

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. There are two fundamentally different ways of understanding teaching. The first sees teaching as an instructor centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice transmission. The second sees teaching as a learner centered activity in which the instructor insures that learning is made possible for novice learner and support, guides and encourage students in student active and independent creation of new knowledge. In teaching, teacher teach some language include Indonesian language and English language, in here the writer focused one language that is English language.

English is a foreign language for Indonesian and used in many international activities such as commerce, sport, science, education, and technology. English is an international language which has an important role in communication to interact with other people in the world. In English there are four aspect language skills. They are reading, listening, writing, and speaking. The students must master these four language skills so they can use English actively.

Reading is one of the language skills which help students in the process of learning English. The writers usually find students difficulties in reading English text, because the students do not read the text only, but the student are require to understand the contents of reading materials such as: find out the topic theme, main idea, and answer the question that related with the text, the students are required to have adequate knowledge of language with has

different system, including vocabulary and structure. Reading activities has important role in language learning, in that sense of teaching reading, the teacher must consider among other likes: facilities, student background knowledge and method. To understand the text, students must have good understanding on vocabulary in the target language, as learning a language do not mean merely learning word. Reading activities are the capture and understanding of ideas, reader activities accompanied by out pouring of the soul in living the script. The reading process starts from a mechanical activity that is the activity of the eye for the normal, the feeler for the blind. After the process takes place, reason and institutions that work, in the form of a process of understanding and appreciation. In addition, reading activities also emphasize accuracy and speed as well as patterns of competence or language skills, specific intelligence and broad life referents.

Reading comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also a strategic process which can be taught. As comprehension takes place, words are decoded and associated with their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase, or sentence are not lost before the next is processed. Yet, Reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text.

Vocabulary proficiently will enable the student to acquire the skills of listening, speaking, reading, and writing. The ability to understand the target language greatly depend on one knowledge of vocabulary in the broader sense. It proves that student who does not know English vocabulary fairly well, will have problems when facing new reading materials. If we

want to develop students reading skills ability fastly,we must have many kinds of method to increase the students interest in learning vocabularies and their reading ability.

Teacher in SMA IMELDA MEDAN use the english LKS “bahasa inggris” as media in learning english. Content on this LKS materials is adapted from the teaching learning method which put genres as the main tool.This LKS include four aspect of language skill, listening, speaking, reading, writing.

Students worksheets (LKS) are sheets that contain guidelines for students to carry out activities so that students acquire knowledge and skills that need to be mastered. LKS (student worksheets) are teaching materials that are packaged in an integrated manner so that students can learn the material independently. LKS is a sheet that contains a group activities that must be carried out by studends so that basic abilities are formed accordingly with indicators of learning achievement that must be taken. LKS usually in the form of instructions,the steps to complete the task.

Based on experience in teaching practice program (PPL 2018), the writer observed that the process of comprehending a reading text problem for the students as still a serious. The unsatisfactory result as students reading comprehension regarding might because by following problem. The first is students lack in vocabulary,the second is student are not interested in reading because there is too much text, so the student are borred to read. and the last is student not only read,but also have to understand the contents of the text being read. The learning is teacher oriented. The teacher asked the students to read the text turn. And then the students underlined the unfamiliar words, explain the unfamiliar word, made some question to find if the students had comprehend the reading text. They only focused on difficult words,phrase,grammar ,and how to pronounce the word. They did not focused to find out what the text tell about.

Consequently many student failed to comprehend reading text. It was clear that conventional learning in teaching reading did not lead student to comprehend the reading text well.

In this study the writers focuses only one aspect that is reading material. But the question is does the LKS bahasa inggris available to increase students reading skills or not?

TABLE 1.1

The table of Rubric Score

No.	Name of Students	Score
1.	Adelia louisa	70
2.	Aldi Irawan	40
3.	Adinda Permata lubis	50
4.	Ardiansyah	50
5.	Arya Erlangga	40
6.	Fitry handayani lubis	40
7.	Fina yunisara	50
8.	Ibnu sina	40
9.	Khairul hamsah	50
10.	Jepri dermawan	30
11.	Muhammad akbar	30
12.	Muhammad chairil	30
13.	Maruli tua Sitorus	40
14.	Muhammad ilhamdi	40
15.	Nurul farrenia	60
16.	Nurhaliza lubis	40
17.	Raja gideon manurung	50
18.	Sekar yulianda	60

19.	Siti sahara	50
20.	Surya darma	40
21.	Syahrizal	30
22.	Hendra situmorang	40
23.	Sintia gusti pratiwi	30
24.	Widia pratiwi	30
25.	Yunisahara	40
26.	Rayyan	70
27.	Yusuf ferdianto	30
28.	Tegar asmara	50
29.	Nur cholis	30
30.	Wahfuddin	40

Total Score = 1,290

Total data = 30

Mean = $1,290/30 = 43$

From the observed of reading test, the Students still lack in reading skill. In SMA IMELDA MEDAN , the students were decided mastering the lesson if the Students got score over 75 because KKM of english subject in this school was 75.

