

# **An Undergraduate Thesis**

## **INCREASING READING COMPREHENSION SKILLS THROUGH UNDERSTANDING SENTENCE AT THE STUDENTS OF MUHAMMADIYAH 2 SENIOR HIGH SCHOOL OF METRO**

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**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO**

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**INCREASING READING COMPREHENSION SKILLS THROUGH  
UNDERSTANDING SENTENCE AT THE STUDENTS OF  
MUHAMMADIYAH 2 SENIOR HIGH SCHOOL  
OF METRO**

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## Abstract

By

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Reading is one of the skills that can not be neglected by learners. This skill is essential in learning English in order to get information from the written English. In this activity the reader should interpret the meaning the texts which interact with her/his prior knowledge combine with visual information with her/ his comprehending.

The objectives of this research are to find out whether using Understanding Sentence can improve the students' Reading Comprehension. Because there are many students have difficult to comprehend the text.

In this research the writer used one pretest, two treatments and one posttest in one cycle until two cycles. The subject is the students of XI IPS Muhammadiyah 2 Senior High School Metro in Academic Year 2011.

In cycle 1, at the first meeting in treatment, there are many students have difficult in get the information from the text, it can be seen in average of the first treatment there was about 50, 83 although there was an increase in the second treatment there are about 65, 75. It is mean that there was increase about 14, 92. In this cycle could not say success it because the students complete in standard minimum yet. One of the problem be sure that the researcher can not control the class, so many students have difficult to focus in learning process. And when the researcher continued in cycle 2 there was about 66, 50 in the first statement and 72, 00 in the second treatment, it means that was increase about 5, 50.

After the data have been analyzed, it is guided that the average of the pretest is 44, 12 and the average of posttest is 70, 87. It is mean that there was increased about 25,15 points. In other words there was about 20% the students have not complete in pretest and increasing about 55% began 75% the students have complete in their post test or more than half of the students have complete score in their Standard minimum there are 68 It is clearly found that the students have made progress after being given treatment by using Understanding Sentence.

## Abstrak

Oleh

Pungki Pristiwasari

Reading adalah salah satu kemampuan yang tidak dapat dipecahkan dalam pembelajaran bahasa Inggris. Kemampuan ini mempunyai pengaruh yang esensial dalam menentukan pemerolehan informasi yang akurat dalam teks bacaan. Dalam aktivitas ini pembaca menginterpretasikan makna dalam teks dengan menginteraksikan ilmu yang sudah ada serta menggabungkan informasi visual dengan pemahamannya.

Tujuan dari penelitian ini adalah untuk mengetahui bahwa Understanding Sentence dapat meningkatkan Reading Comprehension siswa. Karena pada kenyataannya banyak siswa yang mengalami kesulitan dalam memahami teks.

Dalam penelitian ini penulis menggunakan satu pre test, dua treatment dan satu post test pada tiap siklus hingga dua siklus. Subjek dari penelitian ini adalah siswa kelas XI IPS SMA Muhammadiyah 2 Metro Tahun Ajaran 2011.

Pada siklus pertama, di treatment yang pertama, banyak sekali murid yang mengalami kesulitan dalam mendapatkan informasi pada teks, hal ini dapat dilihat dari pemerolehan rata-rata pada hasil treatments sekitar 50, 63 walaupun ada peningkatan pada treatments yang kedua yaitu 65, 75. yang menunjukkan adanya peningkatan sekitar 14, 92. Pada siklus ini belum dikatakan berhasil karena belum memenuhi nilai standar minimum. Salah satu penyebabnya adalah peneliti kurang dapat mengontrol kelas dalam proses pembelajaran, hal ini menjadikan siswa sulit dalam memfokuskan diri pada kegiatan pembelajaran. Dan ketika peneliti melanjutkan ke siklus 2 terdapat adanya peningkatan sekitar 66,50 pada treatment pertama dan 72, 00 pada treatment kedua, hal ini menunjukkan bahwa adanya peningkatan sekitar 5, 50.

Setelah data dianalisis, diperoleh angka rata-rata pretest yaitu 44, 12 dan angka rata-rata post test yaitu 70, 87. Ini menunjukkan bahwa ada peningkatan sekitar 25, 15. Dengan kata lain 20% siswa yang tidak memenuhi nilai standar minimum meningkat sekitar 55% menjadi 75% siswa yang memenuhi nilai standar minimum pada post test atau lebih dari separuh siswa yang memenuhi nilai standar yaitu 68. Hal ini sangat jelas bahwa siswa memiliki peningkatan setelah mereka mengalami pengalaman belajar understanding Sentence.

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Finally, the writer welcome any suggestion and criticism for the improvement of this research proposal and hopefully his research proposal will be useful for himself and all the readers.

Metro, Febuary 2012

The Writer,

**Pungki Pristiwasari**

**NPM.0735607**

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

English has important role in the world of communication. Indonesia people will be far from in the English if they do not understand it. Then English is considered as compulsory subject taught from elementary school to the university. There are four skills that should be taught to the students at school, namely listening, speaking, reading and writing. That can not be taught separately even they should be taught integratively with other aspects of language such as structure or vocabulary.

Since English is a foreign language, English teachers have to use appropriate materials to develop students integrative skills ; listening, speaking, reading, writing and the aspect of language as well. One of the skills that can not be neglected is reading skill. Reading is very essential in learning English in order to get information from the written English.

In reading activity, the reader should interpret the meaning of the written text. Sanggam Siahaan define that reading is the skill of a reader to interpret information transferred by writer.<sup>1</sup> It means that readers interact with print his/her prior knowledge combine with visual information with his comprehending to get information from the writer. If the readers fails in the interpreting, he/she can not get any information. Reading with comprehension the one will recognize the

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<sup>1</sup> Sanggam siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2007, p. 3.

purpose and the important point of the text besides understanding the surface meaning of the text.

One of the factors in reading comprehension that would be affecting is prior knowledge<sup>2</sup>. This is important to the reader to understand what the text mean is. This prior knowledge is as their background knowledge. If they have background knowledge it will be help them in understanding the reading to be easy as they can.

However, the ability of SMA students in comprehending a reading text, as a matter of fact still far from the objectives stated in the curriculum that many SMA students have difficulties in comprehending the English text, one of the problem be sure the teacher is change yet histeaching learning proses so the students will be more easy to comprehending the text.

Based on the writer pre- survey at Muhammadiyah 2 Islamic Senior High School at November 13<sup>rd</sup>, 2010, the writer found many problems of Reading Comprehension. Forexample the students have low motivate in English Learning and they found many false in answers. Some of them is always using the dictionary to help their comprehending a text and it is need long time to get accurate information from the text. It can be seen at the table:

Table 1  
The Result of Students' Reading Comprehension

No .	Score	Total of The Students	Persentage	Interpretatio n
1	≥ 68	9	27,9 %	Complete
2	< 68	31	72,1 %	Not Complete

Source : The writers arcives, the taken on november 13<sup>rd</sup>, 2010

<sup>2</sup> <http://en.wikipedia.org/wiki/reading>

According to the table only 9 students can achieve target of the standard minimum at least 68. In relation to the problem above, English teacher was able to help the students to comprehend the material that is through by providing the suitable technique in the students to learn English. It was as what Siahaan states that: "Teaching strategy is associated with a certain teaching material and the classroom teachers are suggested to use the suitable strategy to make an effect on the achievement of the student on the teaching material to construct a certain knowledge and skill such as listening, speaking, reading and writing."<sup>3</sup>

Therefore to motivate the student in reading comprehension the writer interested in using Understanding Sentence. Because with Understanding Sentence which are made as easy as possible could attract the student to follow the learning process it is supported by Djiwandono, "understanding sentence is the important one to comprehend a text."<sup>4</sup> In other words that understanding sentence can help the students to comprehend a text.

Considering the background above the writer was like to focus her research in the reading comprehension activity use understanding sentence and writer want to know where using understanding sentence can improve students' comprehension. In this treatment the researcher taught the student's about the elements of the sentence in order to help the students in comprehending. After that the researcher gave reading comprehension test to the students in order to know the students ability in reading comprehension after treatment by using narrative text as reading material. This research was conducted at The Eleventh IPS Grader The Students

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<sup>3</sup> Sangam, Siahaan, *Issues In Linguistics*, Graha Ilmu, Jakarta, 2008, p. 221.

