DEVELOPING READING COMPREHENSION STUDENTS' WORKSHEETS AT THE FIRST SEMESTER OF SMPN 2 PALANGKA RAYA

A THESIS

Proposed to the Department of Education of the State Islamic college of Palangka Raya in partial fulfillment of requirements for the degree of Sarjana Pendidikan Islam



By:

MARDIANI 1001120569

THE STATE ISLAMIC COLLEGE OF PALANGKA RAYA
THE DEPARTMENT OF EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION

APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title of the Thesis : DEVELOPING READING COMPREHENSION

STUDENTS' WORKSHEET AT THE FIRST SEMESTER OF SMPN 2 PALANGKA RAYA

Name : Mardiani

SRN : 1001120569

Department : Education

Study Program : English Education

Level : (S-1)

Palangka Raya, 21 October 2014

Approved by,

Advisor I,

Advisor II,

DR. H. Abdul Qodir, M.Pd NIP.19560231990031001 Siminto, M.Hum NIP.197507072002121004

Vice Director in Academic Affairs, The Department of Education Chair,

<u>Drs. Fahmi, M.Pd</u> NIP. 19610520 199903 1 003 NIP.

<u>Triwid S.N., M.Pd</u> NIP. 19710914 200312 2 001

LEGALIZATION OF THESIS EXAMINING COMMITEE

This thesis entitles **Developing Reading Comprehension Students Worksheet at The First Semester of SMPN 2 Palangka Raya.** In the name of Mardiani, and her Student Register Number is 1001120569. It has been examined by Board of Examiners of the State Islamic College of Palangka Raya on :

: Wednesday

: November, 05 2014

Day

Date

	Palangka Raya, November, 05 2014 Board of Examiners			
1.	Rahmadi Nirwanto, M.Pd Chairman/member	()		
2.	<u>Dra. Hj. Halimah, M.pd</u> Member	()		
3.	Dr. H. Abdul Qodir, M.Pd Member	()		
4.	Siminto, M. Hum Secretary/ Member	()		
		The State Islamic College of Polongke Pe		

The State Islamic College of Palangka Raya

Director,

Dr. Ibnu Elmi A.S. Pelu, SH, MH.

ORN. 19750109 199903 1 002

MOTTO

"Beautiful is not everything, but everything is beautiful"

DECLARATION OF AUTHENTICATION

BISMILLAHIRAHMANIRAHIM

I myself make declaration that this thesis entitles Developing Reading Comprehension Students Worksheet at the First Semester of SMPN 2 Palangka Raya is truly my own writing. If it is not my own writing, so it is given a citation and shown in the list reference.

If my own declaration is not right in this thesis in one day. So, I am ready to be given academic sanction, namely, the cancellation of the degree of this thesis.

Palangka Raya, October 2014

My Own Declaration,

MARDIANI 1001120569

DEVELOPING READING COMPREHENSION STUDENTS' WORKSHEET AT THE FIRST SEMESTER OF SMPN 2 PALANGKA RAYA

ABSTRACT

The objective of this study were develop the best Reading Comprehension Worksheet in SMPN-2 Palangka Raya based on students and teacher response.

The study included in Qualitative paradigm with Research and Development (R & D). In analyzing the data, it was used data collecting questionnaire and observation. The subject of this study were teachers consist 10 teacher from SMPN 2 Palangka Raya and the other school like SMPN 1 Palangka Raya, SMPN 3 Palangka Raya and MTSN 1 Model Palangka Raya. The students consist of 100 students from each class.

The main research findings as follows: (1) there were 84 students needed the worksheet applied by example. (2) there were by students neede the worksheet applied by colouring. (3) there were 8 teachers neede the worksheet applied by using full colouring. (4) there were 10 teachers neede the worksheet applied should be level maturity. (5) there were 68 students that the worksheet should be used multiple choice items. (6) there were 10 teachers neede that the students' worksheet should be suitable with the standard competency and basic competency.

PENGEMBANGAN LEMBAR KERJA SISWA TENTANG PEMAHAMAN MEMBACA PADA SEMESTER PERTAMA DI SMPN 2 PALANGKA RAYA

ABSTRAK

Tujuan penelitian ini adalah mengembangkan lembar kerja siswa tentang bacaan teks di SMPN 2 Palangka Raya berdasarkan respon siswa dan guru.