The observation above the writer found that 70% the student got 30-50 score and 30% the student got 60-70 score. From the explanation above the writer interested to take the title is **Improving Student's Reading Skill through LKS "Bahasa Inggris" at the Second Year of Sma Imelda Medan.**

1.2 The Problem of the Study

The problem of this research is an attempt to answer the following research questions:

Does the application LKS “bahasa inggris” improve students Reading Skill at the second year students in SMA IMELDA MEDAN ?

1.3 The Objectives of the Study

The objective of the study is :

To find out if LKS “Bahasa Inggris” can improve students reading skill at the second year students in SMA IMELDA MEDAN.

1.4 The Scope of the Study

There are four skill in english, such as reading, speaking, listening, and writing. The scope of this research is about reading especially focus on reading comprehension. There are three main categories of test, such as expository, narrative, and argumentative. The writer will discuss about comprehending narative text.

According to Anderson and Anderson (2003:8) there are five parts of generic structure of narative text : 1) an orientation (can be a paragraph, a picture or opening chapter) in which the narrators tells the audience about who is in the story, when the story is taking the place and where the action is happening. 2) a complecation that sets off a chain of events that influences what will happen in the story. 3) a sequence of events where the characters react to the complication or called as a climax. 4) a resolution in which the characters finally sort out the complication. And the last 5) a re-orientation that provides a comment or moral based on what has been learned from the story (an optional step). This reseach will discuss about student

achievement in reading comprehension by using LKS (Student worksheet) to the second years student at SMA IMELDA Medan.

1.5 The Significance of the Study

The significant of the study are as follows:

- 1.The writer hopes that the student will be motivated in learning english to increase their reading skill.
- 2.To the teachers, the technique applied in this research can enrich their insights to teach reading.
- 3.Finally, the result of this study can give contribution to enrich students reading skiil in the school.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In a research, theories are needed as a basic concept to give more detail information about the research. So that, all the explanation in the research is focused in the case of the study what will be delivered about.

2.2 Reading

Reading is about understanding written texts.It is a complex activity that involves both perception and though.Reading consist of two related processes, they are as follow:

1. Word Recognition

Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. This means that beginning readers need to read a lot of connected text at an appropriate level to solidify word analysis and word recognition abilities to move from sounding out words to rapid word recognition. For example, when students read, the students used eyes to receive written symbols and use brains to convert them into words.

2. Comprehension

Comprehension is the process of making sense of words, sentences and connected text. For example, when a student reads text, the student not only reads the text, but also must know the meaning of the text.

Reading is recognizing written words/written symbols, used to teach pronunciation, a skill which enables us to get messages, grasping information from text. "Reading is most useful and important skill for people. This skill is more important than speaking and writing. Good reading is that which keeps students regular in reading which provides them both pleasure and profit. (Patel and Praveen, 2008:113)".

From the explanation above that reading is a very important skill that students must know. In reading, students also must know the meaning from what they just read and then comprehend about what they just read.

2.2.1 .Reading is a Language Skill

Reading skill enable readers to turn writing into meaning and achieve the goals of independence,comprehension and fluency.Reading skill are specific abilities enable a reader,to read the written form as meaningful language,to read anything written with indenpendence,comprehension and fluency,and the last to mentally interact with the message.

Reading skill is the ability of student to understant text is influenced by the students skill and student ability to process the information. There are two clasified of reading namely extensive reading and intensive “Extensive reading helps in developing reading ability and Intensive or creative reading ,student usually read a page to explore the meaning and to be acquainted with writing mechanicsms” (Hedge 2003 in Alyousef)

From the explanation above the writers conclude that Extensive reading is an approach to second language reading. When students read extensively , students read very easy, enjoyable to build students reading speed and fluency. Intensive reading is a careful study through study and detailed handling of thereader on a short reading of about two to four pages.

2.2.2 Types of Reading

There are some types of reading , those are “perceptive, selective, interactive, and extensive according to (Brown 2004: 189)”. In the case of reading ,variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance, Several types of reading performance are typically identified,and these will serve as organizer of various assessment task.

1.Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading.

2. Selective

In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language.

3. Interactive
Reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, in turn the product of that interaction.

4. Extensive
Extensive reading applies to text of more than a page, up to including professional articles, essays, technical reports, short stories, and books.

