

**“TEACHING READING BY USING POINT (PURPOSE, OVERVIEW,
INTERPRET, NOTE, TEST) TECHNIQUE TO THE EIGHT GRADE
STUDENTS’ OF SMPN 7 LANGSA**

THESIS

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STATEMENT OF CERTIFICATION

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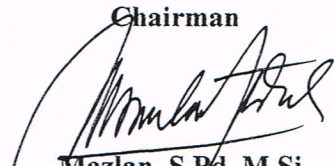
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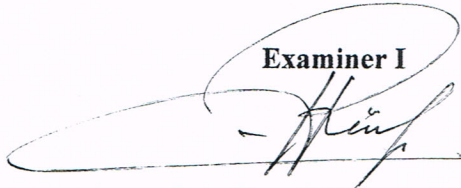
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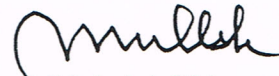
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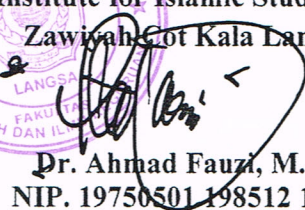

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The Writer

T. Muhammad Juanda

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ABSTRACT

Name: T. Muhammad Juanda / Date of birth: Langsa, December 3th of 1991. Reg. number: 1042009065. Title of Thesis: **“Teaching Reading by Using POINT (Purpose, Overview, Interpret, Note, Test) Technique to the Eight Grade Students’ of SMPN 7 Langsa”**.

This research studied about the teaching reading of descriptive text through POINT technique. The aim of this study is to find out whether POINT technique improves students’ reading comprehension at SMPN 7 Langsa. Pre-test and post-test were designed in this study. The writer used experiment research and the writer selected 46 students as population of this study; 23 in experimental group and 23 in control group. Then, the writer used quantitative method because the writer considered students’ score in learning and test to collect the data. The purpose used quantitative method to find out students’ score as the result of the research. In other to the writer used quasi experiment in this research. Quasi experiment is one type of research method that provides as much control as possible in the situation. The purpose used the quasi experiment because the writer cannot estimate the relevant variable in this research. Therefore, the writer selected two classes as the sample of the study. The data collection was preceded in different phases of research execution; pre-test, treatment, and post-test. The experimental group received the POINT technique four hours a week during two weeks. POINT technique is more flexible in its application. When faced with reading material with a high degree of difficulty or topic that is still alien to the reader, step by step purpose can be exchanged to overview technique. It consists of purpose, overview, interpret, note and test. The finding showed that the differences from two means of post-test were significant because the calculation of the t-test value was 2.5 higher or lower than the coefficient of t-test as provided in limit (-1.96 to 1.96) or $(2.5 > -1.96 \text{ to } 1.96)$ at level significance 5% ($\alpha=0.05$). If the calculation t-test was higher or lower than the limit, it means that the result of the study statistically increased the students’ comprehension of reading descriptive text in experimental group. It was also proved that the treatment gave a positive effect on the students’ achievement of reading.

The application of POINT in improving students' reading comprehension on reading descriptive text gave the positive responses from students toward the reading activity. As many as 81% of students responded the implementation of POINT technique positively. It means that POINT technique motivated and encouraged students' interest in reading activity especially reading an descriptive text.

Keywords: Reading Comprehension, POINT Technique, Descriptive Text

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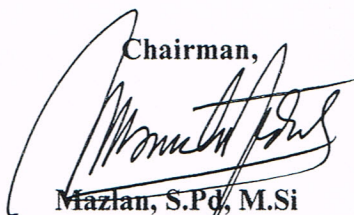
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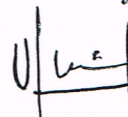
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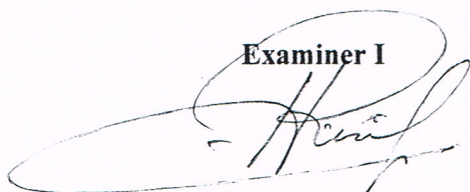
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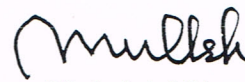
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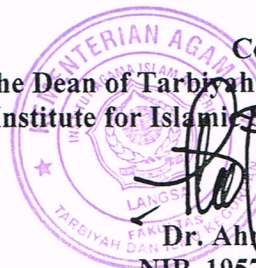


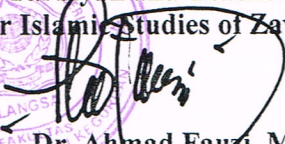
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CHAPTER I

INTRODUCTION

This chapter covers general account of the present study. It consists of the background of study, the research question, the purpose of study, the hypothesis of study, the significance of study, terminology, and the previous study.

