IMPROVING THE STUDENTS READING SKILL IN FINDING OUT MAIN IDEA BY USING PARAGRAPH PATTERN

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ABSTRACT

The title of the research paper was "Improving the students reading skill in finding out the main idea by using paragraph pattern "is submitted to the English Educational study Program of the Faculty of Teachers Training and Educational Sciences of Bale Bandung University as partial fulfillment of the requirements for taking Sarjana Pendidikan degree. The aims of the study are to know the effectiveness of paragraph pattern in improving reading skill to the nine grade of SMP PEMUDA BANJARAN and also to know students' responses toward the use of Paragraph pattern in teaching reading. In doing the research, the study use a pre-experimental research. The sample of the research are 25 students of SMP PEMUDA BANJARAN. The instruments are pre-test, post-test and questionnaire. The pre-test was given to know how far the students'knowledge and scores before they were given the treatments. And the post-test was given to get the students' score after the treatments. And then, questionnaire was given to know the students' responses of using paragraph pattern in teaching reading. The result of the research after calculating the data is with df 25, t-table at the level of significance of .05 for two tailed is 2.064. As to bigger than t-table (4.57 > 2.064) Ho is rejected and Ha is accepted. Therefore, this means that this technique is effective. Besides that from the result of questionnaire, the writer can conclude that the students' responses toward in finding out the main idea by using paragraph pattern in teaching reading is positive. It means that they can improve their ability especially in teaching reading paragraph pattern technique.

Keywords : Paragraph patt

ABSTRAKSI

Judul penelitian ini adalah adalah "Meningkatkan keterampilan membaca siswa dalam menemukan ide utama dengan menggunakan pola paragraf" disampaikan ke Program Studi Pendidikan Bahasa Inggris dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Bale Bandung sebagai pemenuhan sebagian dari persyaratan untuk mengambil gelar Sarjana Pendidikan. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan pola paragraf dalam meningkatkan keterampilan membaca pada siswa kelas sembilan SMP PEMUDA BANJARAN dan juga untuk mengetahui respon siswa terhadap penggunaan pola paragraf dalam pengajaran membaca. Dalam melakukan penelitian, penelitian ini menggunakan penelitian pra-eksperimental. Sampel penelitian ini adalah 25 siswa SMP PEMUDA BANJARAN. Instrumennya adalah pre-test, post-test dan kuesioner. Pra-tes diberikan untuk mengetahui seberapa jauh pengetahuan dan skor siswa sebelum mereka diberikan latihan. Dan post-test diberikan untuk mendapatkan skor siswa setelah latihan. Dan kemudian, kuesioner diberikan untuk mengetahui respon siswa menggunakan pola paragraf dalam pengajaran membaca. Hasil penelitian setelah menghitung data adalah dengan df 25, t-tabel pada tingkat signifikansi 0,05 untuk dua ekor adalah 2,064. Adapun lebih besar dari t-tabel (4,57> 2,064) Ho ditolak dan Ha

diterima. Karena itu, ini berarti teknik ini efektif. Selain itu dari hasil angket, penulis dapat menyimpulkan bahwa respon siswa terhadap dalam mengetahui ide utama dengan menggunakan pola paragraf dalam pengajaran membaca adalah positif. Ini berarti bahwa mereka dapat meningkatkan kemampuan mereka terutama dalam membaca menemukan ide utama menggunakan pola paragraf.

THE BACKGROUND OF THE RESEARCH

Reading is one of the important aspects in learning English. Reading it self is a complex and complicated process which involves the internal and external factors of the students. The internal factors are everything from the student which can be though, as a result of an interaction in reading process and external factors which are all the factors are from outside of the student.

"Reading is an active process of identifying important ideas, comparing evaluating, and applying them" (Mc.Whorter, 1994:4). Therefore, in raeding paragraph we have to try to comprehend the main ideas of the reading without comprehending the paragraph, it will be very difficult to understand what we have read or what the writer means in reading material.

A reader must not only see and identify the symbols in front of him, but he must also be able to interpret what he reads, associating with past experiences and   projects beyond this term of ideas, judgment, application and conclusion. These caused that reading should be taught to improve the ability of the student in reading.