From the explanation above the writer concludes that there are four types of reading. Namely, the first is Perceptive reading that focuses on basic aspects of reading such as word alphabetic symbols and phonemes. For example: reading aloud, the second is selective reading that focuses on formal aspects of language, such as lexical and grammatical. For example: matching tasks, and filling tasks, the third is Intensive Reading on a combination of form-focused and meaning-focused but with more emphasis on meaning. Example: ordering task and information transfer, and the last is Extensive reading an approach to language learning including foreign language learning by the means of a large amount of reading. Example: summarizing and responding.

2.2.3 Reading Activities

In reading activities the student must know what they just read and know the meaning. In reading there are two strategies so that the student understand with the just read namely skimming strategies and scanning strategies .

“The strategies skimming and scanning are well-known and help students to improve their speed. skimming involves a through overview of a text and implies a reading competence. Scanning It is to cover a great deal of material rapidly to locate a specific facet or piece of information. It is useful to find specific name, date, statistic, or fact without reading the whole text.” (Macleod 2013 in Abdelrahman & Bsharah) .

From the explanation above the writers conclude that skimming strategies is refers to the process of reading only main ideas within a passage to get an overall impression of the content of reading selection. How to skimming strategies, the first students Read the title of text,and thenRead the introduction or the first paragraph ,and then Read the first sentence of every other paragraph ,and then Read any headings and sub-headings and then, Notice any pictures, charts, or graphs ,and then Notice any italicized or bold face word or phrases the last Read the summary or last paragraph. Scanning is a reading technique to be used when students want to find specific information quickly. Skimming and scanning help in improving the students’ speed and help in improving student abilities of comprehension.

2.3 Teaching Reading Comprehension

Reading without comprehension or understanding is not reading. Many students can pronounce words fluently but when asked what students have just read, they students are unable to respond. in this case, teacher should realize that all aspect of reading process have an effect on comprehension of written material. Comprehension is the essence of reading because the goal of

written language is communication of messages. If students do not understand the message, students are not reading. And vocabulary is fundamentally important for understanding the message.

According to (Hedge 2003 in Alyousef) state any components of the importance in teaching reading of an english course may include a set of learning goals for :

1. The ability to read a wide range of text in english.
2. Building knowlwdge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading style according to reading purpose.
5. Developing an awareness ofthe structure of written text in english.
6. Taking a critical stance to the contents of the text.

From the importance teaching above,teacher realize that very needed to build a condition of learning process as comfort as possible in order to stimulus students interest to be active during learning process accured.

2.3.1 Levels of Reading Comprehension

Comprehension is ability that can be differentiated into three levels. Crawford (2000:38) described three levels of comprehension that are important and needed to be fostered, they are:

2.3.1.1 Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. Questions assessing literal comprehension skill examine how well students can identify and understand information . that is directly stated in a text. This idea is supported by clymer who stated that literal

comprehension requires a reader to be able to retell or recall the facts or information presented in a text.

2.3.1.2 Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning-drawing conclusion about the relationship between or among bits of information that are not explicitly stated. It refers to the ability of a reader to take the information that is inferred or implied within the text.

2.3.1.3 Critical Comprehension

Critical comprehension requires reader to make judgement about what they are reading based on an evaluation of several text grounded factors, the determination is fact not opinion, the objectivity of the author, and whether or not the text is believable.

From the statement above, it can be noted that in teaching reading comprehension the material should be suitable for the level of student themselves. The teacher has to know students ability in comprehending the text by considering this level. The material of learning will be better if the aim of the learning is to improve students level of comprehension

2.3.2 Factors Affecting Reading Comprehension

Reading is a significant skill that learners should know. Reading comprehension is not only read the text but also comprehend the meaning about that the just read.

According to “(Dennis 2008 in Gilakjani & Sabouri) “Reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols.” There are some factors affecting reading comprehension those are:

1. factors Reading comprehension is the complexity of the texts. This factors is influenced by the readers strength and fluency in language and their comprehending of its application and different meaning. In this factors related to the readers understanding and reader fluency. And this factors also influence with a little bit of vocabulary that students has.
2. Factors Enviromental conditions that impact the learner who try to read a passage. In this factors the readers/students may have a lot of problems to understand a text caused of enviorenment effect. For example when student read a text in mall,otomatically students cant concentration and the cant understanding about what the read just now.
3. Factors pertinent to the anxiety during reading comprehension . this factor releted to the students anxiety, for example when the teacher suddenly give a test or homework ,the students will be anxious and panic, and at the time the ability of the students to understand the test will be bad or even the students will be confused and not understand what is assigned by the teacher.
- 4 Factors interest and motivation, learners interest and motivation are very importan in developing reading comprehension skill. In learning english both teacher and students must havean interest and motivation in teaching learning. If student do not have motivation in reading student will find it difficult to undestand the reading.
- 5 Factor decoding or word recognition speed, reader who have problems in decoding and recognizing word read slowly in fid it more difficult to understand the meaning of passage than those without decoding problems. students who have problem in

decoding recognizing word read slowly and find it more difficult to understand the meaning of passages than those without decoding problems.