A. Background of The Study

Nowadays, English becomes a very important language as an international communication tool. As an international language, it has commonly used in various aspects of life such as in culture, economics, business, politics, etc. Therefore, knowing and studying English become necessity for most people worldwide to communicate and to get information around the world.

In many non-English speaking countries, English becomes a foreign language or a second language. In Indonesia, English is a foreign language. It is taught formally from elementary school up to university level.¹ This has been stated in Act of The Republic Indonesia number 20, year 2003 on National Education System, article 37 verse 1 and 2 in which language is one of the compulsory subjects in elementary, secondary and higher education curriculums. In addition, according to the explanation in the article 37, the learning material for language focuses on three languages; those are Bahasa Indonesia, local language

¹ *Act of The Republic of Indonesia on National Education system (National on Education System), <http://planipolis.iiep.unesco.org/upload/Indonesia/Indonesia.Education.Act.pdf>, accessed on 6 August 2015.*

and English as a foreign language.² It means that English has been one of the foreign language subjects that should be taught in Indonesian school.

Pusat Kurikulum, Balitbang Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTS 2003* also stated that:

“Kurikulum ini kembali menekankan perlunya penguasaan tata bahasa karena tujuan pembelajaran di sekolah menengah adalah menyiapkan lulusan untuk masuk ke SMA. Belajar bahasa Inggris di SMP adalah untuk belajar dalam konteks penggunaan bahasa yang serius. Targetnya adalah memberikan kemampuan berbahasa Inggris yang berterima di tingkat internasional”.³

In other words, learning English is needed in Indonesia. Therefore, English is an essential subject to be learned at school in Indonesia.

Furthermore, to master the language well, people need to learn four skills, they are listening, speaking, reading, and writing. From those skills, reading is one of English skills which the Standard of Competency stated its purpose is to comprehend various meaning of written text that has objectives in communication, text structure and specific linguistic.⁴ It means that student needs to be trained in order to have good reading skill.

Meanwhile, at Junior High School in Indonesia, based on Education National Curriculum 2006, there are many texts that the Junior High School students need to master. Those are descriptive, narrative, recount, procedure, and

² *Act of The Republic of Indonesia on National Education ...*, p. 50.

³ *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTS*, (Published by Kemendikbud, Jakarta, 2003), p. 11.

⁴ *Standar Kompetensi Mata Pelajaran Bahasa ...*, p. 16.

anecdote.⁵ In other words, students have to know and comprehend those kinds of texts.

The Reality shows that, most of English test items contain those reading texts. It means that, if the students do not understand about the text in a test, they will difficult to fulfill the passing grade. For instance, on test items of National Examination Year 2015, which contained more than five texts that have various genres such as narrative, descriptive, procedure, report, and recount.⁶ In this sense, students must have good reading skill to fulfill the passing grade.

In fact, teaching students to read is not an easy thing. Based on the writer's observation on September 14th 2014 at the first year students of SMPN 7 Langsa. There are some problems faced by the students in reading activities at classroom, for example, students know how to pronounce words, but it occurred without understanding the meaning. In that condition, diligent students looked up the dictionary and found the meaning of the difficult words, but not for the lazy ones. Then, they actually know the meaning of words but they got difficulties to convey the meaning to the whole paragraph. Moreover, during reading activities in teaching and learning process, students were often lost their focus and consequently they talked to their friends for other business and considered reading a text was not interesting activity in learning English.

Furthermore, another problem appeared when the teacher taught the reading, the students were just directed to listen and repeat what the teacher read. However the students did not understand the reading text. In this condition,

⁵ *Standar Kompetensi Mata Pelajaran Bahasa ...*, p. 17.

