitions from some experts, Snow (2002: 11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

While, many problems found by the students in reading comprehension activity. Gersten et.al (2001: 280) state that students may not possess appropriate strategies for problem situation. Problem situation means when students are asked to comprehend a text or processing information from a text. In addition, students may not know when to use a strategy.

In preparing the students for having good ability in reading comprehension, teachers are demanded to be creative in using the variety of ways in teaching reading. Using interesting strategy in teaching reading will make students become active in learning process and can get the context of the text effectively.

One of strategies that can be used in reading comprehension class is Selective Underlining. According to Anaktototy and Gerong (2014: 26) selective underlining is a study strategy that enables students to understand what the author is trying to say and to organize information in texts. This strategy used selectively by underlining key ideas, main ideas, and details with different colored markers appropriately. While, Jones (2006) also states that The Selective Underlining strategy forces

students to process information, rather than merely write out answers to

questions.

II. METHOD

The research was an experimental research, since it described the quantitative degree to which variables were related. It was also reasonable that the writer intended to examine the cause and effect between two variables, using Selective Underlining Strategy and students' reading comprehension. The study tried to describe the effect of treatment, using Selective Underlining Strategy toward students' reading comprehension.

The approach of this research is descriptive quantitative. According to Ary et.al (2010: 63) quantitative research is built on a study of earlier work in the field, which helps the researcher refine the problem and place it in context. In this research, the researcher tried to apply Selective Underlining Strategy to find its influence to the students' reading comprehension.

To collect the data of this research, the researcher used one pre-test post-test design. Pre-test was the first method of data gathering that was used by the researcher. The researcher gave pre-test to students in class 8B as the sample of research. Pre-test aimed at

knowing the students' reading comprehension. The test conducted by the researcher.

After pre-test, the students were treated / taught by using Selective Underlining strategy. The researcher did it twice to make sure that students understand clearly about the strategy and can apply it in their reading activity.

In this part, after the students treated by using Selective Underlining strategy, the researcher delivered a test to all of students as the sample and asked them to do the test individually carefully on certain given time. Finally, the students' paper sheet submitted and the students' results were treated as the data of the study. The test was similar to the pre-test.

In this research, the data are reported statistically because the data are presented in numerical data. Because this research has aim to find is there any significance influence of certain strategy, the data was processed with the statistical formula using t-test as follow :

Ary et.al (2010: 177) :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

where :

t = t ratio

\bar{D} = average difference

$\sum D^2$ = different scores squared, then summed

$(\sum D)^2$ = difference scores summed then squared

N = number of pairs

III. FINDINGS AND CONCLUSION

Before applying Selective Underlining Strategy in the classroom, the researcher conducted Pre-test to measure students' reading comprehension. Pre-test was conducted at the first meeting. Students were asked about their understanding about narrative text and reading comprehension before do the test. Many students told that they often get difficulties in doing reading comprehension task after read a text. They

said that they can't decode well the new words and find the main idea. While, when Pre-test was conducted, more than a half students in the classroom asked the researcher about how to find the explicit information and what is the meaning of some new words in the text.

