



**THE READING ABILITY OF THE SEVENTH GRADE
STUDENTS OF MTs NU MIFTAHUL FALAH
CENDONO DAWE KUDUS IN ACADEMIC YEAR 2013/2014
TAUGHT BY USING READING BOX**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fullfilment of Requirement for Completing the Sarjana Program
in English Education**

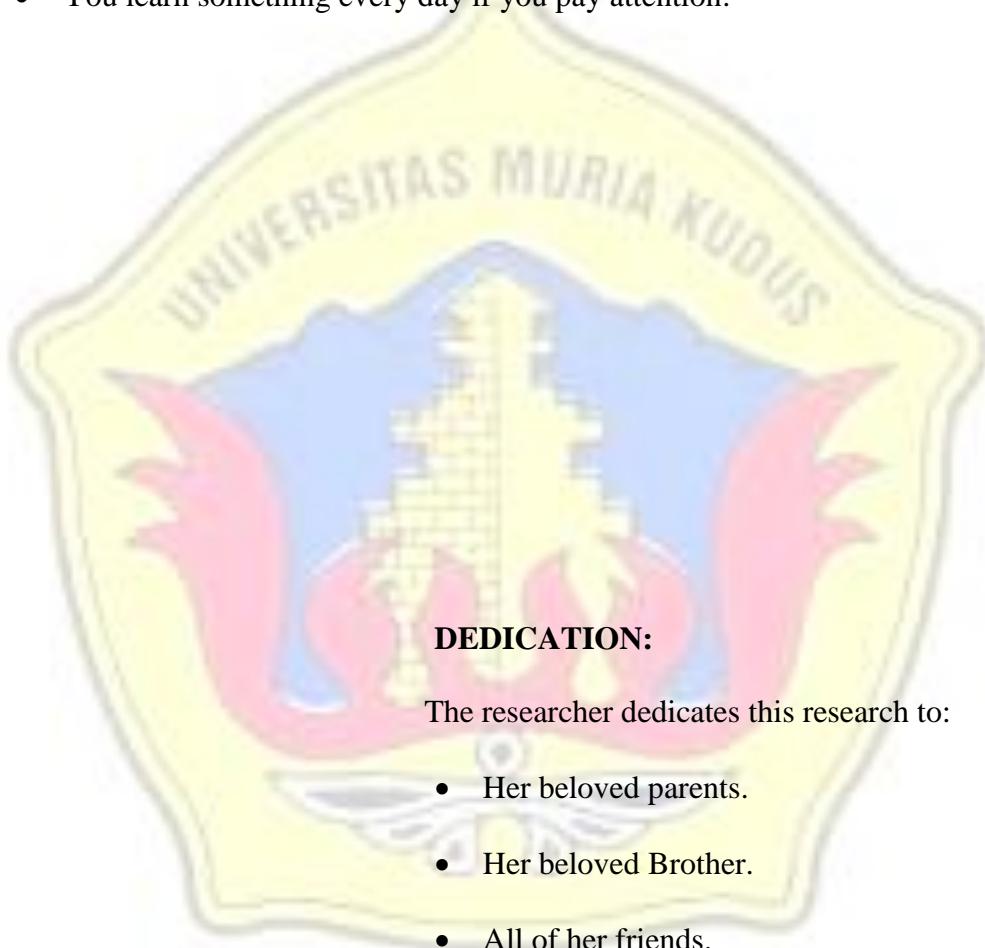
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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2014**

MOTTO AND DEDICATION

MOTTO:

- Experience is the best teacher.
- Learning is a treasure that will follow its owner everywhere.
- You learn something every day if you pay attention.



DEDICATION:

The researcher dedicates this research to:

- Her beloved parents.
- Her beloved Brother.
- All of her friends.