<sup>4</sup> Djiwandono, Istiarto, *Strategi membaca bahasa Inggris*, Gramedia Pustaka Utama, Jakarta, 2002, p. 2.



of Muhammadiyah 2 Islamic Senior High School of Metro considering the students that have got enough experience in the english text when they were at the tenth grader of SMA. Hopefully by presenting Understanding Sentence in teaching reading comprehension , the students' reading comprehension can achieved.

### **B. Problem Identification**

1. The teacher is change yet his learning reading.
2. Most of the students have lowest in reading comprehension.
3. The students have low motivated.
4. The students have difficulties in comprehending a sentence.
5. The students need a long time to get accurate information from the text.
6. The students have difficulties to get information from the text.

### **C. Problem Limitation**

The researcher conducted the research in the Eleventh Grader. This grade is chosen because that gets poor English learning especially in reading comprehension than the other grade. The researcher would like to focus on researching the Increasing Reading Comprehension Skills Trough Understanding Sentence at The Students the Muhammadiyah 2 Senior High School of Metro in Academic Year of 2010 /2011. Because a lot of students in the school especially in the Eleventh Grade get lowest in English Reading so the writer assume that it is caused by their poor Reading.

#### **D. The Formulation of The Problem**

Based on the background of the problem above, the writer was like to formulated the problem as follow : ” Can Understanding Sentence be used to Increase The Eleventh Ips Graders of Muhammadiyah 2 Islamic Senior High School of Metro In The Academic Year 2010 / 2011 in Reading Comprehension?

#### **E. Objective of The Research**

The objective of the research is to know whether using Understanding Sentence is an effective way to Increase Students' Reading Comperhension ability.

#### **F. The Use of The Research**

1. To the learner, this cllasroom action research is implemented to help them in reading comprehension, futher more the technique in this action research is expected to able to motive them in learning english.

2. To the teacher

The technique of understanding sentence in order to reach a better result in teaching.

3. To the headmaster

Information in improving learning english , especially in reading coprehension in the future.

4. To Institution

Be useful to development knowledge that understanding is technique which can be used to teach reading comprehension effective, easy and it can be made as a referemce to the next reseacher.

## **CHAPTER II**

### **THEORETICAL REVIEW**

## A. Theoretical Description

### 1. Concept of The Reading Comprehension Skills

#### a) Reading Comprehension

Reading comprehension is the search for meaning, actively using our knowledge of the words and of texts to understand each new thing we read.<sup>5</sup>it means that when we read we need knowledge of the word to understand new things, be familiar with the variety of the text structures. We are likely to encounter, seek meaning and not wait passively for it to rise up from the page.

Marry Finochiaro said that “Reading comprehension is the ability which depends on the accuracy and speed graphemic perception that is perception of written symbols, control of language relation ship and sructure, knowledge of vocabulary items and lexical combinations awarness of redudancy the ability to use contextual clues, and recognition allusion.<sup>6</sup>refering to the definition above, there are some aspects taht should be considered by the teacher. It includes the knowledge of the reader related to language terms.

Editha states that the first point to be made about reading process is reading comprehension.<sup>7</sup> From these statement it can be conclude that in reading it is not enogh for readers to understand a set of words in a sentence only. The readers also

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<sup>5</sup> Gillet, Wallace, Jean, Temple, *Understanding Reading Problem Assesment and Intruduction*, Happer Collins Colledge, P. 40.

<sup>6</sup> Finnochiaro, Marry, *English As Second Language: From Theory to Practicel*, Regent Publishing Company Division of Simon and schuster Inc. New York, p. 131.

<sup>7</sup> Simanjutak, Editha G, *Developing Reading Skill for English Foregn Language students*. FKIP UNILA, 1989, p. 4.

must be able to comprehend the reading text in order to get the message and information what they have read.

Gillet mentions that comprehension is understanding new information in light of what we already know.<sup>8</sup> It means that in comprehending the reader have to ready to understand the new information that will be found. It lines with Horby that comprehension is the power of understanding fully.<sup>9</sup> It means that comprehension determine the essence the reading procces. And reading with comprehension it's one will recognize the purpose and the importhant point of the text besides understanding the surface meaning of the text.

From the written above it can be conclude that reading comprehension is read with the reader background knowledge and used their ability to identifying the message of written. In this reading the reader was already know about new things that may include in the text. In addition to helping students comprehend the written material in the texts we are using, we should give them the knowledge and the ability to be able to read other material with ease and enjoyment.

Gillet suggest that comprehension involves prior knowledge, knowledge of text stucture and an active search for information.<sup>10</sup> It means that in comprehending writen text the reader also should use their background knowledge or scemata. In the process of reading a text, the reader should activate their background knowledge in order to understand what the text they are reading is

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<sup>8</sup> Gillet, Wallace, Jeans, *Op.Cit*, p. 35.

<sup>9</sup> Horby, A.S, *Oxford Advanced Learners Dictionary of Current English*, Oxford University Press, p. 63.

<sup>10</sup> Gillet, Wallace Jeans, *op.cit*, p. 34.

about. It can be conclude that in reading comprehension, the ability of the students in understanding written text is based not only on their linguistic knowledge in perceiving the written symbols but also in intregrating the materials the read toward their existing knowledge.

In reading comprehension, there are two sub major process of reading which determine the comprehension of the readers toward reading material there are; identification and interpretation.<sup>11</sup> The process of identifikation is the way of determining rapidly and accurately just what the text says.

In this research, the reseacher measured the students' reading comprehension from the activity in identifying the message of reading text, identify some words related to their reading text they were reading. While interpretation is the process of relating to what one already knows about the fail create new stucture. In this research, the research measured the students' interpretation of the text based on the situtation happened in their reading text.

### **b) Reading skills**

Reading English text is important for us, because be reading english text the students get knowledge and information. And it is not easy moreover in complicated english text the students need more understanding about main ideas of the reading text. If we read a lot of books about reading. We will find that there will be some explanation about reading. It is said so because there are many experts who define reading based on their owe reserch.

<sup>11</sup> <http://www.ingentaconnect.com>, 24-12-2010.

According to Anthony, Person, and Raphael, "Reading is the process of constructing meaning through the dynamic interaction among the reader existing knowledge, the information suggested by the writer language and the context of the reading situation."<sup>12</sup> Based on that statement above, reading is the interaction between the reader and the text that creates meaning of the text, by using previous knowledge and experience of the topic when trying to understand the meaning of a passage.

Albert Josiah defines: reading is the meaningful interpretation of printed or written verbal symbol.<sup>13</sup> It means that reading is a result of the interaction between the perception of graphic symbols that represent a language and knowledge of the word.

In this process the reader tries to recreate the meaning intended by the writer. In addition another definition is given by Jeremy who said that reading is an incredibly active occupation.<sup>14</sup> It means that reader brings to the task formidable information and ideas, attitudes, and beliefs. And the reader must have to understand what the sentence mean and the argument. In this term the reader should distinguish the text are reading and view of reading about. Reading classroom procedure can be carried a long there points they are proper orientation,

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<sup>12</sup> Farrell, Thomas, *Planning lessons for a Reading Class*, SEAMEO Regional Language Centre, Nanyang Technological University, 2002, p. 1.

<sup>13</sup> Haris, Albert Josiah, Sipay R Edwar, *How To Increase Reading Ability ( A Guided to Developmental and Remedial Method )*, Longman, 1985 P. 12.

<sup>14</sup> Harmer, Jeremy, *How To Teach English ( an Introduction to The Practice of English Language Teaching )*, Longman, 1998, P. 70.

effective material, and realistic goal. Then they also should think critically whether the information or message that reading text is important for them or not.

### c) Reading Comprehension Skills

Reading is as a complex cognitive process of decoding symbols for the intention of constructing or deriving it is a means of language acquisition, of communication, and of sharing information and ideas<sup>15</sup>. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

According to Zimmerman in reading comprehension skills there are any three factors that would be affect in reading<sup>16</sup>, there are:

#### 1) The intelligence the reader

Readers are actively engaged with the text. They think about many things as they read to comprehend the text. For example, they do the following: Activate prior knowledge, examine the text to uncover its organization, make predictions, and connect to their own experiences, create mental images, draw inferences, notice symbols and other literary devices.

#### 2) The Prior Knowledge

The good readers constantly try to make sense out of what they read by seeing how it fits with what they already know. When we help the

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<sup>15</sup> [www.enotes.com Science Discussion](http://www.enotes.com/Science/Discussion), taken at 11 -05- 2011

<sup>16</sup> <http://www.teachervision.fen.com/skill-builder/reading-comprehension>



reader make those connections before, during, and after they read, we are teaching them a critical comprehension strategy that the best readers use almost unconsciously. When students learn to make connections from their experience to the text they are currently reading, upon which they can place new facts, ideas, and concepts. As good readers read, they think about what they are reading and consider how it fits with what they already know. In this way, they build upon the schema that they already have developed.

