

**Improving Student's Ability in Reading Comprehension of Report
Text by Using PRSR Strategy at the Eight Grade of SMP.N 2
Langsa**

THESIS

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**IMPROVING STUDENT'S ABILITY IN READING COMPREHENSION
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OF SMPN 2 LANGSA**

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Improving Student's Ability in Reading Comprehension of Report Text by Using PRSR Strategy at Eight Grade of SMP.N 2 Langsa.

Abstract

Teaching techniques using PRSR strategy is an effective way to help students understand reading comprehension, because in this method the students are directed to be more creative and independently to address and understand the text. The aim in this study was to determine what any increase in the student's ability of SMP.N 2 Langsa in understanding the text, especially on the report text by using Preview, Read, Self-Test and Review (PRSR) strategy in the teaching process. Method in this study is the experiment method with quantitative approach and used pre-test and post-test design. The population was all students in eight grade of SMP.N 2 Langsa, sample in this research using random sampling, so got for the experimental class is class VIII.2 numbered 33 students and class VIII.1 as control class consist 32 students. Technique collecting data used test that consist 5 questions of report text. Results of hypothesis testing are done that H_0 is rejected and H_a accepted. So it can be concluded that there is a significant improvement of used the learning model PRSR strategy in student's ability in reading comprehension of report text at SMP.N2 Langsa. Thus the application of learning models PRSR Strategy to the material report text more successful than conventional method.

Keywords: *Reading, Report Text, PRSR Strategy*

CHAPTER I INTRODUCTION

A. Background of Study

Nowadays, people receive so much information and knowledge from many resources such as books, newspapers, television, internet and much other resource by reading. Reading is one of essential skills to acquire knowledge. When people read they expand their knowledge. Through reading, people can learn many things. Therefore, reading is important in every aspect, including learning English. Marliah states there is a strong correlation between reading and academic success. In other words, students who are good readers are more likely to do well in school and pass exam than those who are weak in reading.¹

In learning English, students are expected to get some messages from their reading. Since it is generally learned from secondary level of education and higher education, it implies that studying the language for six years, it is expected that student will be able to comprehend a reading text as well as possible. Furthermore there are many benefits that students could get from reading regularly, for example; it might develop vocabulary and it could improve student.² Many students read slowly and not enjoy reading, do not read much, and could not fully understand English text. Reading is very important skill in learning besides listening, speaking and writing. The fundamental goal of reading activity knows the content of message in language. Gerard G Duffy considers that "Reading is

¹ Lily Marliah. *Efficient Reading*. In UVULA Edisi II no.6 Agustus 2007, JurnalSosioteknologiEdisi H, UnivPajajaran Bandung.

² Karen R Haris, and Friends, *Teaching reading comprehension to student with learning difficulties*, (New York: Guilford Press., 2007). Page 66.

the most important activities in any language class, not only as source information and extending one's knowledge".³

Reading is process of getting information from the written text between the reader and the writer in order to do something with the information we get, and the goal of all reading is the comprehension of meaning that conveyed in the written text. Donna Ogle states that the reading act is composed of two parts the reading process and the reading product, the process is a method of a movement toward and end accomplished by going through all the necessary steps. The process of reading is extremely complex.

In school, teachers should teach student for comprehend the text what they read. It is mention as reading comprehension. If students can comprehend the text, they will know the content and can answer clearly the question based on the text. Grabe and Stoller define reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reader⁴.

The problem, students who have learned English for tenth grade are not successfully as the government's expectation. Therefore, students cannot comprehend their reading text and be passive in teaching learning process. In this case, most students still find difficulties to comprehend a reading text. This

³ Gerard G Dufy, *Explaining reading a resource for teaching concepts, skill and strategies*. (London: The guil ford press.2009),Page 79.

⁴Grabe, W and F.L Slotter, *Teaching and Researching Reading* ,(Harlow: PreasonEducation,2002),Page 29.

situation must be overcome by the teacher through the use of teaching strategies for students.

In fact, the process of teaching reading comprehension cannot run well because most students are not interested to learn reading comprehension in the class. They only read and answer the questions based on their English book without looking for some questions to get some information from the reading text. As a consequence, learning reading comprehension makes them bored. The teacher must know the suitable strategy for students to make them more comfortable and interesting in the class especially in learning reading skills.

One way to solve that problem is by using PRSR (Preview, Read, Self-test and Review) strategy. PRSR is a reading comprehension strategy that follows the same general pattern as most of the other organization strategies.⁵

Because of the reasons above, the researcher conducted the research with the title **“Improving Student’s Ability in Reading Comprehension of Report Text by Using PRSR Strategy at the Eight Grade of SMP.N 2 Langsa”**

B. The Research Question

From the explanation above, the researcher would like to formulate the problem as follows:

1. Does PRSR strategy improve students' reading comprehension?
2. How active is the activity of students in learning English on the report text material by using a PRSR strategy in Class VIII SMPN 2 Langsa?

⁵Staal: an Adaptation of Discovery Learning to Enhance Reading and Writing, *Reading Teacher*, (New York: Longman 2010), Page 13.

C. The purpose of the study

The purposes of study are:

1. To know whether the PRSR strategy reading improve students reading comprehension.
2. To determine how active the activity of students in the learning process of report text material by using PRSR strategy.

D. Basic Assumption and hypothesis

1. Basic Assumption

- a. Reading is one of the important skill in English
- b. Students should read and comprehend some genres in junior high school level in Indonesia, such as Descriptive text, Recount text, Procedure text, and Narrative text and Report text.
- c. PRSR strategy is one strategy in teaching reading.

2. Hypothesis

Gulo states “Hypothesis is a guiding idea, tentative explanation or statement of probably, serving to initiate and guide observation then search for relevant data and other consideration and to predict result of consequences.⁶ Based on the problems above the writer takes hypothesis:

- a. PRSR Strategy interest students in reading comprehension
- b. PRSR Strategy improves students reading comprehension.

⁶ W. Gulo, *Metodologi Penelitia*, (Jakarta: Grasindo, 2002), Page. 224.

E. Significance of the study

Based on the objectives of the study, it is hoped that the result of the analysis will:

1. Theoretical benefits

This study is expected to enrich the theories and methods in teaching reading using PRSR strategy, particularly to the eight grade class in junior high school.

2. Practical benefit

For the students:

- a. The students can improve their reading skill by PRSR strategy
- b. The students will be able to be motivates to participate in learning English especially in reading.

For the teachers:

- a. It will give many variations for other teacher in the teaching design in teaching reading.

For another researcher:

- a. Contribute advantage for another researcher that this research as one of reference which can be used to develop be used knowledge and next research.