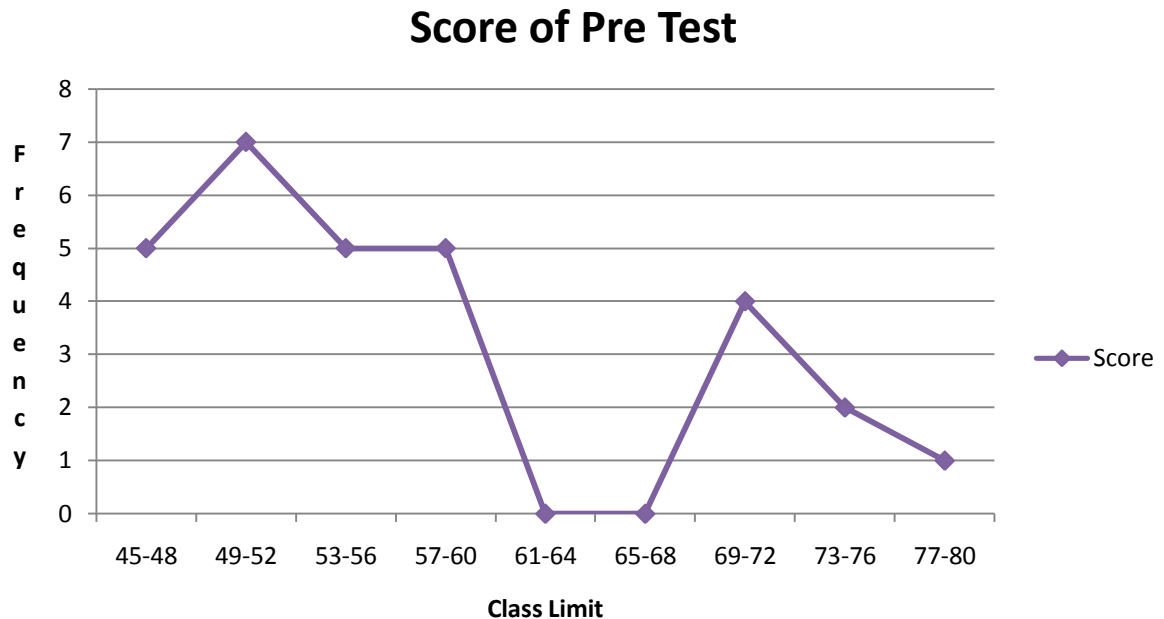
To support those statements, the data frequency of students' Pre-test score was followed :

Table 4.2 : The Score of Data Frequency of Pre-test

| No | Class Limit | Class Boundaries | Mid Point | F | P |
|-------|-------------|------------------|-----------|----|---------|
| 1 | 45-48 | 44.5 - 48.5 | 46.5 | 5 | 17.24% |
| 2 | 49-52 | 48.5 - 52.5 | 50.5 | 7 | 24.14% |
| 3 | 53-56 | 52.5 - 56.5 | 54.5 | 5 | 17.24% |
| 4 | 57-60 | 56.5 - 60.6 | 58.5 | 5 | 17.24% |
| 5 | 61-64 | 60.5 - 64.5 | 62.5 | 0 | 0.00% |
| 6 | 65-68 | 64.5 - 68.5 | 66.5 | 0 | 0.00% |
| 7 | 69-72 | 65.5 - 72.5 | 67.5 | 4 | 13.79% |
| 8 | 73-76 | 72.5 - 76.5 | 74.5 | 2 | 6.90% |
| 9 | 77-80 | 76.5 - 80.8 | 78.5 | 1 | 3.45% |
| TOTAL | | | | 29 | 100.00% |

The researcher also provides the data frequency of pre-test by using diagram.

Diagram 4.1 : The Diagram of Pre Test Data Frequency



From the result of pre-test, it can be seen that mean score of pre-test is:

$$\begin{aligned}
 M_{\text{pre-test}} &= \frac{\sum \text{pre}}{N} \\
 &= \frac{1660}{29} \\
 &= 57,24
 \end{aligned}$$

The total score of pre-test was 1660. The total sample was 29. Mean of pre test could be counted from the total score is divided by the number of sample. So, the mean of pre-test was 57,24.

After conducting treatment, Post-test was conducted to measure students' reading comprehension. Post-test was conducted in the fourth meeting. Students were asked about the strategies have been taught before in regarding of increasing their reading comprehension ability. All of

students in the classroom said that Selective Underlining was an easy strategy to implement and it could make their reading comprehension activity run well without getting difficulties in finding main idea and important information. Also, students said that they can identify some new word in the text easier and find the meaning before doing the reading comprehension test.