- 6 Factor concerned with the medical problems, in this process related with the student health. If students have health problems, student will be difficult to understand the reading.

From the explanation above, the writer conclude that there are some factors that affecting reading comprehension namely the complexity of the texts, Factors Enviromental conditions, Factors pertinent to the anxiety during reading comprehension, Factor decoding or word recognition speed, and the last is Factor concerned with the medical problems.

2.3.3 Teaching Reading Techniques

In teaching reading there are many techniques that can be used, with teaching using techniques, students will feel happy and not bored with the lessons that will be delivered by the teacher. In here the writer explain two technique to teaching reading according to James Ward (1980:20) those are :

2.3.3.1 Technique Motivation

Giving motivation to the students are needed. So that how to make the students to interest about the reading topic and how the teacher can make easier the technique in teaching reading if a picture accompanies the reading and creates interest to ask question about it. If there is no picture, the teacher makes it self in blacboard and elided the students to interest about that picture.

2.3.3.2 Technique Presenting Materials.

In this technique, presenting material techniques are techniques where the teacher will provide an opportunity for students to express their opinions about the assignment given by the teacher. This is the role of the technique of presenting material.

1. The teacher asks the students questions from the passage. The students should answer the questions automatically without much thinking.
2. Silent reading by students for the time is short to read aloud too. And the students read aloud after all students really understand.
3. Check the students' comprehension by given passage. Before this, the teacher gives a chance for the students to ask a difficult word or sentence might have hindered their attempt to understand the whole things.

2.4 Media

Media are all forms and channels that are used to convey information messages. The word comes from the Latin media, is the plural form of the word "medium". Literally the word has the meaning of "intermediate" or "introduction" that is intermediaries message source to the message receiver. So in another sense, the media means is to convey the message of the communicator to the audience. Many experts and organizations that provide restriction on the media sense, some of them are follows:

According to the National Education Association (NEA): The media is a means of communication in print and audio-visual form including hardware technology. The media

referred to here are media in the form of print and audio visual such as tape record, internet and so on. Where this media is very helpful for students listening .

According to Briggs : Media is a tool provide incentive for students so that there is a process learning. Media are the communication outlets or tools use to store and deliver information or data. the media is very helpful in the learning process that takes place in the classroom. Because with the media the teacher is easier to convey information using the media, Such as book, picture, LKS (students worksheet), internet, flim and etc.

From the explanation above, the writer conclude that media is a tools used to simplify the on going teaching and leraning process. with the media can help students more easily understand the lessons provided by the teacher.

2.4.1 Types of Media

Media is a tool provide incentive for students so that there is a process learning.

There are some types of media according to (Trianto 2009:235) those are :

1. Media Grafis / Two Dimensi

Media Grafis are media that can be seen, read, and touched. The media rely on the sense of sight and touch. Different types of media are very easy to obtain. Example media photographs, drawings, comics, stickers, posters, megazines, books, LKS

2. Media Model Solid / Three Dimensi

Media Model Solid is a media that can be heard only, use ear senses as its channel. For example : voice, music, and songs, musical instrument, radio broadcast, soun tapes or cd and etc.

3. Media Projection

Media Projection are media that can be heard and viewed simultaneously. This media stir the senses of hearing and sight simultaneously. For example ;the media plays, performance, flim, television.

4. Media Information

Media Information is media that can be search by using internet.

For example : Computer and Internet.

From the explanation above the writer conclude that media is a tools that helpful in the process teaching learning . with media the student more easily to understand the learning that give teacher to students in classroom.

2.5 LKS (STUDENT WORKSHEET)

Students worksheet book is sheets book that are used as a guide in learning and provides work to be done by learner in a particular study. In addition students worksheet book as a support for increasing the activity of students in the learning process can optimize learning outcomes. Student worksheet book is a students guide that is use to conduct an inquiry and problem solving.

Student worksheet book is a sheet book that contains the tasks that must be carry out by learners. Students worksheet book as usually a hint, steps for completing a task, a tasks which he commended in the activity sheet should be clear basic competencies that will be achieved.