Explicitly teaching strategies that proficient readers use when trying to make sense out of text helps to deepen understanding and create independent readers. Activating prior knowledge it is as key for reading comprehension success."Teaching children which thinking strategies are used by proficient readers and helping them use those strategies independently creates the core of teaching reading." (Keene and Zimmerman, 1997)<sup>17</sup>. It is mean that when the reader have the good strategies in reading it will be help the reader to get the comprehending the text. In this research the researcher use the understanding as the strategies in reading. The researcher creates the students to have the understanding sentence as their prior knowledge to help the students get accurate information from the text so they can easy to comprehending the text.

### 3) Language Proficiency

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<sup>17</sup> [http://www.teachervision.fen.com/Mosaic\\_of\\_Thought/reading-comprehension](http://www.teachervision.fen.com/Mosaic_of_Thought/reading-comprehension)

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language<sup>18</sup>. In the reading language proficiency is the language ability that used with the writer. It means that the students must have concentrated to understanding the language style of written to get the writer language. Sometimes the students get misunderstanding with what the written mean because some sentences have any similar concept in written but different in mean. For example in sentences “do you like mouse”? And “are you like mouse?” actually the concept of how to build these sentences is the same but these sentences need the different answer.

## **2. Concept of Understanding Sentence**

### **a) Understanding Sentence**

Sentences is a group of words that expresses a complete thought<sup>19</sup>. It can be understood that sentence is something to help the human to express what they thing and as a group of the words means that may a sentence contain more than one word. It lines with Anies who states that sentence is a group of the words which have subject and verb that shows the complete idea about human, place or things.<sup>20</sup> In other word a sentence must be contain at least two words which one words as a subject and other word as a verb. A subject of a sentence often does something to another person or things. Subject in a sentence is a topic, usually a noun, gerund, infinitive, clause as a noun. And a verb is shows about the topic and usually has elements also as like as subject complement, adverb or object.

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<sup>18</sup> <http://www.languageproficiency.edu.com>, taken at 22- 02 - 2012

<sup>19</sup> Watson, Three, *Basic English Grammar for English Language Learners*, Saddleback, 2007, p. 112.

<sup>20</sup> Annies, Basalamah, *Sistem Analisis Kalimat Untuk TOEFL*, Rineka Cipta, Jakarta, 2004, p. 123.

According to Veit the definition of sentence refers to a series of words which can be analyzed by the native speakers into two constituents there are noun phrase and verb phrases.<sup>21</sup> It can be understood that in a sentence may built from phrases with noun phrase as a noun and verb phrase as a verb.

Michael defines that sentence is a group of the word that expresses as a statement, comment, question or explanation that may consist of one or more clauses, and usually has at least one subject and verb.<sup>22</sup> In other words, besides sentence may built from phrases it may be built from one clause or more to express a complete thought. But a sentence may build from one element only if it has a subject that can be understood.<sup>23</sup> For examples; Run! And Help!

As shows the complete idea, sentence has the rules or format to build the words. It means that the sentence has the rule in using and it have some parts which have function itself.

An Understanding is the limit of a conceptualization.<sup>24</sup> It can be understood that to understand something is for have conceptualized it to a given measure. In concept of Understanding Sentence is about how the sentence constructions so the reader will have conceptualized about sentence and it used to given measure.

In this researched Understanding Sentence can be understood as analyzed the sentences and how the correlate of one sentence with other. Understanding sentence include the knowledge about the sentence mean so it can be help the reader to get accurate information from the text.

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<sup>21</sup> Sanggam, Siahaan, *Issues In linguistics*, Graha Ilmu, Yogyakarta, 2008, p.25.

<sup>22</sup> Michael, Swan, *Practical English Usage*, Oxford, 2002, p.xxvii.

<sup>23</sup> Phytian, *Bahasa Inggris Yang Baik dan Benar*, Visipro, Jakarta, 2003, p. 16.

<sup>24</sup> [http:// en.wikipedia.org/ wiki/ comprehension](http://en.wikipedia.org/wiki/comprehension), 28-12-2010.

## b) Kind of the sentences

### 1) Parts of Sentence

There are many kinds of the sentences. Sentences can be classify into four parts, there are;

#### a) Basic sentence

Usually a basic sentence built from one clause. A clause is the words that contains one subject and one verb. For example: *I was driving her car.*

#### b) Compound sentence

Compound sentence built from two independent clause or more by using coordinative conjunction such as; and, or, but, both...and, on the other hand, or else, either ...or, as well as, however, therefore, otherwise, moreover, nevertheless, meanwhile, thus, furthermore, hence, also, then, besides, accordingly, likewise.

For examples; '*I was driving her car **and** we will on our way to the campus.*

#### c) Complex sentence

Complex sentence is sentence which have one independent clause and one dependent clause or more. Independent clause is usually main clause and dependent clause is usually adverb clause. In a complex sentence is use subordinate conjunction such as; although, because, since, after, before, in other that, so that, if, when, while, unless, and use relative

pronoun such as; that, who, which, where, when, why, how, what, whom, whose to compare independent clause and dependent clause.

For example; *I do not know **why** you lose my blue shoes.*

#### d) Compound complex sentence

Compound complex sentence is compound sentence which have one dependent clause or more in the componen of independent clause.

For example: *Last week, I bought a beautiful pale which is very wonderful color and luxurious, but my boy did not like the pale which I bought.*

## 2) Structure of the Sentences

Sentence can be indicate into some parts, there are;

1. SV                S ( Bird ) + V ( fly )
2. SVO            S ( Roby ) + V ( saw ) + O ( Jack )
3. SVC            S ( Roby ) + V ( looks ) + C ( fine )
4. SVA            S ( Roby ) + V ( speaks ) + A ( fluently )
5. SVOO          S ( Roby ) + V ( gave ) + O ( John )+ O ( a book )
6. SVOC          S ( Roby ) + V ( saw ) + O ( Jack ) + C ( so fine )
7. SVOA<sup>25</sup>      S ( Roby ) + V ( saw ) + O ( Jack ) + A ( last week )

Where ;

- a. *S* refers to subject that usually noun or pronoun that comes before the verb in an ordinary affirmative sentence.<sup>26</sup> It is often says in an active sentence

<sup>25</sup> Djiwandono, Istiarto, *Strategi membaca bahasa Inggris*, Gramedia Pustaka Utama, jakarta, 2002, p. 15.

<sup>26</sup> Michael Swan, *op.cit.*, p. xxviii.

who or what does the action that verb. Subject is usually a noun either concrete noun or abstract noun. Only one noun, noun phrase and sub clause.

For examples: *father, mother, flower, the man with the hat, the man who walked into my office.*

- b.** *V* refers to verb that or process is usually verb, be, linking verb, a word, a verb, verb phrase, sub clause. Verb is a word or group of the word which is used in describing an action experience or state.<sup>27</sup> It can be understood that verb is process to show an action or condition.

There are three important types of verb to be aware of;<sup>28</sup>

1) Auxiliary verb

Auxiliary verb is usually use with main verbs in affirmative sentences, negative sentences and questions formation.

For example; *be, do, have, shall, should, would, can, could, may, might, must or ought.*

2) Main verb

These carry the main meaning. For examples; 'He *arrived* at six o'clock';  
He *said* that he had just *seen* a ghost.

3) Phrasal verb

Phrasal verbs are formatted by adding an adverb or preposition (or an adverb and a preposition) to a verb to create meaning.

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<sup>27</sup> Harmer, Jeremy, Op. Cit, p. 37.

<sup>28</sup> *Ibid*, p. 38.

For examples; *ran over, put off, take after, get away.*

Besides that a verb can be describe based on the time form<sup>29</sup>;

### 1) Present

Usually present are used to show habitual action at now, general truth and something will be occur as like as schedule and programs.

For examples : *go, begin, be, do, rise, drink and sativa verb ( a verb that never be a continuous ) appear, belong, believe, forget, know, like, love, mean, owe, prefer, realize, remember, taste, understand, hate, hear, want, have, need, mind, wish, own, smell and seem.*

### 2) Past

Verb past is used to show something that was happen. Verb past are formed by adding 'ed' in regular verb such as *happened, laughed, walked, and irregular verb past form is as ran, bought, ate, did, went, saw.*

### 3) Future

Verb future is used to show something that will be occurring.