Penelitian ini merupakan penelitian kualitatif dengan design (R&D) penelitian dan pengembangan. Analisis data yang digunakan yaitu berupa angket, dokumentasi dan hasil observasi. Subjek penelitian ini terdiri atas 10 guru dari SMPN 2 Palangka Raya dan dari beberapa sekolah lain seperti SMPN 1 Palangka Raya, SMPN 3 Palangka Raya dan MTSN 1 Model Palangka Raya. 100 siswa yang merupakan dari setiap kelas delapan di smpn 2 Palangka Raya.

Temuan penelitian ini adalah (1) ada 84 siswa memerlukan lembar kerja siswa dengan banyak contoh. (2) ada 64 siswa yang menginginkan lembar kerja siswa dengan banyak warna didalamnya. (3) 8 guru menginginkan lembar kerja siswa dengan penuh warna didalamnya. (4) 10 guru menginginkan lembar kerja siswa harus berdasarkan tingkat kedewasaan siswa. (5) 68 siswa mengingkan tipe lembar kerja siswa yang digunakan adalah pilihan ganda. (6) 10 guru menginginkan lembar kerja siswa yang sesuai dengan standar kompetensi dan kompetensi dasar.

ACKNOWLEDGMENTS

Alhamdulillah and praise belong to Allah the Almighty, because of His blessing and Mercy, the writer is able to accomplish this thesis entitled: Developing Reading Comprehension Students Worksheet at the First Semester of SMPN 2 Palangka Raya.

This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan Islam (S.Pdi) in English Education, the Department of Education, the State Islamic College of Palangka Raya. Many people have contributed guidance, suggestion, and support to improve the writer's thesis, therefore the writer would like to express her greatest gratitude to:

- Dr. Ibnu Elmi A.S Pelu, S.H, The Director of the State Islamic College of Palangka Raya (STAIN), for his direction and encouragement.
- 2. Triwid, M.Pd., The Chair of Department of Education, for her agreement so that the writer can complete the requirements of writing this thesis.
- 3. Santi Erliana, M.Pd., the Chief of the English Education Study Program, for her guidance and encouragement during the accomplishment of this thesis.
- 4. Dr. H. Abdul Qodir, M.Pd, the first advisor, for his valuable guidance, suggestion, and encouragement.
- 5. Siminto, M.Hum, the second advisor, for his valuable guidance, suggestion, and encouragement.
- 6. Milo, S.Pd, the English Teacher of SMPN 2 Palangka Raya, for the time and opportunity that have given during the accomplishment of this thesis.
- All English lecturers and staffs of STAIN Palangka Raya for their help and support.

8. All my friends who have helped the accomplishment of this thesis.

9. Last, my family who always give support morally and spiritually.

The writerer realizes that this thesis is not perfect; therefore some constructive critical and suggestion are warmly welcomed. The researcher hopes that may Allah always keep us on the straight path, rewards, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, October 2014

The Writer

<u>Mardiani</u> SRN.1001120569

TABLE OF CONTENTS

COVER OF	PAG	GE	
		E	
		THE THESIS ADVISORY COMMITTEE i	
		THE BOARD OF EXAMINERSii GMENTSi	
		JIVIEN 15	
		N OF AUTHENT	
		NTENTS	
		E &E	
		EVIATIONS	
		NDICES	
CHAPTER	1	INTRODUCTION	
	A.	Background of the Study	1
	B.	Previous Study	3
	C.	Research Problem	3
	D.	Objective of the Research	3
	E.	Significances of the Study	4
	F.	Scope and Limitation of the Study	4
	G.	Definition of Key Terms	5
	H.	Framework of Discussion	8
CHAPTER	П	REVIEW OF RELATED LITERATURE	
	Α.		10
	В.	The Type of Reading Comprehension	
	C.	Reading Strategies	
	D.	Descriptive Text	
	E.	Worksheet	
	F.	Worksheet Development	
	G.	The Types of Worksheet	
	Н.	Step to Produce The Worksheet	
	ī	Children Level Advanced	30