Students worksheet book as intangible sheet contains the duties of teacher to students who are adapted to the basic competencies and with the learning objrctive to be achieved. Or it can be said also that is student worksheet as a work students guide is to facilitate students in the implementation of the activities of learning. Teaching by using the student worksheet book in the

teaching and learning process provides benefits, among other makes it easy for teacher to manage the process of teaching and learning, for example in changing conditions of learning which was originally centered on the teacher teacher center became centered on students student centered. Student worksheet is the student guide is used to perform the activities of investigation or problem solving) (Trianto,2009;222)” .

From the explanation above, the writer conclude that LKS can be a guide for the practice of the development of all aspects of learning in the form of a guide experiment or demonstration. LKS contains a set of basic activity that should be carriedout by the students to an understanding of the efforts to establish the basic capabilities of appropriate indicators of the achievement of learning outcomes that must be achieved.

2.5.1 The Benefits of LKS

There are many benefits of student worksheets, according to Darmodjo dan Kaligis,1992 :40, those are:

1. Facilitate the teacher in managing the learning process,for example changing the learning conditions from the teacher centre to student centre.
2. Helping teacher direct their student to be able tofind concepts through their own activities or in work groups.
3. can be used to develop process skills, develop scientific attitude and arouse student interest inthe natural surroundings.
4. Make it easy for teachers to monitor the success of students to achieve learning goal.

From the explanation above, the writer conclude that the benefits of LKS

(student worksheet) are to make it easier for teacher to direct students in teaching and learning process, so that teachers no longer need to dictate questions to student because in student worksheet there are already questions about the proble

2.5.2 Types of LKS (Students Worksheet)

According to (Andi Prastowo 2012: 208-211) there are four types of LKS namely :

1. LKS (Students worksheet) whose findings.

The form of student worksheet (LKS) is design according to the principle of constructivism where student are actively in learning to construct various kinds of concept related to mmatter. Through student worksheet (LKS) students are shown step by step what must be down in learning includes observing and analyzing the concepts and the material presented. This LKS contains what students must do, including observing, doing, and observing.

2. LKS (Students Worksheet) are Applicable and Integrative

The form of this types of student worksheet prioritizes the material that students have learned so that it can be applied in dailay life. This LKS is very appropriate tobe used as ateaching material about moral education where student will be better undesrtand the importanceof the material that has been studied and is beneficial for the life that is lived. Its important for the teacher to continue to supervise hiw student are able to apply the material learned in their daily lives,usually worksheet are supplemented by student activity reports. This LKS contains assignments to student to hold discussions, then ask students to practice giving freedom of opinion that is responsible.

3. LKS (Students Worksheet) is Guide

The student worksheet aims to help student in the learning process undertaken by students. LKS shown students to be able to learn correctly in accordance with the sequence of material so that students can learn the material well. LKS also contains question whose answer are contained in the learning resources used so that students must learn the learning resources in order to master the material. This type of LKS is also very suitable for remedial purpose. This LKS contains questions or entries whose answers are in the book.

4. LKS (Students Worksheet) Reinforcement

This LKS for reinforcement contains material that is as deeping or additional from the main material. By using the LKS students will ceertainly better understand and understand the material being studied, students also get extra material that has beenstudied. This students worksheet (LKS) is very suitable to be applied to enrichment material. This LKS given after students have finished studying a particular topic.

From the explanation above , the writer conclude that types of LKS (Students Worksheet) must be given according to students need, and also must be given according to the ability of students.

2.6 Previous Research

There are some studies using LKS (Students Worksheet) to overcome reading difficulties. The first by Juarsih ,in 2012 an alumnus of state Islamic university of sultan syarif kasim Riau conducted entitled “ improving students reading ability by using LKS (Student

Workshet) at the second year students at SMPN 21 Siak. This study was intended to examine reading ability for students with reading problem. As a result, this research can improve student reading ability by using LKS. The similiity with the writer is same use LKS and reading as a skill. The differences is the writer focus on reading comprehensian that is literal comprehension but her thesis focus on inferential comprehension.

The second study was conducted by Fauzan (2009) entitled “ The improving student reading comprehension (Descriptive text) by using LKS . The similirity with the writer is same use LKS as a media, and same use reading as a skiil, same use subjet is the second year student in senior high school. The differences is her thesis use LKS according by Azhar, while the writer focus according by Trianto. And the writer focus on narative text,but her thesis focus on Descriptive text. The aim of her thesis is can improve students reading skill by using LKS “ bahasa inggris”.

2.7 Conceptual Framework

Reading is considerable important to be enhanced from basic level od education to highest. However the importance of reading cannot be reached if the teaching process is still in problem. The difficulties of beginning reading in orally are caused by the different of written form and spoken form in english. From the problem of reading, the writers try to use student worksheet (LKS), to know the effect of student worksheet on students reading skill.

