



**READING COMPREHENSION OF THE TENTH GRADE STUDENTS
OF SMA 1 GEBOG KUDUS
IN ACADEMIC YEAR 2016/2017
TAUGHT BY USING BILINGUAL GLOSSARY**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2017**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education**

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MURIA KUDUS UNIVERSITY

2017

MOTTO AND DEDICATION

MOTTO

- ∞ *Take every chance you get in life because everythings only happens once*
- ∞ *Everythings happen for reason, no regret and enjoy it.*
- ∞ *Seize the day or regretting the time you lost*



ADVISORS' APPROVAL

This is to certify that the Skripsi of Januar Fikriyadin (201032139) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, July 29th, 2016

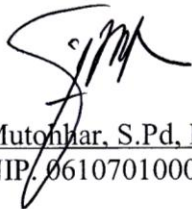
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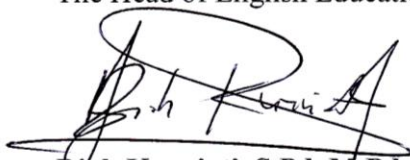
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Kudus, March 2017

Skripsi Examining Committee.



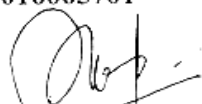
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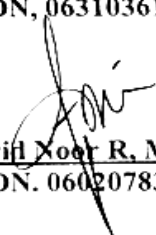
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ACKNOWLEDGEMENT

First of all, the researcher says thanks to Allah SWT, The Most Gracious and The Most Merciful God all the time who has always given mercy and blessing. Finally, the researcher able to complete this skripsi by the title READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF SMA 1 GEBOG KUDUS TAUGHT BY USING BILINGUAL GLOSSARY IN THE ACADEMIC YEAR 2016/2017.

However, the completing of this skripsi could not be achieved without assistance of others. In this opportunity, he would like to express his gratitude to:

1. Dr. Slamet Utomo, M.Pd, the Dean of Teacher Training and Education Faculty who has given motivation to finish and compile this study.
2. Diah Kurniati, S.Pd, M.Pd, the Head of English Education Department.
3. Rismiyanto, SS, M.Pd as the first advisor who has always given corrections and suggestions during completing this skripsi.
4. Mutohhar, S.Pd, M.Pd., as the second advisor who has already approved this research and given a lot of guidance in the writing this study.
5. Headmaster and english teateacher of SMA 1 Gebog Kudus who has given permission and opportunity to the researcher by doing the research.
6. All of the English lecturers of English Education Department of Teacher Training and Education Faculty of Muria Kudus University
7. The researcher's parents, brothers, and sisters entire families who always give support and motivation to the researcher.
8. All of the researcher's beloved friends who always help and support him.

In addition, he would like to express his sincerest gratitude to the readers for some critics and suggestion. He hopes this skripsi will be useful for everyone who concern to the topic.

Kudus, March 2017

Januar Fikriyadin



ABSTRACT

Fikriyadin, Januar. 2017. *Reading comprehension of the tenth grade students of SMA 1 Gebog kudu taught by using Bilingual glossary in the Academic Year 2016/2017*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Rismiyanto, S.S, M.Pd. (2) Mutohhar, M.Pd.

Key words: *Reading Comprehension taught by using Bilingual Glossary .*

Reading is one of the four basic skills of English language that should be mastered by the learners beside all of the major skills. Reading is vital and important activity in every language, reading as recursive acts of communication, lends himself particularly well to analysis and reflection about the process of producing and interpreting meaning through language. Reading can be seen as an interactive process between a reader and a text which lead automaticity. In this process, the reader interacts dynamically with the text as students try to elicit the meaning,

Bilingual Glossary is a bank account of words and meanings to drawn upon in moments of need. Based on the observation, in the tenth grade in the teaching learning process, some of students have difficulties in understanding the meaning of English text. It is caused by their lack of vocabulary so that they have a difficulties in understanding meaning word by word.

The purpose of the researcher is to find out whether there is a significant difference between the reading comprehension of the tenth grade students of SMA 1 gebog kudu in the academic year 2016/2017 before and after being taught by using bilingual glossary.

In this research the researcher uses quasi experimental research design. There are two variables; bilingual glossary as independent variable and English achievement of the tenth grade students of SMA 1 Gebog Kudus in academic year 2015/ 2016 as dependent variable. The researcher determines tenth grade students of SMA 1 Gebog Kudus in academic year 2016/ 2017 as the population. The researcher takes samples in class X-MIPA-1 of experiment.