ADVISORS' APPROVAL

This is to certify that the Skripsi of Tri Wahyuni (2010-32-058) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, July 2014

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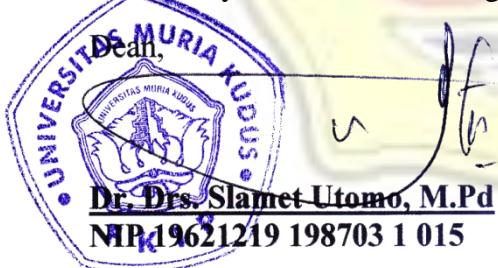
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Acknowledged by

The Faculty of Teacher Training and Education



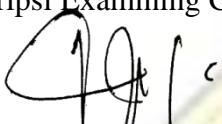
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This is to certify that the Skripsi of Tri Wahyuni (2010-32-058) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

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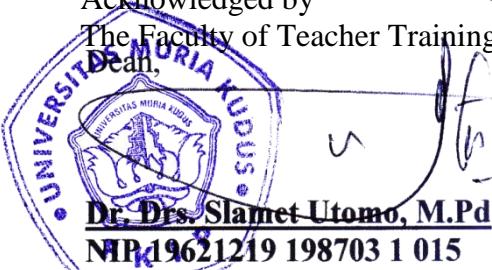

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The researcher realizes that she is not able to complete her final project without support, advice, and encouragement for many people. Therefore, the researcher would like to express her sincerest gratitude, to those who are directly or indirectly involved in the completion of this final project. They are:

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The researcher hopes this skripsi can give benefit to everyone and useful for all of the readers especially who are in the field of education.

Kudus, May 2014

Tri Wahyuni

ABSTRACT

Wahyuni, Tri. 2014. *The Reading Ability of the Seventh Grade Students of MTs NU Miftahul Falah Cendono Dawe Kudus in Academic Year 2013/2014 Taught by Using Reading Box.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Titis Sulistyowati, S.Pd.,M.Pd., (2) Drs. Suprihadi, M.Pd.

Key words: *Reading Ability, Reading Box*

English skills consist of four skills, there are listening, speaking, reading and writing. Reading is one of important skills that must be learned by the students. Because most of the students' test in written form and reading test. That's why; the students should be able in reading, such as scanning, skimming, and referring words, etc. So, they can increase their reading ability. Even though reading is dominant in teaching English, but the result of students's reading test is still unsatisfactory and many students get low score. In this case the teacher should use appropriate media to make the students more interest and active in the classroom. Reading box is one of medium that can be used by the English teacher to teach reading. Hopefully, it can increase the students' reading ability.

The objective of this research is to know whether there is a significant different of the reading ability of the seventh grade students of MTs NU Miftahul Falah Cendono Dawe Kudus in academic year 2013/2014 before and after being taught by using reading box.

This research is an experimental research used one group with pre-test and post-test. The population of this research was all of the seventh grade students of MTs NU Miftahul Falah Cendono Dawe Kudus in academic year 2013/2014. The number of sample is 34 students which are taken by cluster randomly from the seventh grade students. The researcher took class VII D as the sample. Test is used as the instrument of this research. There are pre-test and post-test to get the score and to know the data before and after being taught by using reading box. From these score can be known wheter there is or no significant different between the reading ability of the seventh grade students of MTs NU Miftahul Falah Cendono Dawe Kudus in academic year 2013/2014 before and after being taught by using reading box.

The result of this research can be seen from the mean of the pre-test is 59.53, standard deviation is 6.48. While the mean of post-test is 85.77, standard deviation is 10.67. Hypothesis testing in the level of significance 0.05 and degree of freedom (df) 33, the t-obtained (t_0) is 12.47 and t-table (t_t) is 2.042, so the t-obtained falls in the critical region. Therefore, the researcher concludes that there is a significant difference between the reading ability of the seventh grade students of MTs NU Miftahul Falah Cendono Dawe Kudus in academic year 2013/2014 before and after being taught by using reading box.