For examples; *shall, will, should, would.*

- c. **O** refers to object that is a noun or pronoun that normally comes after the verb in an active clause.<sup>30</sup> It is usually a person or thing that receives the action of the subject. There are two kinds of object; direct and indirect.<sup>31</sup> Direct object refers to things or persons affected by the verb. For example in sentences; 'Sparrow conquered *Peru*', 'She love *him*'. And the indirect object refers to

<sup>29</sup> Djuhairi, Otong Setiawan, *Intisari dan Bank Soal Bahasa Inggris*, Yrama Widya, Bandung, 2005, p. 96.

<sup>30</sup> Michael Swan, op.cit, p. Xxv.

<sup>31</sup> Harmer, Jeremy, op. cit. p. 35.

the person or thing that ‘benefits’ from the action. For example in sentences; ‘Why should we pay taxes *to the government?*’, ‘Deep painted *him* a picture’.

- d. C* refers to complement that is used to complete the meaning of the element subject or object form.

For examples; *happy, brilliant pianist, in a bad mood.*

- e. A* refers to adverb, in a sentence adverb is use to support the completeness of the message and usually appear at the end of sentences. But it can sometimes be used at beginning or in the middle.<sup>32</sup> Most adverbs of frequency such as always, usually, often, sometimes, can usually go at the beginning middle or end of a sentence as like as ‘ *sometimes* he rings me up in the morning’ , ‘ He *sometimes* rings me up in the morning’ ,’ He rings me up in the morning *sometimes*’. But this often depends on the particular adverb being used such as ‘never’ can only occur in the middle position.

Referring to the statement about, the word that built the sentences is have a function or place itself. In other words sentences must have the rules to arrangement the word beside on their function or place their self.

Besides that, there are some formats of the sentence:

1. S+V

This is very simple formatted of the sentence which consist of two words only the first word as a subject and the second word as adverb and it is can call a clause.

2. S+V+O

In this format, besides subject and verb, there is an object from the verb.

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<sup>32</sup> *Ibid*, p. 44.



### 3. S+V+O+C

In this format , there is complement to shows more the object.<sup>33</sup>

Based on the statement , there is addition in the basic sentence. A sentence can be improve with some complement who explaint the basic sentence.

In generally, English text is usually a group of the sentences that is very complex. So the reader need a comprehension in sentences what contain in a text to get acurate information of the text from. Djwandono states that understanding sentence is very importhant to comprehend a text.<sup>34</sup> It means that understanding sentence can be used to help the reader in comprehending a text and it will be an efective technique. In using understanding sentence, the better teacher use the english passages that have more difficult in langue and kompleks, so that the students can be practice their understanding sentence and they can more usefull understanding sentence.

In understanding sentence, the researcher teach the students about based of the sentence for the first, and give the students understand about how the sentence built so when the students read the text and the question they can get accurate information.

### **C. Procedures of Understanding Sentence**

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<sup>33</sup> Annies Bassalamah, *Loc.cit.*

<sup>34</sup> Djwandono, Istiarto, *Loc.Cit*

There are some steps to understand how implemented then understanding sentence as a technique:

1. The reader can be analysis the simple sentence for the first

For example : Ali saw. In this sentence we can look that there was only the subject “ Ali and Saw as a verb. It means that this sentence is simple sentence based on the part of sentence and has clearly enough in meaning.

2. The reader analysis a complex sentence into some of part to understanding the meaning. For example: Ali who has a nice smile bought some beautiful necklace at the market last morning. This sentence consist of the subject “Ali” that was explain more with the complement “who has a nice smile”. The word “ bought” as a verb or action the sentence and complete the sentence by object “ some beautiful necklace. “ at the market last morning” it as the adverb of the sentence that used to complete the time of the sentence.

3. There are any English fragment

The main parts of a sentence are the subject and the predicate. The subject tells **who** does the action, and the predicate contains the verb and tells **what** the action is.

The students may tell which part of the sentence (subject or predicate) is missing in each group of words below.

For example: *Less frightened now that he was surrounded by town people*

Understanding sentence fragment errors may help you avoid making them. Here are some common mistakes:

- A detached phrase or clause

A phrase is a group of words that adds information to a sentence and does not have a subject **or** a predicate

- They stared at everything. Wide-eyed and drop-jawed.

(sentence fragment - phrase)

Based on the explanation above Understanding Sentences is the comprehending about sentences that was containing in the text. It is include the knowledge of the classification of the sentences and the sentences construction.

Teaching reading comprehension by using understanding sentence as a technique then explain it is supporting elements during the teaching process such as part of sentences and the element of sentences will help the readers comprehend the material more, so that they can easily get the message an information from that passages. In reading activity, in the process of receiving message, the readers use their schemata or background knowledge. Therefore the writer wishes that after students doing reading comprehension activity by using understanding sentence as reading technique, the students will get messages and information based on the passages they read which will add knowledge of the students, so as

their understanding of the text and as the result the student's ability in reading comprehension will improve.

## **1. Reading Comprehension through Understanding Sentence**

### **a). Understanding Sentence**

Usually understanding sentence is also means how far the students can be answer the question from the text, the question has given to saw how far the student can be understood about the sentence that was read. How the students can be answer the questions if they have low in understand the sentence. In this research the researcher gave the understanding sentence as the treatment. It is for the student background knowledge in reading and the result can be seen by answer the question that includes the understanding sentence.

### **b). Increasing Reading Comprehension Skill**

Teaching reading comprehension through Understanding Sentence is not different from teaching reading comprehension in general. As like as Djiwandono states that understanding sentence is very important to comprehend a text<sup>35</sup>. It is how to make the students have a good in their prior knowledge so the students can be read easily.

The researcher present application of understanding sentence in teaching reading comprehension is to make it easier for the students to improve their English reading comprehension.

As the search for meaning, reading needs actively using the reader knowledge of the words and of texts to understand each new thing they read.

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<sup>35</sup> Ibid, P.15

Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. This understanding sentence is use to make students have activating prior knowledge when they read. With the good background in understanding sentence it can be

## **B. The Hypothesis**

The writer proposes the hyphotesis as follow: There is any improvement of the Students' Reading Comprehension ability after the taught using Understanding Sentence.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Object of The Study**

The object of this research is to know whether using Understanding Sentence can Increasing Students Reading Comprehension at The Eleventh of IPS Graders in the second semester of Muhammadiyah 2 Islamic Senior High School in The Academic Year 2010/2011.

##### **B. Setting and Subject of Research**

The research is the Classroom Action Research ( CAR ) type and will conducting in Muhammadiyah 2 Islamic Senior High School of Metro. This private school was established in 1983. It consist of the seven classes, an office, a

computer laboratory, and a library . It has 29 teachers, three staffs and 251 students. The researcher chose the eleventh IPS graders. This class consists of 40 students which 17 man and 23 women.

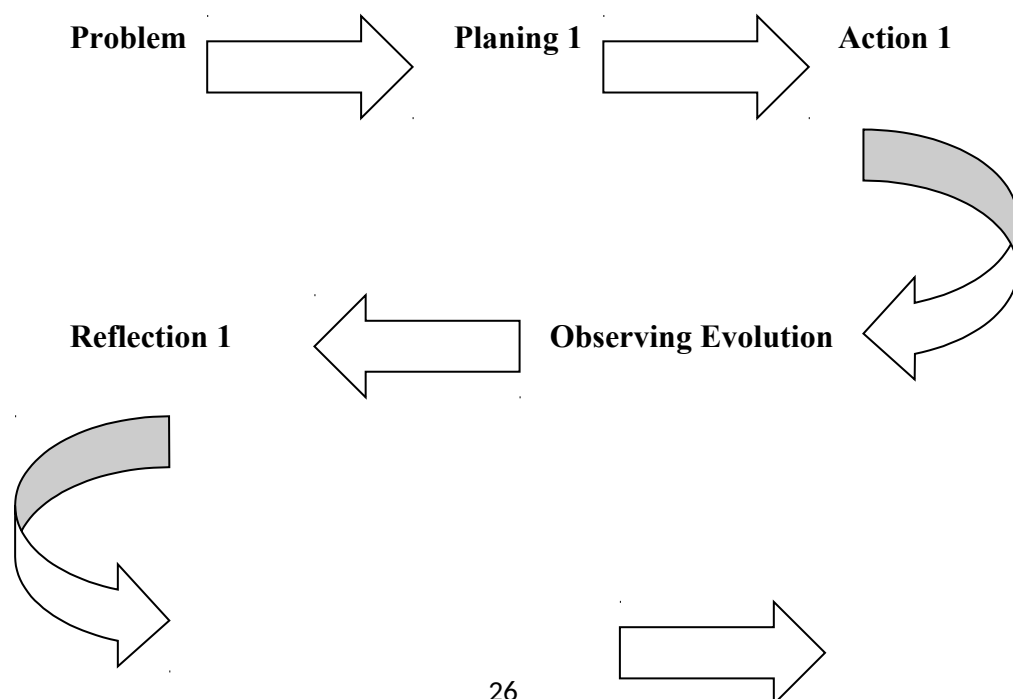
The researcher chosen the eleventh IPS graders because this class has the lowest English especially in reading that was prove by the pre- survey result. In this research the researcher used collaborator to help her in the action research. He is Mr. Khuldin Kusairi an English teacher in Muhammadiyah 2 Islamic Senior High School.

