

**THE INFLUENCE OF TEACHING READING USING COMPARE AND CONTRAST
STRATEGY ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT
OF THE EIGHTH GRADE AT SMP MUHAMMADIYAH KOTA KEDIRI**

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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**ENGLISH EDUCATION DEPARTMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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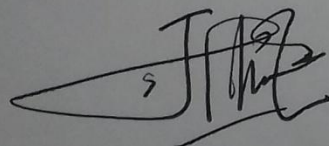
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Approved by the Advisors to be proposed to
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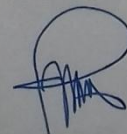
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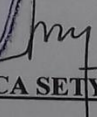
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ABSTRACT

This study examines The Influence of Teaching Reading Using Compare and Contrast Strategy on the Students' Reading Comprehension Achievement. Twenty eight students consisting of 11 males and 17 females from the second grade of SMP Muhammadiyah Kota Kediri. To conduct the study, pre-test were administered before applying treatment, while post-test were administered after applying treatment. Quantitative method and pre-experimental approach were applied in this present study and t- test was used to analyze the data. The analyses resulted in the finding that the score of post-test exhibited significantly better than the score of pre-test. Thus, it can be said that compare and contrast strategy is significant influence in teaching reading at the eighth grade students' of SMP Muhammadiyah Kota Kediri.

Key Words: Reading, Reading Comprehension

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 effort made by those who have not been able to read to learn reading (e.g., how to read the alphabet and combination of letters or simple words), whereas reading comprehension is a fluent process of combining information from the text and the existing schemata to understand the meaning". Therefore, reading for comprehension or meaning is one primary purpose for reading (Nunan, 2003). 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. Patel and Praveen (2008: 113) states that reading is an active process which consists of recognition and comprehension skill". 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.

Supplying students with a strategy in reading, comprehending a text can be an effective way to help them cope with difficulties in text comprehension. According to Mc.Namara (2007: 11), a strategy is simply a piece of knowledge stored in long-term memory that is periodically activated and recruited during integration. It is mixed in the manifold of hundreds or thousands of other concepts, rules, and content during construction and integration. Judi (2007: 10) states that reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts. It is hoped that the students will answer the questions concerning with the comprehension of a text accurately. This strategy helps the students find the information which is needed. Regardless of using strategy, the students often use repetition as their method which is time-consuming. And the level of comprehension is typically shallow when the students read the text at a basic level. Briefly, a strategy needs to be developed to improve their reading comprehension in order to help the students find the information from a text. One of these strategies, compare and contrast, is a strategy students use to conduct a comparative analysis using

criteria to draw conclusions and infer possible causes and effects.

In fact, the students do not comprehend the text for many reasons. The first teaching learning process in the classroom has lack of appropriate strategy. The teachers only use textbook that is provided by school. They still use traditional and classical strategy in teaching. The teacher explains a little then asks the students to read the text then answer the available questions from the text without developing it. Second, the students are only drilled some of vocabulary and translates the text in to Indonesian. Because only the skills are involved, it means that they are not taught well. Therefore, the students only master one or two skills. The Third problem

comes from the students who are bad for their score. They feel English is boring. So they conclude that English subject is not interesting, especially the reading skill. They have difficulty to read. Fortunately, compare and contrast strategy is said to be able to make the students easy to comprehend reading text. Considering those problems that are discussed above, the teacher should develop the strategy in which the students will be interested in reading.

Therefore, this study is carried out and focuses on analyzing "The Influence of Teaching Reading using Compare and Contrast Strategy on the Students' Reading Comprehension Achievement of the Eighth grade at SMP Muhammadiyah Kota Kediri in Academic Year 2014/2015.

Method

The approach of this study is quantitative designed to be pre-experimental using One-Group Pre-test Post-test because it is intended to know the influence of teaching reading using compare and contrast strategy on the students' reading comprehension achievement. The subjects are 28 students of the eighth grade at SMP Muhammadiyah Kota Kediri in academic year 2014/2015. consisting of 11 males and 17 females.

Reading comprehension test is employed to collect the required data.

The researcher uses simple random sampling in determining the sample. The test is given in the form of pre-test and post-test. Pre-test is employed before treatment. Then giving treatment to samples is carried out by teaching reading using reading compare and contrast strategy. After that, post-test is employed to assess the results of the treatment. To know the difference between the average score of pre-test and post-test, t-test formula is used to analyze the data.