⁶ *Ujian Nasional Mata Pelajaran Bahasa Inggris SMP/MTS*, (Published by Kemendikbud, Jakarta, 2015).

teacher did not build students' background knowledge about the reading text. After reading the text, the teacher had the students to translate the text, only few students did the task. In addition, while translating the text, only few students came to teacher's desk and asked the difficult words. The other students would rather talk with their friends than finish their task. In this case, students and teacher did not integrate their understanding about text collaboratively in the classroom. Those problems are barrier for students to improve their reading skill. Thus, based on the reality, the teacher need a new model of teaching reading text activity in order the students become active, enjoy and comprehend about the main point of reading texts.

In teaching reading text at SMPN 7 Langsa, there are so many types of texts learned as stated in their own KTSP. Those are narrative, descriptive, recount, anecdote, report, and procedure. In this study, the writer focuses on descriptive text because based on the problem above they got difficulties to comprehend a text which consequently almost students got low score. Therefore, the writer would like to help students' reading comprehension on descriptive text. Descriptive text is a kind of text describing a particular person, place or things.⁷ It means that the goal of the text is to help the readers depict a person, place or things.

There are various techniques of learning to read which can be applied to improve the reading skills of students. Bukhari suggests several techniques to teach reading, such as: studying SQ3R (survey, question, red, recite, review),

⁷ Mark Anderson and Kathy Anderson, *Text Type in English III*, (Sydney: Macmillan, 1998), p. 26.

SQ4R (survey, question, read, recite, rite, review), POINT (purpose, overview, interpret, note, test), OK4R (ideas, read, recite, review, reflect), PQRST (preview, question, read, summarize, test), RSVP (review, study, verbalize, preview), EARTH (explore, ask, read, evaluate, test), PANORAMA (purpose, adaptability, need, question, overview, read, annotate, memorize, assess).⁸

Based on the model of reading process proposed by Bukhari, those techniques can be categorized in the top-down model or models of psycholinguistics who view reading as part of the development of language and a hypothetical process in which readers make predictions about meaning of what will be read. Each technique has certain advantages and disadvantages. A technique cannot be said to be better than other techniques because good teaching technique is basically a technique that is appropriate to the situation and condition of the student.⁹

To improve students' reading comprehension on descriptive text, the writer proposes one technique. The technique is named POINT (Purpose, Overview, Interpret, Note, Test) technique, hereafter referred POINT. There are several reasons the researcher chose this technique. Firstly, POINT technique is a technique that directs the reader to always be active during reading activities in order to obtain a comprehensive understanding. Hill states that "POINT is modeled on the nature of the integral reading act".¹⁰ Second, compared with other techniques in reading. POINT technique is more flexible in its application. When

⁸ Bukhari, *Keterampilan Berbahasa Membaca Dan Menulis*, (Banda Aceh: Yayasan PeNA Banda Aceh, 2010), p. 15-16

⁹ Bukhari, *Keterampilan Berbahasa ...*, p. 10-11

¹⁰ Hill. W. R, *Secondary School Reading: Process, Program, Procedure*, (Boston: Allyn and Bacon, 1979), p.154.

faced with reading material with a high degree of difficulty or topic that is still alien to the reader, step by step purpose can be exchanged to overview technique.¹¹

Based on the background above, the writer would like to do a research under the title “*Teaching Reading By Using POINT (purpose, overview, interpret, note, test) Technique to The Eight Grade Students Of SMPN 7 Langsa*”.

B. Research Question

Based on the background above, the writer states the problem of this research, “Does POINT technique improves students’ reading comprehension at SMPN 7 Langsa?”

C. Purpose of The Study

Based on the research question above, the aim of this study is to find out whether POINT technique improves students’ reading comprehension at SMPN 7 Langsa.

D. Hypothesis of The Study

Based on the description that has been described above the hypotheses of this research are:

H_a: POINT technique does improve students’ reading comprehension at SMPN 7 Langsa.

H₀: POINT technique does not improve students’ reading comprehension at SMPN 7 Langsa.

¹¹ Hill. W. R, *Secondary School Reading: Process, ...*, p.156.