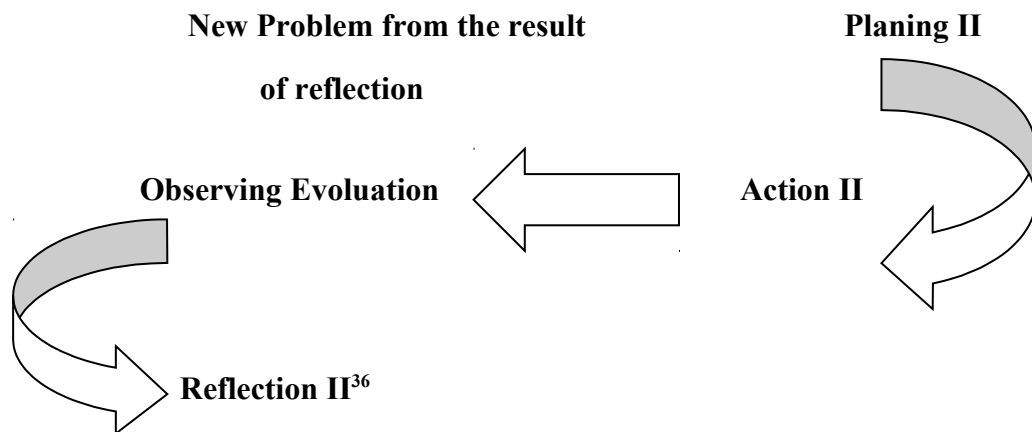
### C. Action Plan

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#### 1. Classroom Action Research

This classroom action research uses the model of Arikunto (2007). The main steps in this classroom action research can be descibred as follow:





From the picture above can be expressed the description of the classroom action research starting from the cycle I by following steps:

a. Plan

- 1) Determining the subject and object the research
- 2) Preparing the pre- test materials
- 3) Preparing the materials of treatment using the english passages
- 4) Preparing post- test materials
- 5) Preparing the observation instruments and evaluation

b. Action

- 1) Presenting the pre- test
- 2) Presenting the materials by implementing the technique. Those is an observation activity to the teacher and students for their learning process.

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<sup>36</sup> Suharsimi, Arikunto, et. Al, *Penelitian Tindakan Kelas*, Bina Aksara, Jakarta, 2007, 74.



## 3) Presenting the post test

## c. Observing / Evaluating

The students and the teacher behaviors are during the teaching learning process by the researcher. After the activity finished, the researcher evaluates all the activities have been done to find out the advantages or disadvantages of using understanding sentence to improve the students reading comprehension ability, in order finding data to plan the next treatment.

The observation sheet was planed based on the data that would be evaluating the researcher would to evaluating the students' activity in learning process based on the task;

## 1) The instruments of the students activity , it can be seen;

Table: 2  
The Students Activity

No.	Aspect Of The Research	Frequency	Percentage
1.	Asking to the teacher		
2.	Answer the teacher questions		
3.	Active in the discussion		
4.	Finished the teachers' assignment		
5.	Have motivated to followed the lesson		
<b>Total</b>			
<b>Average</b>			

## 2) The instruments of the teacher activity, it can be seen;

Table: 3

## The teachers' activity

No	Aspect of the research	VG	G	F
1.	Communicative with the purpose of learning			
2.	Give motivation			
3.	Correlative with the last material			
4.	Mastery in give the lesson			
5.	Based on indicator			
6.	Clearly in explanation the concept			
7.	As facilitator			
8.	Control the class			
9.	Asking to the students			
No	Aspect of the research	VG	G	F
10.	Give the students time to make question			
11.	Give the students time to answer the question			
12.	Make the students active			
13.	Make conclusion			
14.	Give the students assignment			
15.	Give evaluation			
<b>Total</b>				
<b>Score Interval</b>				

Where:

Score :

VG : 3 Score

15 – 25 = fair

G : 2 Score

26 – 35 = good

F : 1 Score

36 – 50 = very good

Score Interval =  $\frac{(\text{high score} \times \text{total aspect}) - (\text{lowest score} \times \text{total aspect})}{3}$

3

$$= \frac{(3 \times 15) - (1 \times 15)}{3}$$

3

$$= \frac{45 - 15}{3} = \frac{30}{3}$$

= 10

#### d. Reflection

Based on the data on observing / evaluating have been done, the researcher reflects the activities in the first cycle what disadvantages of the actions must be improved and planned for the next treatment.

The result of the relection in the first circle are used as standard to plan and to fix the actions on the second circle, by improving for all disadvantages have been done in the first circle.

## 2. The Steps In The Research

The steps in the research are follows:

### a) Administering the pre- test

The student given exercise concerning the understanding sentence. Researcher apply the narrative text in reading material as comprehension ability.

### b) Conducting treatment

After given the pretest to the students, they got treatment about the reading comprehension through understanding sentence in four meetings. In this research 45 minutes as time allocation is used.

The process of treatment can be presented as follows:

$$T1 \quad X \quad T2$$

Where :

T1 = Pre test

X = Treatment

T2 = Post test<sup>37</sup>

c) Administering the post- test

The writer conducts pre- test in order to measure the student ability in reading comprehension after treatment. The item on posttest approximately the same that of as pre- test.

d) Analyzing the test result ( pre- test and posttest )

After scoring the students work finished, the writer wants to know “Is there any improve after treatment, if the students have higher score in their posttest compared to pre- test it means that using understanding sentence in teaching reading English can improve the student ability in reading comprehension.

e) Testing hypotesis

The hypotesis is based in the comparison between both the students’ score in the pre- test and post testy scores. If the post test is higher than pre- test, it may

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<sup>37</sup> Sumadi suryabrata, *Metodologi Penelitian*, Rajagrafindo, Yogyakarta, 1983, page: 117.

be said that the hypothesis can be accepted and it means that understanding sentence can improve the students in reading comprehension.

### 3. The collator of Researcher and Teacher

In this Class Room Action Research (CAR) the researcher is collator with the English teacher. The researcher and the teacher were done:

- a) Make a syllabus to plan the theme of teaching learning process.
- b) Make a Plan Lesson and material of teaching learning process.
- c) When the researcher doing as a teacher in a class, the English teacher as a researcher and when the English teacher teach the researcher doing as a researcher.
- d) The researcher and the teacher found the problem and found the solving together.
- e) The researcher and the teacher analyzing the data together.

### **D. Data Collecting Technique**

In collecting the data, the researcher used test which consist of pre- test and posttest in multiple choice, observation, documentation.

#### 1. Test

- a) Pre- test

Pre- test was done to know how far the students' ability in reading comprehension before treatment. The material of pre- test was some english passages. The test was hold in multiple choices which 20 items. And for options a, b, c, d. Each correct answer got 1 and the wrong is 0.

b) Posttest

Posttest was done to know the students' improvement after they gave the treatments. Item of post test approximately same with pre- test. Judging from average score pre- test and posttest, the writet can measure students' ability in reading comprehension. The scoring of post test is the same with pre- test.

2. Observation

In this research or observation was used to get the data about the students and the teacher activity since in the teaching learning process.

3. Documentation

In this research was used documentation as to got detail information about the data of Muhammadiyah 2 Islamic Senior High School.