Students Worksheet (LKS) is sheets book that are used as a guide in learning and provides work to be done by learner in a particular study. To know the effect of using LKS bahasa inggris in reading skill, in pre test, the researcher ask the studing to reading and then answer the question. After that, continued by learning reading by using LKS. Then, the students

have the evaluation by the same test as pre-test. The researcher expected that the student can get the effect by using LKS in their reading skill.

So the writer will use the LKS as a media for learning process in the classroom. Here, the writer used it for reading learning activity. Students Worksheet (LKS) is sheets book that are used as a guide in learning and provides work to be done by learner in a particular study. Then, the skill of the students will be affected by the media, especially in reading skill. It can be shown in the conceptual frame work. In the following the frame.

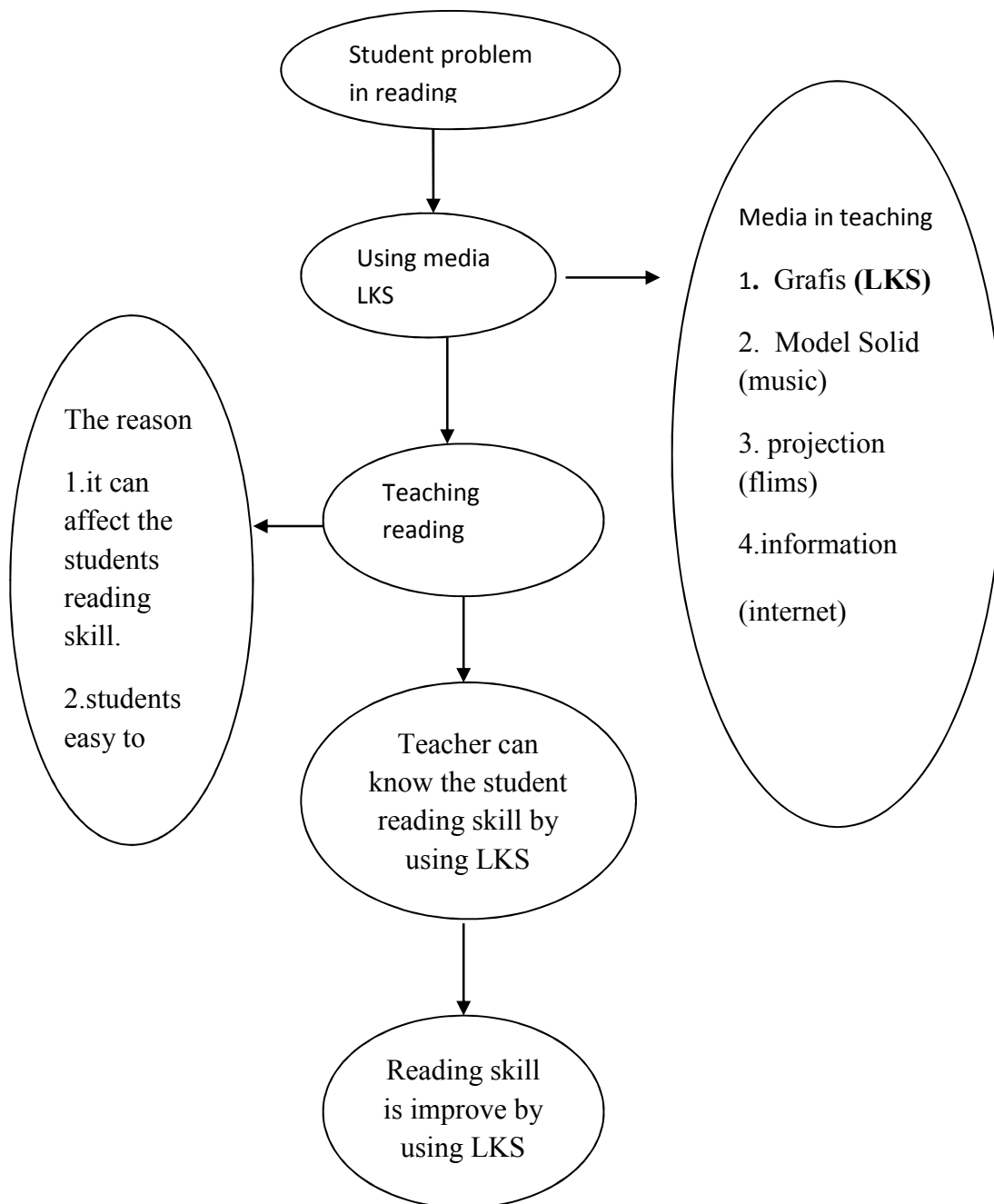


Figure 2.7 The conceptual Framework of teaching reading by using Student worksheet (LKS).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Observing and collecting data for accomplishment of the study which is partially conducted through intensive library research. In research activities the function of method is very important because the success of research is depending on the methods applied. It is too difficult to achieve the purpose of research without using accurate method.