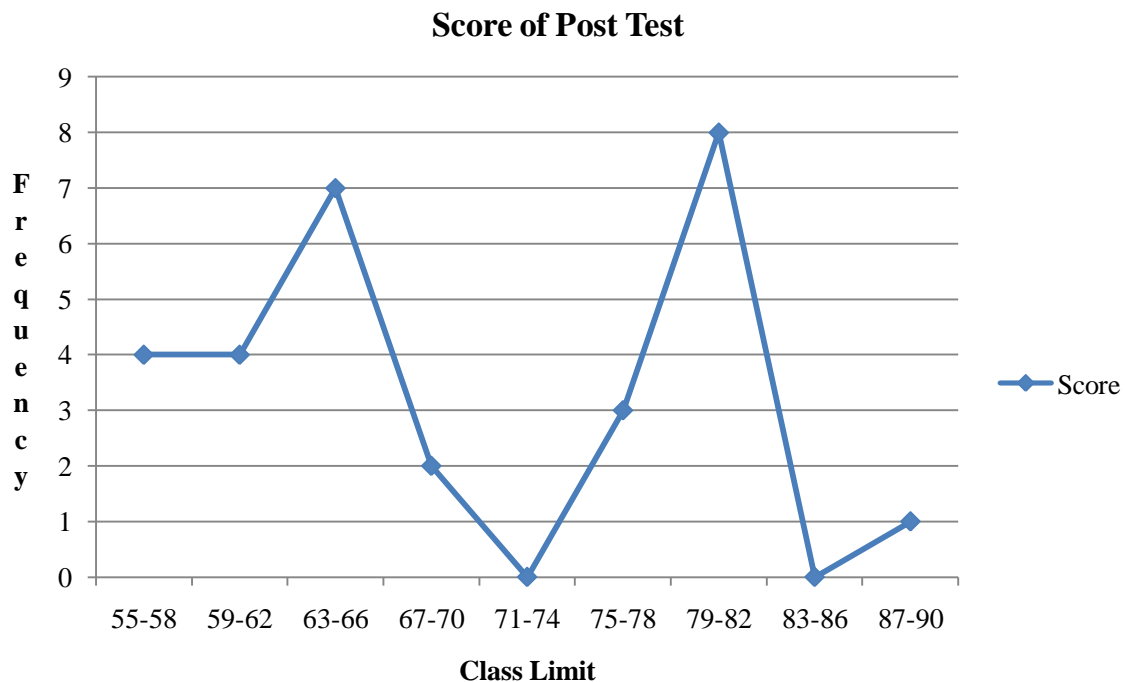
To support those statements, the data frequency of students' Post-test score was followed :

Table 4.3 : The Score of Data Frequency of Post-test

| No | Class Limit | Class Boundaries | Mid Point | F | P |
|----|-------------|------------------|-----------|---|--------|
| 1 | 55-58 | 54.5 - 58.5 | 56.5 | 4 | 13.79% |
| 2 | 59-62 | 58.5 - 62.5 | 60.5 | 4 | 13.79% |
| 3 | 63-66 | 62.5 - 66.5 | 64.5 | 7 | 24.14% |
| 4 | 67-70 | 66.5 - 70.5 | 68.5 | 2 | 6.90% |
| 5 | 71-74 | 70.5 - 74.5 | 72.5 | 0 | 0.00% |
| 6 | 75-78 | 74.5 - 78.5 | 76.5 | 3 | 10.34% |
| 7 | 79-82 | 78.5 - 82.5 | 80.5 | 8 | 27.59% |
| 8 | 83-86 | 82.5 - 86.5 | 84.5 | 0 | 0.00% |
| 9 | 87-90 | 86.5 - 90.5 | 88.5 | 1 | 3.45% |

The researcher also provides the data frequency of post-test by using diagram.

Diagram 4.2 : The Diagram of Post Test Data Frequency



From the result of post-test, it can be seen that mean score of pre-test is:

$$\begin{aligned}
 M \text{ post - test} &= \frac{\sum post}{N} \\
 &= \frac{2010}{29} \\
 &= 69,31
 \end{aligned}$$

The total score of pre-test was 2010. The total sample was 29. Mean of post test could be counted from the total scores was divided by the number of

sample. So, the mean of pre-test was 69,31.