### **E. Data Analysis Method**

Data analysis will be conduct by step by taking the average score of the pre- test and posttest by using the following formula:

$$X = \frac{\sum x}{N}$$

X = Mean or average score

$$\sum x \sum x = \text{The total score of all students}$$

N = Number of students<sup>38</sup>

Futhermore to know the gain, the researcher will compare between pre- test and posttest. Then the result matched by the minimum standard in this school at least 68. From cycle I there are some student not succesful, so the reseacher must conduct cycle 2. From cycle 2 all of the students were succesful, the cycle able to stop until cycle 2 only.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. The Brief History of The School

Muhammadiyah 2 Islamic Senior High School of Metro established on the 1<sup>st</sup> July 1983 based on bill of Muhammadiyah Mayor No:4070/11 -6/ LP -83/ 1983 about Establishment of Muhammadiyah Senior High School. Muhammadiyah 2 Islamic Senior High School of Metro begin to achieve the new students in July 1983. The teaching learning activity is done in Laboratory of STKIP Muhammadiyah Metro because the building that will

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<sup>38</sup> Arikunto, Suharsini, 2003. *Dasar-dasar Evaluasi Pendidikan*, Bumi Aksara. Jakarta, p.264.

be used for Muhammadiyah 2 Islamic Senior High School of Metro is still building.

In December 14<sup>th</sup> 2007, Muhammadiyah 2 Islamic Senior High School of Metro got level B based on bill of National Government Mayor No: Ma. 002508. The new building would be used for it is located in KH.Ahmad Dahlan, Muhammadiyah Center, Metro Pusat.

In Academic Year 2010/2011 Muhammadiyah 2 Islamic Senior High School of Metro decided some purpose, there is: “ Begin to be a good one school which have the trust from the social life ”.

Besides the purpose above, Muhammadiyah 2 Islamic Senior High School of Metro have vision and missions. The vision is “Realized the Muslim school which ordinary, discipline and have the achievement based on faith and confidence with Allah SWT.

Then the missions are:

- 36
- Increasing the quality confidence with Allah SWT, so the students can be implementation the value of Islam with ordinary and discipline.
  - Increasing the system of teaching learning process with effective and innovative.
  - Motivating the students learning with intensive.
  - Increasing the position of Wiyata Mandala insight and the endurance of school.
  - Doing the leadership and workshop about computer.



- Doing the leadership and workshop about sport.
- Be useful with all the ability of school.
- Recruitment the professional educator.
- Doing active social action.

Table. 4

The Total students of Muhammadiyah 2 Islamic Senior High School of Metro  
In the Academic Year 2010/ 2011

No	Class	Total Class	The total students		
			Male	Female	Male + Female
1.	X	3	27	75	102
2.	XI IPA	1	15	27	42
3.	XI IPS	1	15	25	40
4.	XII IPA	1	7	27	34
5.	XII IPS	1	12	18	30
Total		7	79	172	251

Table. 5

The teacher and staff officer of Muhammadiyah 2 Islamic Senior High School  
In the Academic Year 2010/ 2011

No	Name	Status	Jabatan	Program
1.	Ari Triwahyuni, SE	DPK	KepalaSekolah	Akuntansi
2.	Hari Ardianto ,S.Pd	DPK	Waka.kurikulum	Fisika
3.	Mashaerani, S.Pd	DPK	Waka.al- islam	Kimia/matika
4.	Drs. Ngadirin	DPK	Waka.Humas	Pkn
5.	Halaimah S, S.Pd	DPK	Guru/bendahara	Kimia
6.	Sri Wahyuni, BA	DPK	Guru	Pend. Seni
7.	Dra, sukmaryah	DPK	Guru	BK
8.	Hj. Niwayan P, BA	DPK	Guru/ W.Kelas XI IPA	Sejarah
9.	Dra. Susilawati	DPK	Guru/ Ko.Perpustakaan	Ekonomi
10.	Apri Isiyani, S.E	DPK	Guru/W.Kelas X-3	Geografi/ sosiologi
11.	Nurmalina, S.Pd	DPK	Guru	Biologi
12.	Drs. Wiradi	GTY	Guru	Sosiologi
13.	Drs. Ratio	GTT	Guru	Matematika
14.	Suyadi, BA	GTY	Guru	Akuntansi
15.	Drs. Taufik	GTT	Guru	Al –islam
16.	M.Tohir, S.Sos.i	GTT	Guru	KMD -2`
17.	Sujimat, MA	GTT	Guru	Penjaskes
18.	Fathihatul A, S.Pd	GTT	Guru/W.Kelas XII IPA	Matematika
19.	Novi Candra, S.Pd	GTT	Guru/W,Kelas XI IPA	b. Inggris
20.	Sumarno, S.Pd.i	GTT	Guru	Conversation
21.	Sa'idun H, S.Sos.i	GTT	Guru	b. arab
22.	Dwiyanti, S.Pd	GTT	Guru/w.Kelas XII IPS	Bahasa Indonesia
23.	Ristuning W, S.Pd	GTT	Guru	b. inggris
24.	Davis Setiawan	GTT	Guru	BK
25.	Herry Polsen	GTT	Guru/W.Kelas XI IPS	Bahasa Indonesia
26.	Zulhana, S.Pd	GTT	Guru	Biologi
27.	Yuli Meriyanto	GTT	Guru/W.Kelas X-1	Penjaskes
28.	Lifi Endar W, S.Pd	GTT	Ka. TU	KMD -1

No	Name	Status	Jabatan	Program
29.	Khuldin Kusairi, S.Pd	GTT	Guru	b. inggris
30.	A. Mahfudin	PTT	Ka. TU	Officer
31.	Eko Sudarmaji	PTT	Guru	Officer
32.	Eko Yunanto, S.Pd	PTT	Guru	komputer

## B. Result of The Reset

### 1. Result of Pretest

There are four meetings in this Classroom Action Research. One meeting was spent for conducting the pretest, two meetings for treatment and one meeting for posttest.

The pretest was conducted on Thursday, May 19, 2011. The first treatment was presented on Friday, May 20, 2011 and the second treatment was presented on Wednesday, may 25, 2011. The pretest was done 45 minutes to measure the how far the students have mastered in Reading Comprehension. The result of the pretest can be seen on table:

Table: 6  
The Result of the Pretest  
At Class XI IPS Muhammadiyah 2 Metro

No .	Name	Score Of Pretest	Interpretation	
			Complete	Not Complete
1.	Ap	40		✓
2.	Asz	55		✓
3.	As	40		✓
4.	Ap	30		✓

No .	Name	Score Of Pretest	Interpretation	
			Complete	Not Complete
5.	An	20		✓
6.	Ar	70	✓	
7.	Ah	70	✓	
8.	Da	20		✓
9.	Dn	10		✓
10.	Dnf	50		✓
11.	Dt	70	✓	
12.	Eo	70	✓	
13.	Em	50		✓
14.	Es	20		✓
15.	Ha	50		✓
16.	In	20		✓
17.	Ia	40		✓
18.	It	30		✓
19.	Is	30		✓
20.	Lj	60		✓
21.	Mi	10		✓
22.	Nl	10		✓
23.	Pl	50		✓
24.	Pl	50		✓
25.	Ri	30		✓
26.	Rc	10		✓
27.	Ra	70	✓	
28.	Raj	80	✓	
29.	Rya	30		✓
30.	Sy	55		✓

No .	Name	Score Of Pretest	Interpretation	
			Complete	Not Complete
31.	St	40		✓
32.	Sq	60		✓
33.	Stb	75	✓	
34.	Ss	75	✓	
35.	Tw	60		✓
36.	Avt	80	✓	
37.	Wa	50		✓
38.	Ya	55		✓
39.	Rh	55		✓
40.	Yd	40		✓
<b>Total</b>		<b>1765</b>	<b>8</b>	<b>32</b>
<b>Average</b>		<b>44, 12</b>	<b>20 %</b>	<b>80 %</b>

Source: The writer archives, the taken on May, 19<sup>th</sup> 2011

From the result of pretest, it can be seen that the score of the students is various. The highest is 80 and the lowest is 10. The average score of the pretest is 44, 12. From this table we know that there are 8 students or there was only 20 % who got score above the KKM. So based on the result of the pretest, it can be seen that the target of teaching based on KKM has not been archived yet.

## 2. Cycle I

### a. Hypotheses

Teaching reading comprehension by using understanding sentence.

### b. Planning

In planning the writer and collators (Mr. Khuldin Kusairi ) planed to give material about the narrative text by the title is “ No Body Child” in two meetings.

The writer make lesson plan of the material and , identifies the problem and find the cause of the problem and at the end of the learning activities, the writer plans to give evaluation to measure how far the material that have been thought can be accepted by the students.

c. Acting

The first meeting in cycle 1 was done on Thursday, May 19<sup>th</sup> 2011, before begin the learning process the writer prepare the class and say hello to the students. Than the writer gave pretest for her students in order to measure students basic knowledge in reading. In fact most of students answer wrong. They still have difficulty in get the information from the text.