After conducting the treatment of Bilingual Glossary of the tenth grade students of SMA 1 Gebog Kudus taught by using Bilingual Glossary in the academic year 2016/ 2017, The result of the experiment can be seen that the calculation of t-test, with the level of significance 5%, the Degree of Freedom (Df) is 40, and t-table (t_t) 2.021, the t- obtained (t_o) 7.70. In the other words, t-obtained is higher than t-table. The reading comprehension of the tenth grade students of SMA 1 Gebog Kudus after being taught by using bilingual glossary the academic year 2016/ 2017 is “good”. It is showed by the mean is 73.79 and the standard deviation is 11.24. It is higher than the mean of the reading comprehension of the tenth grade students of SMA 1 Gebog Kudus before being taught by using bilingual glossary in academic year 2016/ 2017 which the mean 63.06 and standard deviation is 14.44. It is categorized as “sufficient”. It means

that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is confirmed.

Based on the research result above, the researcher concludes that bilingual glossary is an effective media in teaching reading comprehension of the tenth grade students of SMA 1 Gebog Kudus in academic year 2016/ 2017. For the teacher and the other researcher can give bilingual glossary as a media to make students focus during the teaching learning process.



ABSTRAKSI

Fikriyadin, Januar. 2017. *pemahaman membaca siswa kelas sepuluh SMA 1 Gebog Kudus belajar dengan bilingual glossary tahun pelajaran 2016/2017*. Skripsi. Progam Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Rismiyanto, S.S, M.Pd. (2) Mutohhar, M.Pd.

Kata Kunci: *Belajar pemahaman membaca dengan kamus dwi bahasa*

Membaca adalah salah satu dari empat kemampuan dasar dalam bahasa inggris yang harus di kuasai oleh siswa selain kemampuan lainnya. Membaca adalah aktifitas penting dan sangat mendalam dalam setiap bahasa, membaca adalah tindakan rekursif dalam berkomunikasi, sangat baik untuk menganalisa dan merefleksikan suatu proses didalam memproduksi dan menerjemahkan suatu bahasa. membaca juga dapat di artikan sebagai proses interaktif secara otomatis antara teks tertulis dengan pembacanya. Dalam proses ini, pembaca berinteraksi langsung dengan teks seperti murid yang sedang mencoba menerjemahkan teks. Bilingual Glossary atau kamus dwi bahasa adalah kumpulan kata-kata dan artinya yang dapat digunakan ketika membutuhkannya. Hasil dari penelitian, didalam proses pembelajaran kelas sepuluh, beberapa murid mengalami kesulitan didalam memahami arti di dalam teks bahasa inggris. Di karenakan kurangnya perbendaharaan kata mereka sehingga kesulitan didalam memahami maksud dari setiap kata-katanya.

Tujuan dari penelitian ini adalah untuk mencari apakah ada perbedaan signifikan pemahaman membaca kelas sepuluh SMA 1 gebog kudus di tahun pembelajaran 2016/2017 sebelum dan sesudah belajar menggunakan bilingual glossary.

Di dalam penelitian ini penulis menggunakan desain penelitian quasi eksperimen. Terdapat dua variabel; bilingual glossary sebagai independen variabel dan nilai bahasa inggris kelas sepuluh SMA 1 gebog kudus di tahun pembelajaran 2016/2017 sebagai dipenden variabel. Penulis menentukan kelas sepuluh SMA 1 Gebog Kudus di tahun pembelajaran 2016/2017 sebagai kelas penelitian. Penulis menjadikan kelas X-MIPA-1 sebagai kelas penelitian.

Setelah selesai melakukan kegiatan pembelajaran menggunakan bilingual glossary di kelas sepuluh SMA 1 gebog kudus di tahun pembelajaran 2016/2017, Hasil dari penelitian dapat dilihat dari hasil penghitungan t-test, dengan tingkat keabsahan 5%, derajat kebebasan (Df) 40, t-table 2,021, dan the t- obtained (t_0) 7,70. Dengan kata lain t-obtained lebih besar dari pada t-table. Pemahaman membaca kelas sepuluh SMA 1 Gebog Kudus setelah kegiatan pembelajaran menggunakan bilingual glossary di tahun pembelajaran 2016/2017 dikategorikan bagus. Hal ini ditunjukkan oleh rata-rata yaitu 73,79 dan dengan standar deviasi 11,24. Data tersebut lebih tinggi dari rata-rata pemahaman membaca siswa kelas sepuluh SMA 1 Gebog Kudus sebelum kegiatan pembelajaran menggunakan bilingual glossary di tahun pembelajaran 2016/2017 yaitu 63,06 dan standar deviasi 14,44. Dan hasil tersebut dikategorikan cukup. Dan hasil tersebut

dikategorikan cukup. Dari data diatas disimpulkan bahwa hipotesis nol ditolak dan hipotesis pilihan diterima.