LITERARY REVIEW

Reading

In teaching and learning English, there are four language skills, namelyspeaking, listening, reading and writing. Reading is one of language skills, which hasvery important role in education. Reading constitutes asa process to obtain much information, to influence the society to expressfeeling and ideas. Reading is complex activity, because it needs a lot of aspects, like physic, mentally experience, thinking and sense. Dunn (1984) states:

> "Reading is a complex process and it involves 'decoding' or working out the meaningof unknown wordson the page and in the light of their pasti experiences, making sense on the whole.

Main ideas

Mc. Whorter (1992:189) states that the main idea is the most important idea conveyed about the topic. The sentence that express this main idea is called the topics sentences.

Pattern Organization

For many kinds of reading, such as reading textbooks or articles in your own field, in addition to the author's topic and main idea, you also need to recognize how he developed them. That way of idea development is called the pattern of organization. In

some paragraph information are presented in sequence of events, some others in sequence of steps, in comparison and contrast, in cause and effects, in list of characteristics, or in the mixture of two different paragraph types. Once you recognize the pattern, you will understand and follow their ideas more efficiently. According to Mikulecky and Jeffries (2007: 134), there are six major pattern of organization, i.e. listing, sequence, comparison/contrast, cause/effect, problem/solution, and extended definition. The following explanations are based on Mikulecky and Jeffries (2007 : 134)' work.

RESEARCH METHODOLOGY

Research Design

The writer uses the experimental design for the research. Specifically, in this research the writer uses pre-experimental research design that only has one group to be researched, that is dependent group or can be called as one-group pretest-posttest design, Fachrurazy (1982:20)

Population and Sample

1.Population : The population of this research is the ninth grade of SMP PEMUDA BANJARAN, consisting of one classes, having more 25 students So, the total number of population is 50 students.
2. Sample: One class would be taken randomly from the population.). the choice falls into class A,the total number of sample is 25.

Research Instrument

Instrument is used to gather the data. In quantitative research the researcher used instruments for gathering the data, Sugiyono (2010:133). In this research, the writer uses these following instruments:
1. Test: According to Arikunto (2006:193) a test is series of questions or exercises and other device used to measure skill, knowledge intelligence, ability or talents possessed by individuals or groups. Test is used for measuring the basic competence and achievement of the students. There are two kind of test according to Arikunto (2006:224):
   1. Test that is made by the teacher. The teacher in certain procedure writes this kind of test.
   2. Standardized test, it is a kind of test that has been provided in the testing institution and it is guaranteed.

From the kinds of test above, the writer use the test that is made by the writer. The writer uses pre-test that is given to the students to measure their ability before the treatment and posttest that is given to the students after the treatment.
2. Questionnaire: Questionnaire is used to know what students response toward the use of song in teaching narrative text writing. In constructing the questionnaire, the researcher used closed questionnaire. It means that the respondents answer the questions by choosing one of the options that was given by the researcher.

(The score of students response: Ideal score) x 100%

FINDING and DISCUSSION

The writer conducted the research on the 5th August 2019 until the 23th of August 2019 to the ninth grade students of junior high school. The research was about teaching reading in finding out main out idea by using paragraph pattern. For the first meeting the writer gave the students pre-test to know the basic competence of the students'

knowledge about reading and finding out main idea by using paragraph pattern. Then the writer gave the treatments. After giving the treatment the writer gave the students posttest to know the result of the finding out main idea by using paragraph pattern. At the end of the meeting the writer gave the students the questionnaire to know their responses towards the use of paragraph pattern in teaching reading.

The first treatment began on Thursday 29th August 2019. It started at 08.00 and finished at 09.00. In first meeting, the researcher gave some practice to undesrtand how to finding out main idea by using paragraph pattern.

The second treatment was held on conducted on Saturday 31rd August 2019. It started at 10.00 and finished at 11.00. in the second meeting, the researchers reviewed about the finding out main idea in the previous meeting.

The third treatment was conducted on Monday, 02nd September 2019. It started at 08.00 and finished at 09.00. In the third meeting, the researcher gave the students individual task . After that, the researcher and the students discussed about the text that has given.