At the first treatment at Friday, May 20<sup>th</sup> 2011, before going to the material, the writer asked to the students about “ What is the sentence?” and many of them can be answer the question with excellent. Than the writer try to write at the whiteboard two sentences, there are “Do you like a pig?” and “Are you like a pig?” and the writer asked the students with this questions. And all of the students only say “yes, I am or yes, I do” it is meaning that they cannot differences about these questions and did not understand about this sentence. After that the writer gave the students text by the title “No Body Child”. For the first activity, the students read the text silently. Than the writer explain about the classification of the

sentence as like as basic sentence, complex sentence, compound sentence, and compound complex sentence. Then the students tried to identify the sentence based on the text. At the ends of the learning process writer review about the classification of the sentence.

In the second meeting that had done on Wednesday, May 25 2011, the writer begin the lesson by prepare the class like greeting, praying and checking the attendance list. The writer gave breaking ice, review the last material shortly. In this meeting is using the text that gave the teacher in the day before “No Body Child”. Than the writer explained the connectors and the students tried to underline the connector that included in the text. Then the teacher explains about parts of the sentences as like as the function of the subject, object, verb and complement in a sentence. The writer gave some examples the sentences based on the text. Than the students discuss in groups, to find the place of the subject, object, verb and complement in every sentences. At the end of the learning process the students work in group to discus about the main idea in each paragraph and the writer and students correct together.

#### d. Observing

In observing the writer presented in two meetings in cycle 1 of learning reading that related with the narrative text. The result of the observation can be seen on table:

## 1) The observation sheet of The Students' Activity

Table: 7  
The Students Activity  
Cycle 1

No.	Aspect Of The Research	Frequency	Percentage
1.	Asking to the teacher	5	12, 50 %
2.	Answer the teacher questions	21	52, 50 %
3.	Active in the discussion	20	50, 00 %
4.	Finished the teachers' assignment	35	87, 50 %
5.	Have motivated to followed the lesson	30	75, 00%
<b>Total</b>			<b>276, 7 %</b>
<b>Average</b>			<b>55, 34 %</b>

Based on the table above, it can be seen that the activity of the students is about 55, 34 % from the total of the students.

## 2) The observation of the Teachers' Activity

Table: 8  
The teachers' activity  
Cycle 1

No .	Aspect of the research	VG	G	F
1.	Communicative with the purpose of learning	✓		
2.	Give motivation	✓	✓	
3.	Correlative with the last material	✓	✓	
4.	Mastery in give the lesson	✓	✓	
5.	Based on indicator	✓		
6.	Clearly in explanation the concept	✓	✓	
7.	As facilitator	✓	✓	
8.	Control the class	✓	✓	
9.	Asking to the students	✓		



No	Aspect of the research	VG	G	F
10.	Give the students time to make question	✓		
11.	Give the students time to answer the question	✓	✓	
12.	Make the students active	✓	✓	✓
13.	Make conclusion	✓		
14.	Give the students assignment	✓		
15.	Give evaluation	✓		
<b>Total</b>		<b>7</b>	<b>7</b>	<b>1</b>
<b>Score Interval</b>		<b>36</b>		

Where:

VG : 3 Score

G : 2 Score

F : 1 Score

Based on the table that was prepare to submit the data in cycle 1, it can be seen that the planning of the teaching learning got the Good category by got the 36 score.

Nevertheless in controlled the students' is not good enough, it is caused some of them like speak loudly in the class. So it made the class noisy and made their friend low to focus on the lesson and hard to make the students more active in learning process. But other students began to interest with this technique because they can analyze every sentence in the text.

### 3) The result of the treatment

Table: 9  
The result of the Treatment  
Cycle 1

No.	Name	Cycle 1	
		Treatment 1	Treatment 2
1.	AP	60	70

No.	Name	Cycle 1	
		Treatment 1	Treatment 2
2.	ASZ	60	70
3.	AS	70	70
4.	AP	50	50
5.	AN	50	80
6.	AR	70	70
7.	AH	80	70
8.	DA	60	60
9.	DN	60	70
10.	DNF	40	60
11.	DT	60	80
12.	EO	70	60
13.	EM	80	60
14.	ES	60	60
15.	HA	60	60
16.	IN	60	60
17.	IA	70	70
18.	IT	60	70
19.	IS	60	60
20.	LJ	70	70
21.	MI	50	60
22.	NI	50	60
23.	PI	40	70
24.	PI	70	80
25.	RI	50	60
26.	RC	50	60
27.	RA	80	80
28.	RAJ	70	70
29.	RYA	60	60
30.	SY	60	70
31.	ST	70	80
32.	SQ	60	80
33.	STB	50	90
34.	SS	50	70
35.	TW	70	70
36.	AVT	60	60
37.	WA	60	70
38.	YA	50	60
39.	RH	50	80
40.	YD	50	60
<b>TOTAL</b>		<b>2033</b>	<b>2720</b>
<b>AVERAGE</b>		<b>50, 83</b>	<b>68,00</b>

Source: the result of the treatment at the cycle 1 of The Eleventh IPS Graders of Muhammadiyah 2 Islamic Senior High Schools of Metro In The Academic Year 2010 / 2011

Based on the table above it can be seen that the average score at the first treatment is about 50, 83 and increase to be 65, 75 in the second treatment. It is mean that there was the gain about 14, 92 between the first and the second treatment at the cycle I.

e. Reflecting

Based on the result of the first and the second meeting, the writer evaluating what is the advantages in cycle I, there are:

- 1) When the writer explains the material she can not good enough to control the class, so the students cannot focus to join the class.
- 2) When the students answer the assignment the teacher did not give the limited time so the students low in finished their assignment.
- 3) The noisy class made the students hard to understand the material.
- 4) The teaching learning process could not say success yet because the teaching learning process using understanding sentence make all of the students score above the KKM yet.

### 3. Cycle 2

a. Hypotheses

Teaching reading comprehension by using understanding sentence.

b. Planning

Based on the observation in cycle 1 the writer and collators (Mr. Khuldin Kusairi ) planed to give material about the narrative text again by the title is “Sekaten” in two meetings.

The writer make lesson plan of the material and , identifies the problem in cycle 1 and find the cause of the problem and at the end of the learning activities, the writer plans to give evaluation to measure how far the material that have been thought can be accepted by the students.

### c. Acting

The first meeting in cycle 2 was done on Friday, May 27<sup>th</sup> 2011, before begin the learning process the writer prepares the class like greetings, praying and checking attendance list. Than the writer began ask the students about parts of the narrative text. Some of them still confused to remembering that. So the teacher explained the parts of the narrative text and continued with explain the formula of past tense. After that the writer gave the students text by the title “Javanese Music” and the students read silently. Than the writer asked the students to identify five sentence from the text to change on the affirmative, negative and interrogative. The writer and the students corrected together. And the teacher explained about the past perfect tenses. Then the students tried to found the good verb type, match the verb into simple past or past perfect. In the end of the leaning process the writer asked the students to remember the verb type.

In the second meeting in cycle 2 that had done on Wednesday, June, 1<sup>st</sup> 2011, the collator tried to teach the students and the writer as a researcher. The collator begin the lesson by prepare the class with say

hello and checking the attendance list. The writer reviews the last material shortly. And he explained about the action of the verb. Then the students tried to underline the action of the verb that include in the text, and the teacher and students correct together, at the last learning process the students work in group to discus about the main idea in each paragraph and the writer and students correct together.

In the post test section that had done on Thursday, June 2<sup>nd</sup>, 2011 since 45 minutes it can be result of the average about 70, 87.

d. Observing

In observing the writer presented in two meetings in cycle 2 of learning reading that related with the narrative text. The result of the observation can be seen on table:

1) The observation sheet of The Students' Activity

Table: 10  
The Students Activity  
Cycle 2

No.	Aspect Of The Research	Frequency	Percentage
1.	Asking to the teacher	10	25, 00 %
2.	Answer the teacher questions	25	75, 00 %
3.	Active in the discussion	20	50, 00 %
4.	Finished the teachers' assignment	40	100 %
5.	Have motivated to followed the lesson	35	87, 50%
<b>Total</b>			<b>337, 50%</b>
<b>Average</b>			<b>67, 50 %</b>

Based on the table above, it can be seen that the activity of the students is better than before and there was increase from the cycle I and cycle 2. It is from the average of the cycle 1 about 55, 34 % to be 67, 50 %.