The method apply in this study is classroom action research (CAR). The application of classroom action research was aimed to see the improvement of student narrative reading skill. Wallace (1998 :16) states that classroom action research was different from more the conventional types of research. It is focus on individual of small group professional practice. Based on the definition above can be concluded that research is the process of collecting data. This research is quantitative and qualitative research. it is find by analyzing score of the test done by the students. Computing the scores of the reading test is the way of analyzing quantitative

and qualitative data. The researcher would be use the quantitative and qualitative research in doing the research to describe the data.

3.2 The Population and Sample

The population of this research taken by the students of SMA IMELDA MEDAN. The sample is from the grades XI students of the senior high school which consists of three parallel classes and each class consists of 30 students, and the total of the students in grade XI year are 90 students. The researcher will use random sampling. The technique of sampling is random sampling. The writer taken the sample from the XI MIA 2 with consist 25 students..

3.3 The Instrument for Collecting Data

The writer will be used qualitative and quantitative. Where qualitative data were collected from observation, questionnaire. While the quantitative data was collected from the students' reading score from test

1. Questionnaire sheet

It contains some question were used to know the students opinion about the important of reading and how far they have learnt narrative reading and to know their opinion about how well they learnt narrative reading by using LKS bahasa inggris.

2. Test

In this research , the researcher also use an achievement test to measure the students narrative reading skill. The testis use multiple choice test by using LKS bahasa inggris.

3. Observation sheet

Observation sheet aims at finding out the student data about their presence and activeness in teaching learning process. Observation sheet is usefull to know the students reaction and to find out exciting development due to the aplication of this media. The research has been prepared a previously the observation sheet and filledin with giving (V) sign. If functions to know the students activeness level in learning reading.

3.4 The Procedure of Collecting Data

In this classroom action research, the writer plan toconduct two cycles through LKS bahasa inggris,which is each cycle consist of four stages. They are :
 Planning, action, observation and reflection.

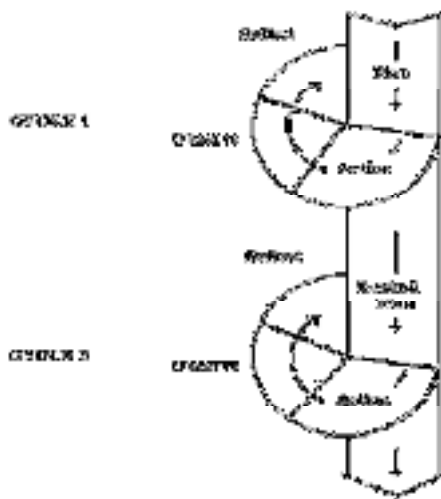


Figure 3.4

3.4.1 Cycle 1

1. Planning

This stage include identifying and limiting the topic,reviewing related literature, and developing research plan. The research plan included the research proposal,lesson plan, teaching material, observation and questionairre sheet, formative test and scoring table and also the media planning is arrangement for doing something. The arrangement included:

- 1) Preparing lesson plan for ecah meeting and preparing the material.
- 2) Preparing the media needed during the research and the instrument to record and analyze the data such as observation and quetionairre sheet
- 3) Preparing the reading comprehension test and giviing pre test to the student to knowthe students basic skill in reading comprehension.
- 4) Designing a teching learning procedure by apllying LKS bahasa inggris.

2. Action

This section discuss about the steps and activity that will be take bt the researcher. Researcher tried to take how much students achievement in reading comprehension of the text, give students treatment ways to comprehend the text, give students assignment in individual, evaluated their mistake and made summarize about the material.

3 . Observation

Observation is held when classroom action research is going on by the collaborator using observation sheet. The observer observed the whole process of action which involved teacher including teaching method and techniques, physical presence, body language, management procedure and so on; the result of this observation about student is used as a reflection in doing the next cycle.

4 . Reflection

Reflection is the inspecting effort on the successor failure in reaching the temporary purpose in order to determine the alternative steps that are probably made to get the final goals of the research. The writer and the collaborator is shared, analyzed and evaluated the information which were obtain from the classroom observation activities and the noted will be take by the collaborator to get feedback on what had been done. This activity will be done after the teaching process. the result of this reflection will be use to determine what should be done in the next cycles.