Based on the scores of pre-test and post-test, the researcher could describe the data analysis as follows:

Table 4.4 : The analysis of pre-test and post-test scores

| No | Pre-test | Post-test | D | D2 |
|----------|-------------|-------------|------------|-------------|
| 1 | 45 | 55 | 10 | 100 |
| 2 | 70 | 80 | 10 | 100 |
| 3 | 50 | 80 | 30 | 900 |
| 4 | 75 | 90 | 15 | 225 |
| 5 | 50 | 60 | 10 | 100 |
| 6 | 60 | 55 | -5 | 25 |
| 7 | 55 | 60 | 5 | 25 |
| 8 | 50 | 75 | 25 | 625 |
| 9 | 60 | 80 | 20 | 400 |
| 10 | 55 | 75 | 20 | 400 |
| 11 | 50 | 70 | 20 | 400 |
| 12 | 55 | 65 | 10 | 100 |
| 13 | 75 | 80 | 5 | 25 |
| 14 | 80 | 80 | 0 | 0 |
| 15 | 50 | 65 | 15 | 225 |
| 16 | 55 | 65 | 10 | 100 |
| 17 | 45 | 55 | 10 | 100 |
| 18 | 55 | 80 | 25 | 625 |
| 19 | 45 | 55 | 10 | 100 |
| 20 | 60 | 65 | 5 | 25 |
| 21 | 60 | 65 | 5 | 25 |
| 22 | 45 | 65 | 20 | 400 |
| 23 | 70 | 75 | 5 | 25 |
| 24 | 50 | 65 | 15 | 225 |
| 25 | 45 | 70 | 25 | 625 |
| 26 | 70 | 80 | 10 | 100 |
| 27 | 70 | 80 | 10 | 100 |
| 28 | 50 | 60 | 10 | 100 |
| 29 | 60 | 60 | 0 | 0 |
| Σ | 1660 | 2010 | 350 | 6200 |

After comparing the scores in Pre test and Post test, the researcher used t-test

formula to analyze the hypothesis. The calculation as follows :

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{350}{29} \\ &= 12,068 \\ t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ t &= \frac{12,068}{\sqrt{\frac{6200 - \frac{(350)^2}{29}}{29(29-1)}}} \\ t &= \frac{12,068}{\sqrt{\frac{6200 - \frac{122500}{29}}{812}}} \\ t &= \frac{12,068}{\sqrt{\frac{6200 - 4224,13}{812}}} \\ t &= \frac{12,068}{\sqrt{\frac{1975,87}{812}}} \\ t &= \frac{12,068}{\sqrt{2,4333}} \\ t &= \frac{12,068}{1,5599} \\ t &= 7,7363\end{aligned}$$

Before continue to test the hypothesis, the researcher used a formula to count the degree of freedom of the research. The degree of freedom need to

be counted to compare level of significance of it with the result of t-observed.

The computation is as follows :

Df = Degree of Freedom

N = Number/total of the students

Df = N-1

= 29 -1

= 28 \longrightarrow 1% = 2,763

5% = 2,048

From the result of the data analysis mentioned, the researcher found that t-observed was 7,7363 at the degree of freedom of 28, t-table was 2,048 at the level of significance of 5% and 2,763 at the level of significance of 1%. Thus, it means that t-observed (7,7363) > t-table at the degree of significance of 5% and 1%.

The researcher concludes that reading comprehension needs to be mastered by the students to make them understand the written material. To master it, students need to use certain strategy that can be applied easily in order to get the message from the written text easily. The strategy that tried to be used by the researcher is Selective Underlining Strategy. This strategy conducted in a classroom in some meetings. By conducting some processes of the research,

the researcher got the data that shows the progress of students reading comprehension. Furthermore, the researcher analyzes the data and tests it whether it is significant or not.

From the data analysis being mentioned in Chapter IV the researcher concludes that t-scores is 7,7363 while the t-table at the degree of freedom of 28 is 2,048 at the level of significance 5% and 2,763 at the level of 1%. It can be concluded that t-observed was higher than t-table at the level significance of 5% and 1%. So the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_0) was rejected. It means that there is significant influence of using Selective Underlining Strategy to the student's reading comprehension.

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