## 2) The observation of the Teachers' Activity

Table: 11  
The teachers' activity  
Cycle 2

No	Aspect of the research	VG	G	F
1.	Communicative with the purpose of learning	✓		
2.	Give motivation	✓		
3.	Correlative with the last material	✓		
4.	Mastery in give the lesson	✓		
5.	Based on indicator	✓		
6.	Clearly in explanation the concept	✓		
7.	As facilitator	✓		
8.	Control the class	✓		
9.	Asking to the students	✓		
10.	Give the students time to make question	✓		

11.	Give the students time to answer the question	✓		
12.	Make the students active	✓		
13.	Make conclusion	✓		
14.	Give the students assignment	✓		
15.	Give evaluation	✓		
<b>Total</b>		<b>15</b>		
<b>Score Interval</b>			<b>45</b>	

Where:

VG : 3 Score

G : 2 Score

F : 1 Score

Based on the table that was prepare to submit the data in cycle 2, it can be seen that the planning of the teaching learning got the very good category by got the 45 score. So there was the increasing from the activity of teacher which done from the cycle 1 is about 37 and cycle 2 to be 45.

### 3) The result of the treatment

Table: 12  
The result of the Treatment  
Cycle 2

No.	Name	Cycle 2	
		Treatment 1	Treatment 2
1.	AP	70	70

No.	Name	Cycle 2	
		Treatment 1	Treatment 2
2.	ASZ	70	80
3.	AS	70	80
4.	AP	60	70
5.	AN	60	60
6.	AR	80	100
7.	AH	70	70
8.	DA	60	70
9.	DN	60	70
10.	DNF	60	60
11.	DT	80	80
12.	EO	70	70
13.	EM	60	70
14.	ES	60	60
15.	HA	60	60
16.	IN	60	70
17.	IA	70	90
18.	IT	60	80
19.	IS	60	70
20.	LJ	70	70
21.	MI	60	60
22.	NI	60	80
23.	PI	70	90
24.	PI	60	70
25.	RI	60	70
26.	RC	60	50
27.	RA	90	80
28.	RAJ	80	80
29.	RYA	60	60
30.	SY	70	70
31.	ST	60	70
32.	SQ	80	100
33.	STB	80	80
34.	SS	80	70
35.	TW	70	70
36.	AVT	60	70
37.	WA	60	70
38.	YA	70	70
39.	RH	60	70
40.	YD	60	50
<b>TOTAL</b>		<b>2660</b>	<b>2880</b>



No.	Name	Cycle 2	
		Treatment 1	Treatment 2
<b>AVERAGE</b>		<b>66, 50</b>	<b>72, 00</b>

Source: the result of the treatment at the cycle 2 of The Eleventh IPS Graders of Muhammadiyah 2 Islamic Senior High Schools of Metro In The Academic Year 2010 / 2011

Based on the table above it can be seen that the average score at the first treatment is about 66, 50 and increase to be 72, 00 in the second treatment. It is mean that there was the gain about 5, 50 between the first and the second treatment at the cycle 2.

#### b) Reflecting

Based on the research at the cycle 2 can concluded that the teaching learning by using understanding sentence can be done better than before. For the cycle 1 the teacher have not good enough to control the class so the teacher and the students have difficult in communicate and the students have difficult to join the lesson. In the cycle 2 the teacher can lead the students to follow the lesson, and it is make the students more active and enjoy following the class. So their English especially in Reading can be increase.

### C. Data Analysis

By using the analyzed of the average students score in pre test and post test who was done at the last of cycles, it can be seen from table of the result of the test:

Table: 13  
The result of the Test

No.	Name	Pre test	Result					Gain
			Interpretation		Post test	Interpretation		
			Com plete	Not complete		Compl ete	Not complete	

1.	AP	40		✓	60		✓	20
2.	ASZ	55		✓	70	✓		15
3.	AS	40		✓	70	✓		30
4.	AP	30		✓	65		✓	35
5.	AN	20		✓	50		✓	30
6.	AR	70	✓		80	✓		10
7.	AH	70	✓		80	✓		10
8.	DA	20		✓	65		✓	45
9.	DN	10		✓	60		✓	50
10.	DNF	50		✓	70	✓		20
11.	DT	70	✓		75	✓		5
12.	EO	70	✓		75	✓		5
13.	EM	50		✓	70	✓		20
14.	ES	20		✓	60		✓	40
15.	HA	50		✓	70	✓		20
16.	IN	20		✓	70	✓		50
17.	IA	40		✓	70	✓		30
18.	IT	30		✓	70	✓		40
19.	IS	30		✓	65		✓	35
20.	LJ	60		✓	75	✓		15
21.	MI	10		✓	65		✓	55
22.	NI	10		✓	70	✓		60
23.	PI	50		✓	75	✓		25
24.	PI	50		✓	70	✓		20
25.	RI	30		✓	65		✓	30
26.	RC	10		✓	65		✓	55
27.	RA	70	✓		80	✓		10
28.	RAJ	80	✓		80	✓		0

29.	RYA	30		✓	70	✓		40
30.	SY	55		✓	75	✓		20
31.	ST	40		✓	70	✓		30
32.	SQ	60		✓	80	✓		20
33.	STB	75	✓		90	✓		15
34.	SSS	75	✓		75	✓		0
35.	TW	60		✓	70	✓		10
36.	AVT	80			70	✓		-10
37.	WA	50		✓	70	✓		20
38.	YA	55		✓	75	✓		20
39.	RH	55		✓	75	✓		25
40.	YD	40		✓	75	✓		35
<b>Total</b>		<b>1765</b>	<b>8</b>	<b>32</b>	<b>2835</b>	<b>30</b>	<b>10</b>	<b>1005</b>
<b>Average</b>		<b>44, 12</b>			<b>70, 87</b>			<b>25, 12</b>
<b>Percentage</b>			<b>20 %</b>	<b>80%</b>		<b>75 %</b>	<b>25%</b>	

Source: The result of the test of The Eleventh IPS Graders of Muhammadiyah 2 Islamic Senior High Schools of Metro In The Academic Year 2010 / 2011

Based on the table above it can be seen that there was about 44, 12 in pre test and 70, 87 in post test. There was any increasing about 25, 12 points. And there was about 20% the students have not complete in pretest and increasing about 55% began 75% the students have complete in their post test. And more than half of the students have complete score in their Standard minimum there are 68 in other word the teaching Reading Comprehension by using Understanding Sentence can be increase. And based this caused so the writer stops her research only on the cycle 2.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of treatment on Increasing Reading Comprehension Trough Understanding Sentence, the writer concludes the research that Understanding Sentence can be used as an alternative in teaching reading comprehension, this conclusion can be seen from the result of the student's average score from the pretest (44, 12) to the result of posttest (70, 87). After comparing the result of the pretest and posttest, the writer find out that the average score of students has increased 25, 12 points. And the score which in based on KKM received by 30 students from the 40 students and there was 10 students got the score under the KKM or more than half of the students have complete in

standard minimum. It means that by using Understanding Sentence can be increase the students Reading Comprehension.

## **B. Suggestion**

55

Based on the result of the research and the conclusion state previously, the writer proposes some suggestion as follow:

1. The teacher should be active and creative in teaching learning process, one detailed more for gave the information, one of them is by using understanding sentence have been proved appropriate be applied in teaching reading.
2. The teacher should prepare lesson plan to make the students have comprehension, so they can be increase their English.
3. For the other researcher (teachers), the writer suggests to conduct another research in this field to improve quality of education.

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### **CURRICULUM VITAE**

The writer was born on February, 13<sup>rd</sup> 1989 in Metro, Lampung from happy couple Mr. Suparno Alm and Suratinah. She is the third daughter in her family. She has two older sisters and two young sisters.

The writer graduated from LKMD Kindergarten School in 1996 and then she continued to SD Negri 10 Metro Pusat and graduated in 2001. In that year, she entered in the SMP Negri 6 Metro and graduated in 2004, and she graduated from SMA Muhammadiyah 2 Metro in 2007.

In the year, she continued her study in the State Islamic College Jurai Siwo Metro in Tarbiyah Program, English Education from June 2007 to October 2011.

She was conducted her KKN in Kebagusan, Gedongtatan on 2010 and her PPL in MA Nurul Ulum Kota Gajah on 2011, now she teaching in SD Negeri 1 Metro Pusat.