E. Significance of The Study

The result of this research is expected to give some benefits for:

1. For students
 - a. It is expected to improve their bravery to ask questions, to show their arguments and to build their thinking skill.
2. For teacher
 - a. This research can be a reference for teacher to provide learning strategy which is in accordance with students' characters, levels and competencies.
 - b. This research can help teachers in choosing techniques in improving students' reading comprehension.
3. For school
 - a. School will know students' achievement in learning.
 - b. This research will be reference for school to develop learning process to be more effective.
4. For researcher
 - a. This research can give contribution and useful for the other researchers who are interested in doing the similar research. Moreover it can be motivation for them to find out other techniques in improving students' reading comprehension.

F. Terminology

1. Reading comprehension

According to Grabe and Stoller reading comprehension is to construct meaning from written text that requires reader to find the purpose of reading text, explore the main idea and supporting idea, distinguish the differences between explicit and implicit meaning.¹²

2. Technique

According to Mulia technique is the way a person does in the classroom to implement a specific method and have harmony with the approach to be applied.¹³

3. Descriptive Text

According to Anderson “descriptive text describes particular person, place or things”.¹⁴

4. POINT Technique

POINT technique is a technique that directs the reader to read actively by conducting pre-reading, reading, and post reading. Pre-reading activities is the activities of set the reading goal containing the questions and predict the content of reading in general. Reading activities include the reading activities intensively to understand reading contents. Post-reading is the activities to evaluate the reading comprehension of the content.¹⁵

¹² William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading, Reading in a Foreign Language*, (London: Pearson Education Longman, 2002), p. 2.

¹³ Mulia, Fuji 2010, *Pengertian Pendekatan, Strategi, Metode, Teknik, Taktik dan Model*, <http://www.trigonalworld.com/2010/12/pengertian-pendekatan-strategi-metode.html>. Accessed on 6 June 2015.

¹⁴ Mark Anderson and Kathy Anderson, *Text Type in ...*, p. 26.

¹⁵ Hill. W. R, *Secondary School Reading: Process, ...*, p.155.

G. Previous of The Study

The relevant research was conducted by Nita Agustin with the title “*Improving Reading Comprehension By Using SQP2RS (Survey, Question, Predict, Read, Response, Summarize) Technique for Students Class XI SMA Negeri 2 of Temanggung*”. The result of the study indicated that there are differences in reading comprehension between students who learn reading comprehension by using a SQP2RS technique with students who do not learn reading comprehension by using SQP2RS technique at eleventh year of SMA Negeri 2 Temanggung.¹⁶

The similarities of the research with this study are: (1) the first equation is the goal of the research, are equally to find out a technique to improve reading comprehension, (2) the second equation that is located on the working steps (phases) contained in SQP2RS and POINT technique. Both of techniques have a similar pre-reading activity, namely in the form of activities preparing questions regarding the content of reading and estimating reading contents activities. The activity on prepare is questions looks at the stage in *question* in SQP2RS and stage *purpose* in POINT technique. Next in SQP2RS technique, pre-reading activities that form the content of reading estimating activities looks on stage *survey* and *predict*, while in POINT technique looks on stage *overview*. The differences are this study uses POINT technique and it is an experimental research.

¹⁶ Nita Agustin, *Improving Reading Comprehension By Using SQP2RS (Survey, Question, Predict, Read, Response, Summarize) Technique for Students Class XI SMA Negeri 2 of Temanggung (Thesis)*, (Yogyakarta: FBS UNY, 2013).

Another study is conducted by Niti Kurniah “*The Effectiveness of Direct reading Strategies in Reading Comprehension for Students Class VIII of SMP Negeri 2 Melati*”. The similarities of this study with this research is on the methodology. The result shown that direct reading strategies is effective in improving students’ reading comprehension for students class VIII of SMPN 2 Temanggung. Both of research used quasi-experimental method.¹⁷

¹⁷ Niti Kurniah, *The Effectiveness of Direct Reading Startegies in Reading Comprehension for Students Class VIII of SMPN 2 Melati (Thesis)*, (Yogyakarta: FBS UNY, 2013).