TABLE OF CONTENTS

Page

J.	Criteria of the Best WorkSheet
CHAPTER III	RESEARCH METHOD
A.	Design Model
В.	Design Procedure
C.	Product Try-out of the Material
	1. Subject of the Study
	2. Kind of the Data
	3. Instrument of Collecting Data
	4. Technique Data Analysis
CHAPTER IV	RESULT OF THE STUDY
Α.	The Students Response
	1. Students' Responds about English Worksheet 41
	2. The Students' Responds about the Interested Students
	Responds to the Worksheet
	3. Students' Difficulty in Learning English through
	Students Worksheet
	4. Students Opinion about Easy to Understand Worksheet
	44
	5. Students Opinion about Interesting Worksheet 45
	6. Students' Responds about the Present Worksheet in
	English Learning46
	7. Students Responds about the Type of Question in
	Worksheet based on Material47
	8. Students Responds about the Suitability of Worksheet
	with the Needs48
	9. Students Responds about Suitability of Worksheet with
	the Type of Text Items
	10. Sudents Opinion about the Ease of Worksheet 50
	11. Students Responds about the Expected Worksheet 51

12.	Students Responds about Interesting Worksheet when
	They Worked it
13.	Students Responds about the Fulfillment of Need in the
	Worksheet
14.	Students Responds about Students Ability in Answering
	the Worksheet
15.	Students Responds about the Suitability of Students
	Expectation with the Worksheet 54
16.	Students' Comprehension after Working on the
	Worksheet55
17.	Students'Responds about Their Comprehension on the
	Worksheet in the School
18.	Students Responds about Their Opinion in Students
	Worksheet that Circulating in Their Schools are Students
	Worksheet Help Their in Learn English Language 57
19.	Students Responds about Their Activeness in Working
	the Worksheet
20.	Students Responds about the Influence of Worksheet on
	Students' Academic Achievement
21.	Students' Ability in Answering Test Question after
	Working on the Worksheet
22.	Students' Responds Ability in Answering the Test 61
23.	Students' Active in Learning with the Worksheet Present
	62
24.	Students Comprehension in English Lesson using the
	Worksheet
25.	Students Responds Ability to Describe the Materials 64
	Students Responds about the Difference of
	Understanding Material Using Worksheet
27.	Students Responds about the Understanding Learning in
. •	English Easy Worksheet

	28	3. Students Responds the Difference in Learning
		Achievment 67
D	T-1	T 1 2 D
В.		e Teachers' Response
	1.	Teacher Responds about Worksheet in the School 68
	2.	Teacher Responds about Appropriate Worksheet 68
	3.	Teacher Responds about the Prefereed Worksheet 69
	4.	Teachers' Satisfaction towards the Type of Test in the
		Worksheet
	5.	Teachers' Responds about Easy to Understand Worksheet
		71
	6.	Teachers Responds about Suitability of the Worksheet
		with the Material72
	7.	Teacher Responds about the Type of Questions that make
		the Teacher Feel Easy to Teach
	8.	Teacher Responds about the Suitability between Types of
		Cuestion and students' comprehension
	9.	Teacher Responds about the Tuitability the types of
		Question and Teachers' Needs
	10	. Teacher Responds about the Expected Types of Questions
		on the Worksheet75
	11.	. Teacher Responds about Watisfying worksheet 75
	12.	. Teacher Wesponds about whether the Worksheet is
		Helpful
	13.	Teacher Difficulties in Working on the worksheet 77
		. The Fulfilment at Teachers' Needs through the
		Worksheet
	15.	. Teacher Responds about the Existing Worksheet 79
		. Teacher Sesponds about suitability between the Language
		Used on the Worksheet
	17	. Teacher Responds about Worksheet in Using the
		Instruction and Sentence Structure

	18. Teacher Responds about Unambigous Sentence on the
	Worksheet81
	19. Teacher Responds about the Use of Easy to Understand
	Sentence on the Worksheet
	20. Teacher Responds about the Coverage of the Worksheet
	Materials on the Standard Competence
	21. Teacher Responds about the Suitability between the
	Worksheet and Standard of Competence and Basic
	Competence
	22. Teachers' Opinion about Using Worksheet to Achieve the
	Learning Objectives
	23. Teacher Responds about the Suitability between
	Materials and Students Ability86
	24. The use of Worksheet to Facilitate the Students to Build
	Comprehension
	25. Teacher Responds about the Use of Worksheet to
	Facilitate the Students for Problem Solving
	26. Teacher Responds about the Use of Worksheet to Solve
	Problems in Learning English
	27. Teachers Opinion about Ambigous Sentences on the
	Worksheet90
	28. Teacher Respond about the Use of Pictures on Worksheet
	to Improve Students' Comprehension
	29. Teacher Responds about the Existing Worksheet 92
	30. Teacher Responds about Applicable Worksheet 93
CHAPTER V	DISCUSSION
A.	Discussion
	CL OSUPE
CHAPTER V	CLOSURE Conclusion 07
В.	Conclusion 97
C.	Suggestion