The fourth treatment was conducted Thursday, 05th September 2019. It started at 10.00 and finsihed at 11.00. In the fourth meeting, the researcher gave the students a text with the title " The Legend of Prambanan Temple". After that, the researcher and the students discussed about the text. From the result of the posttest the writer could put forward that there were different score between the pre-test and posttest score. To know the significance of the result of students' pre-test and posttest, the writer measured it by the formula of t-test for dependent group (Collidge, 2000:30)

From the computation above, the value of the t-observed is 4.57. With the df = N -1 = 25 − 1 = 24, at p = .05 of two-tailed, the critical value distribution is 2.064, which makes the t-observed exceeds the t-table, 4.57>2.064. Therefore, Ho is rejected, and Ha is accepted, stating that there is significant difference in the students' scores before and after the treatment using paragraph pattern. It also means that the finding main out idea by paragraph pattern is effective to be implemented in ninth grade of SMP PEMUDA BANJARAN.

From the result of questionnaire, the writer can put for forward that from the question number 1.94% of the students really like learning English while only 6% of the students do not like it. It can be conclude that Almost of all students really like learning English.

From the question number 1 *Do you like reading?* ", 23 students ((92%) stated they like reading, while two students (8%) stated that he does not like reading. Therefore from the students thought that they did not interesting to reading.

From the question number 2, "*Have you find the main idea in a paragraph is difficult?*? ", 24 students (96%) stated that the finding out main idea in a paragraph is difficult, while 1 students (4%) stated that is not difiicult.

From the question number 3, "*Have you ever had difficulty reading in English?* ", 5 students (20%) stated that reading english is difficult while 20 students (80%) stated reading english is not difficult.

From the question number 4, "*Is reading by using paragraph pattern method make you able to find out main idea in paragraph?*", 21 students (84%) stated that finding main out idea can find by using paragraph pattern , while 4 students (16%) stated can not find.

From the question number 5, "*Can reading by using paragraph pattern method make you more active and communicative*? ", 23 students (92%) stated that they more active and communicative by using paragraph pattern method, while 2 students (8%) stated not.

From question number 6, "*Can reading by using paragrpah pattern method make you more understand about content or storyline of text?* ", 19 students (76%) stated reading by using paragraph pattern method more understand about storyline of text, while 6 students (24%) stated not understand.

CONCLUSIONS

The writer did his research to find out two things, which are; is finding out main idea used paragraph pattern for teaching reading in the ninth garde of Junior High School effective? What are the students' responses towards the finding out main idea? Finding out the main idea is critical to understanding what you are reading. It helps the details make sense and have relevance, and provides a framework for remembering the content by paragraph in teaching reading. The writer collects the data are analyzed and interpreted in the previous chapter.

Related to the first question, the writer obtained the result that finding out main idea by using paragraph pattern is effective to teach reading. It can be seen from the to which is bigger that t-table (4.57>2.064). The Ho is rejected and the Ha states that there is significant difference in the students' mean score before and after the treatment using by using paragraph pattern in teaching reading to the ninth grade of Junior High School is accepted. It means that to finding out main idea by using paragraph pattern method as a technique of teaching reading to the ninth grade of SMP PEMUDA BANJARAN is effective.

Based on the second question, the writer obtained the result of the qeustionnaire. Almost of the samples gave positive responses toward in finding out main idea by using paragraph pattern. Even though, the students felt the learning reading is difficult but they can enjoy learning reading to finding out main idea by using paragraph pattern.

The research findings were the score of posttest was higher that the score of pre-test. It could be put forward that songs were useful to teach narrative text writing. The Null Hypotheses (Ho) was rejected and The Alternative Hypotheses (Ha) was accepted, stating that there was significant difference in the result of students' scores before and after the treatment using paragraph pattern.

In the percentage result of the first question is 92% and 8% it means that many students like reading. 96% and 4% are the result of the second question, it means that the students in finding out main idea is difficult. 20% and 80% are the result of third question, it means that many students is difficult reading in english. The percentage result of the fourth question is 84% and 16% it means that many students can find main out idea in a paragraph. 92% and 8% are the result of the fifth question, it means that many students can make more active and communicative by using paragraph pattern. The percentage result of the sixth questions is 76% and 24%, it means that many students can make more understand about story line of text.

Based on the research findings it can be concluded that song was effective used for teaching reading. And almost all of the students gave positive responses toward in finding out main idea by using paragraph pattern.

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