Result

The result of learners' reading comprehension before and after being taught using compare and contrast strategy showed that the total score of pre-test was 1295 out of 28 students. So, the mean of pre-test was 46.25. While the total score of post-test was 1924 and the mean of post-test is 68.71. It means that the mean of post-test score was higher than the mean of pre-test. It can be seen in table 1.

Table 1.

Average Score between Pre-test and Post-test

N = 32 students	Pre-test	Post-test
Total score	1.295	1.924
Mean	46.25	68.71

In addition, the score difference of pre-test post-test showed that the total score of pre-test was 1295, and then total score of post-test was 1924. It means that student's score of post-test was increased. The minimum of D (total scoring of post-test - pre-test) was 629 and the final result of was 16977.

Out of the result above, it can be seen that the mean different of pre-test and post-test score were 22.46. While calculation

of the number of standard deviation score was 2846.964. Furthermore, the result of calculating t-test was 5.96 and the degree of freedom (db) was 27. It means that compare and contrast is effective to teach reading comprehension. It can be seen from the table of differences level of significant from t-table and t-score below.

Table 2

The differences level of significant from t-table and t-score

d	t-score	t-table 5%	t-table 1%	Significance Ha	H ₀
27	5,96	2.052	2.771	Significant	Rejected

Based on the table above, the result of this research shows that t-score is 5.96 at the degree of freedom 27 and t-table is 2.052 at the level of significance of 5% (0.05) and 2.771 at the level of significance of 1% (0.01). It means that t-score (5.96) > t-table at the level of significance 5% (2.052).

The data showed that t-score is higher than t-table in the significance 5%. Therefore, the alternative hypothesis (H_a) is accepted and (H₀) is rejected. It can be concluded that compare and contrast strategy is effective to teaching reading

comprehension at the eighth grades of SMP Muhammadiyah Kota Kediri.

Discussion

According to the research finding as explained before, it can be concluded that Compare and Contrast Strategy on the students' reading comprehension has very significant effect because the score of post test is higher than pre test.

Before the students were taught using Compare and Contrast Strategy in pre test, the total score is 1295 and the mean of pre test is 46,25. After they are taught using Compare and Contrast Strategy and doing the post test, the score is 1924 and the mean of post test is 68,71. It can be concluded that students' score is increasing after they are taught using Compare and Contrast Strategy. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test was 5,96 at the degree of freedom of 27 and t-table is 2.052 at the level of significant of 5% (0,05) and 2,771 at the level of significant 1%. Its mean that t-score (5,96) > t-table at the level significant of 5% (2.052). So, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. Based on the result of t-test, it can be concluded that there is a significant influence of Teaching English using Compare and Contrast Strategy on the eighth grade students' reading

comprehension at SMP Muhammadiyah Kota Kediri in academic year 2014/2015.

Besides, the condition of the students before being taught using Compare and Contrast Strategy, a most of the students get bored and difficulties in comprehending the text, especially to find general information, factual information, detail information, generic structures, meaning of word and language features of text. It makes their reading score bad. Therefore, the condition of Compare and Contrast Strategy has positive effect on the students' reading comprehension. Every student are enthusiastic to get this strategy in their classroom. They can enjoyed in reading text, and understand the material. Beside Compare and Contrast Strategy not only gives teacher more quality time to work with students but also provide students with plenty of opportunities to learn from each other. It makes them able to comprehend the reading text and got good score.

Conclusion

Based on the previous chapter, it can be concluded that reading is an important language skill which must be mastered by the students. Because reading is the best way used by students to increase their knowledge and fulfills their curiosity about many things around them. By reading, they can dig up information, sense or opinion of the other people. The creativity, imagination, power and adult thinking will

develop higher if it is always colored by reading activity. Because of it the best strategies is very important to teach reading in order they enjoy and feel easy in learning process. By using compare and contrast strategy, students can increase their reading comprehension. Besides, they do not get bored, they also can build self confidence.

The result of the researcher's analysis shows that there is significant

influence of using compare and contrast strategy on the eighth grade students' reading comprehension. In the result, t-score is 5,96 and the t-table is 2.052 So, t-score is higher than t-table.

Based on the result, the researcher concludes that using compare and contrast strategy gives a better result in students' reading comprehension.

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