3.4.2 Cycle II

To achieve the goal determine, however the writer needed to find the appropriate planning to solve the problem. So, by giving the second cycle, the writer will be see the improvement of the student in reading comprehension. The writer use same steps as in the first cycle and in this cycle the writer make some revises in the teaching learning process, such the media and efficiency of time.

1 . Planning

After knowing and analyzing the score of the student in cycle I, the writer made some revise plan according to the student needed such as :

- 1) Preparing and designing the text what will be used during this cycle
- 2) Preparing all the media that needed like text and piece of paper.
- 3) Having seen in the first cycle that student get in active in teaching and learning process, the writer will be control every students by asking everything that they did not understand about the process
- 4) Preparing the test to measure the result of the study.

2 . Action

Action in the second cycle is implementation of revise plan of the first cycle. The procedure in this cycle should be improved in order to get the goal of this researcher. The activities in the second cycles could be seen as follows :

- 1) The writer reviewed student achievement in cycle I and give some comment, opinion and motivation to do the best in the second cycle.
- 2) The writer reviewed the importance of reading and reading comprehension
- 3) The writer ask the about what topic they are interested in.
- 4) The writer ask the student to share everything about the text that given by the writer.
- 5) The writer give 20 items test for them as the second cycle test.

3 . Observation

Observation was done when the classroom action research is going on by collaborator. The writer will observe the whole process of action like both the researcher and the students. It was about the behaviour and all activities in teaching learning process.

4 . Reflection

After cycle II is given to the students, based on this result the writer made the conclusion.

3.5 The Scoring System

To evaluate students improvement in reading comprehension, the students were given 20 items of multiple choice test for 30 minutes before the end of the meeting. The test will be scoring by using score ranging from 0-100 by counting the correct answer and applying the formula :

$$S = \frac{R}{N} \times 100$$

Where :

S = Score of the test

R = Number of the correct answer

N = Number os test item

Table 3.5

The Extent of Students Reading Comprehension:

Score	Category
85-100	very high
70-84	High
60-69	Avarage
50-59	Low
0-49	Very low

3.6 Technique of Analysis Data

This study apply quantitative and qualitative data. Quantitative data are used for describe what can be measured or counted and therefore be considered objective. Qualitative data are used for describe the data that are not able to be counted or measured in an objective way, and it is subjective.

3.6.1 Quantitative Data

The data were gathered by observing the students reading comprehension by computing the score in reading comprehension evaluations. The quantitave data find by analyzing the score test of the students.

To know the development of students reading comprehension score of each cycle, the mean of the students were computed and category the master students, the percentage of the students who get up to 75 was applied.

The mean score will be calculated by using the following formula:

$$\bar{x} = \frac{\sum X}{N} \times 100 \%$$

where :

\bar{x} = the mean of students score

$\sum x$ = the total score

N = the total number of students

Next , to know the improvement of the students score who competent in reading comprehension in each cycle, the following formula is applied :

$$P = \frac{R}{T} \times 100 \%$$

Where :

P = percentage of students ≥ 75

R = number of students getting score ≥ 75

T = the total number of student

3.6.2 Qualitative Data

The qualitative data in this study is observation and questionnaire sheet, it is provided by the writer. Observation sheet is filled by the collaborator by observing the teacher proficiency in some aspect during the teaching learning process in the class. The observation sheet is the

reflection of how the teaching and learning has been done. While questionnaire is use to know the feeling, the perception, the problem and other condidtions of students.it was analyze by scales as follows:

Table 3.6.2 Scale Percentage of Reading

In which	Score	Percentage
Poor	1	0-39 %
fair	2	40-59 %
average	3	60-74 %
good	4	75-84 %
exellent	5	85-100 %

In the end, the data will be analyzed by describing the result of percentage from the check list.

3.7 The validity of the test

Arikunto (2010:211) states that a test is said to have content validity when measuring certain specific goals that align with the subject matter or content that already given. To measure the validity of the test the writer tries to give the multiple choices test to the students. After that, the students score will become result to conclude that the test is valid in testing the students reading skill.there are four types of validity namely, content validitty, construct validity, concurrent validity and predictif vaidity. So, this study will be conducted with content validity. Content validity considers whether a test will the nessesary and appropriate content to measure what is supposued to.. The validity of the test is used to measure the test are really changing the count of student reading skill or not.

Table 3.7

The Test Specification

No.	Content Narrative text (Generic Structure)	Test item	Kinds of test	Score
1	Orientation	4	Mutiple Choice	20
2	Complication	4	Mutiple Choice	20
3	Sequence of events	4	Mutiple Choice	20
4	Resolution	4	Mutiple Choice	20
5	Re-Orientation	4	Mutiple Choice	20
Total		20		100