REFERENCES APPENDICES CURRICULUM VITAE

LIST OF TABLES

		Page
Table 3.1 Types of Data collected and Instruments	38	
Table 2.5 Table Reading Leveling Chart	31	

LIST OF FIGURES

		Page
Figure 2.1 A Heuristic for Thinking about Reading Comprehension	16	C
Figure 2.2 Interaction among Three Factors in ESL reading	23	
Figure 2.3 Diagram of the strategy system	24	
Figure 2.4 Diagram of the Social Strategies	25	
Figure 1 The procedure of the Development	33	

LIST OF ABBREVIATION AND SYMBOLS

SMPN : Sekolah Menengah Pertama Negeri

STAIN : Sekolah Tinggi Agama Islam

R&D : Reseach and Development

DRA : Development Reading Assessment

L : Lexile

GRL : Guided Reading Level

ESL : English as a Second Language

GED : General Education Develomet

LIST OF APPENDICES

Appendix 1 Observation

Appendix 2 Questionnaire

Appendix 3 Students Worksheet Design

Appendix 4 Prediction of Questionnaire

Appendix 5 Documentation

REFERENCES

- Acosta , Luz Marina Echeverri, Ferri , Maria McNulty, "Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension" Journal of English, Vol. 12. No. 1.
- Almasi, F. Janiece, *Teaching Strategic Processes in Reading*, New York: The GuildFord Press, 2003.
- Bima, Bachtiar M., and Kurniawati, Cicik., *Bahasa Inggris Kelas VIII*, Klaten: PT Intan Pariwara, 2006.
- Brassel, Danny, and Rainsinski, Timothy, *Comprehension That Work*, California: Shell Education, 2008.
- Brian Tomlinsn,2003, *Materials Development For Language Learning And Teaching*, URL: http://www.slideshare.net/NympheOinone/materials-development-for-language-learning-and-teaching, (on line February 13th, 2014).
- Cairney, H. Trevor, *Teaching Reading Comprehension: Meaning Makers at work*, Philadelphia: Open University Press, 1990.
- Chusenbery, C. Donald, *Comprehensive Reading Strategies for all Secondary Students*. Illionis: Charles C Thomas Publisher, 1998.
- Douglas, H. Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, New York: Pearson Education, 2001.
- Esseff, Peter J., and Essef, Marry S., *Developing Instructional Materials*, Columbia: Chatterbird Place. 1980.
- Fauziati, Endang, *Teaching of English as a Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press, 2002.
- Gebhard, G. Jerry, *Teaching English as a Foreign or Second Language: a Self Development and Methodology*, Guide. Michigan: The University of Michigan Press, 2000.
- Grabe, W. and Stoller, F. L., *Teaching and Researching Reading*. Harlow: Pearson, 2002.
- Gray R., Redmen S. Working with Words: A guide to Teaching and Learning Vocabulary, New York: Cambridge University Press, 2000.
- Hedgock, S, John, and Ferris, R. Dana, *Teaching Readers of English: Students, Texts, and Contexts*, New York: Routledge, 2009.