Berdasarkan hasil penelitian, penulis menyimpulkan bahwa media pembelajaran menggunakan bilingual glossary efektif untuk digunakan dalam pengajaran pemahaman membaca pada siswa kelas sepuluh SMA 1 gebog Kudus tahun pelajaran 2016/2017. Bagi guru dan peneliti lainnya dapat menggunakan bilingual glossary sebagai media untuk membuat siswa fokus selama kegiatan belajar mengajar.



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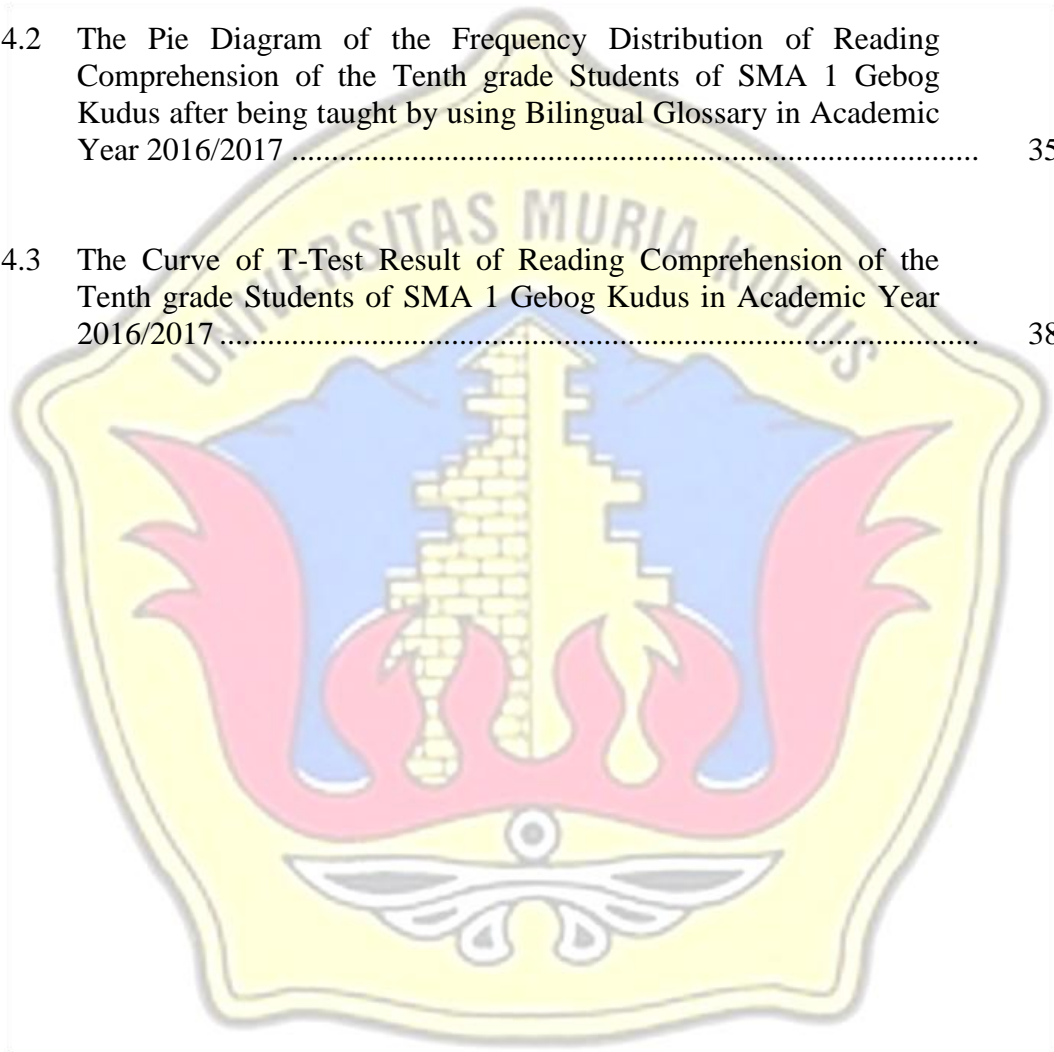


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