- Hornby, A.S. Oxford Advance Learners' Dictionary(Fifth Edition), Great Britanian: Oxford University Press, 1995.
- Hui-Fang Shang, "Exploring the Relationship between EFL Proficiency Level and Reading Strategy" *International Journal of Humanities and Social Science*, vol. 1 No. 3.
- Johntson, H. Peter, Reading Comprehensiom Assessment: A Cognitive Basis, Delaware: International Reading Assiciation, 1983.
- Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris "English Rings Bells" Jakarta: Kemdikbud, 2014.
- Klein, L. Marvin, *Teaching Reading Comprehension and Vocabulary, a Guide for Teacher*, New Jersey: Prentice Hall, 1988.
- Klingner, K. Janette, et al., *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guildford Press, 2007.
- Kral, Thomas (ed.), *Teaching development: Making the Right Moves*, English Teaching Forum, 1993.
- Kuswadi, *Penelitian dan Pengembangan Lembar Kerja Siswa*, Jakarta: CPR Press, 2005.
- Lawal, A., *Mathemagenic Behaviour in the Nigeria Reading Comprehension Class*, Nigeria: NERDC, 1997.
- Mcnamara, S. Daniele (ed), *Reading comprehension Strategies: Theories*, interventions, and Technologies. New York: Lawrence erlbaum associates, 2006.
- Meredith,2000. www.dpi.state, Needs Assessments, URL: https://www.dpi.state.nd.Us?grants?needs.pdf, (on line february 28th2013).
- Okitama, B. Firlana, The Students and Lecturer's Strategies in Improving Reading Comprehension for Islamic Reading at English Study Program of STAIN Palangka Raya, ThesiStratum One: STAIN Palangka Raya: 2010, Unpublished.
- Oxford, L. Rebecca, Language Learning Strategies: What Every Teacher Should Know, Boston: Heinle & Heinle Publishers, 1990.
- Page, D. William, *Teaching Reading Comprehension*, Illinois: ERIC and National Council, 1979.

- Pumpfrey, D. Peter, *Reading: Test and Assessment Techniques*, London: Hodder and Soughton, 1976.
- Qodir , Abdul, *Metodology Penelitian Pengembangan, Eksperimen, Deskriptif, Evaluasi dan Kepustakaan*, Palangka Raya: Sekolah Tinggi Manajemen Informatika, 2010.
- Richeck, Annn, Margaret, et al., Reading Problems: Assessment and Teaching Strategies, New Jersey: Prentice Hall, 1989.
- Riggs, G. Ernestineand Gracia, Gil, What We Know About: Helping Middle and High School Readers. Teaching and Learning Strategies Across the Curriculum, Virginia: Educational Research Service, 2001.
- Schoenbuch, Ruth, et al., Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms, California: Jossey Bass, 2000.
- Schwarts, Steven, Measuring Reading Competence, New York: Plenum Press 1984.
- Snow, E. Chaterine, and Sweet, Polselli, Anne, *Rethinking Reading Comprehension*, New York: The Guildford Press, 2003.
- Sukmadinata , Nanan Syaodih, *Metode Penelitian Pendidikan*, Bandung: PT Remaja Rosdakarya, 2010.
- Sundayana , Wahyu, 2005, *Material Development*, (online), URL: http://file .upi.edu/Direktori/FPBS/JUR.PEND.BAHASA_INGGRIS/19580208198 61WAHYU_SUNDAYANA/ESP_Material_Development/Topic_%231_ %28Definition _and_scope_of_Mat_Dev.pdf, (on line December 28th2014).
- Wallace, C., Reading, New York: Oxford University Press, 1992.
- Westwood, Peter, Reading and Learning Difficulty: Approaches to Teaching and Assessment, Victoria: ACER Press, 2002.

CURRICULUM VITAE



Mardiani was born in May 23, 1993, in a small village in Kotawaringin Timur, the name is Samuda. Her father's name is Sanang, 55 years old, and her mother's name is Wahyuni, 50 years old. She has one older sister, twins sister and two a younger sister. Her sister is Dina Sriani, 27 years old. Her twins sister is Mardiana, 22 years old and two younger sister are Anis Setiawati and Sri Maisarah, 20 years old and 15 years old.

When she was three years old, her family moved to Samuda, the capital of Mentaya Hilir Selatan. Then she began her study at elementary school in SDN-2 Mentaya Hilir Selatan. She was graduated in 2005 and continued her study in SMPN 1 Mentaya Hilir Selatan. After graduated from SMPN 1 Mentaya Hilir Selatan in 2007, she continued her study in SMAN 1 Mentaya Hilir Selatan and chose language program. She was graduated from SMA 1 Mentaya Hilir Selatan 2010 and moved to Palangka Raya, the capital city of Central Kalimantan to continue her study in STAIN Palangka Raya.