From the facts above, the researcher suggests the English teacher to give reading box in every reading activity inside the classroom or outside the classroom. The researcher also suggests students to do reading activity when they are in the school, at home or everywhere. And for the further researcher, the researcher suggests to be more creative to modify reading box as a medium of teaching reading.



ABSTRAK

Wahyuni, Tri. 2014. *Kemampuan Membaca Siswa Kelas VII MTs NU Miftahul Falah Cendono Dawe Kudus Tahun Ajaran 2013/2014 yang Diajarnya Menggunakan Kotak Bacaan*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Titis Sulistyowati, S.Pd.,M.Pd., (ii) Drs. Suprihadji, M.Pd.

Kata kunci: *Kemampuan membaca, Kotak Bacaan*

Keterampilan bahasa inggris terdiri dari empat keterampilan, ada mendengarkan, berbicara, membaca, dan menulis. Membaca adalah salah satu keterampilan penting yang harus dipelajari oleh siswa. Karena kebanyakan dari ulangan siswa dalam bentuk tertulis dan test membaca. Maka dari itu, siswa harus mampu dalam membaca. Seperti scanning, skimming, dan merujuk kata, dan lain sebagainya. Jadi, mereka dapat meningkatkan kemampuan membacanya. Meskipun membaca adalah utama di dalam pengajaran bahasa inggris, tetapi hasil dari siswa dalam test membaca masih belum memuaskan dan banyak siswa mendapat nilai rendah. Dalam kasus ini seorang guru harus menggunakan media yang tepat untuk membuat siswa lebih tertarik dan aktif di dalam sebuah ruang kelas. Kotak bacaan adalah salah satu media yang dapat digunakan oleh seorang guru bahasa inggris untuk mengajar membaca. Diharapkan, itu dapat meningkatkan kemampuan membaca siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan terhadap kemampuan membaca siswa kelas VII MTs NU Miftahul Falah Cendono Dawe Kudus tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan kotak bacaan.

Penelitian ini adalah penelitian eksperimen menggunakan satu kelompok dengan pre-test dan post-test. Populasi dari penelitian ini adalah semua siswa kelas VII MTs NU Miftahul Falah Cendono Dawe Kudus tahun ajaran 2013/2014. Jumlah sampel adalah 34 siswa yang diambil secara acak berkelompok dari siswa kelas VII. Peneliti mengambil kelas VII D sebagai sampel. Tes digunakan sebagai alat dalam penelitian ini. Ada pre-test dan post-test untuk memperoleh nilai siswa dan untuk mengetahui data sebelum dan sesudah diajar dengan menggunakan kotak bacaan. Dari nilai tersebut dapat diketahui bahwa ada atau tidaknya perbedaan yang signifikan antara kemampuan membaca siswa kelas VII MTs NU Miftahul Falah Cendono Dawe Kudus tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan kotak bacaan.

Hasil dari penelitian ini dapat dilihat dari rata-rata pre-test adalah 59.53, standard deviasinya adalah 6.48. Sedangkan rata-rata dari post-test adalah 85.77, standard deviasi adalah 10.67. Pengujian hipotesis di level signifikansi 0.05 dan tingkat kebebasan (df) 33, t-obtained (t_0) adalah 12.47 dan t-tabel (t_t) adalah 2.042, jadi t-obtained jatuh di daerah kritis. Maka, peneliti menarik kesimpulan

bahwa ada perbedaan yang signifikan antara kemampuan membaca siswa kelas VII MTs NU Miftahul Falah Cendono Dawe Kudus tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan kotak bacaan.

Dari fakta-fakta di atas, peneliti menyarankan guru bahasa inggris untuk memberikan kotak bacaan di setiap aktifitas membaca baik di dalam maupun di luar kelas. Peneliti juga menyarankan kepada siswa untuk melakukan kegiatan membaca ketika mereka di sekolah, di rumah atau dimana saja. Dan untuk peneliti berikutnya, peneliti menyarankan untuk lebih kreatif dalam memodifikasi kotak bacaan sebagai media dalam pengajaran membaca.



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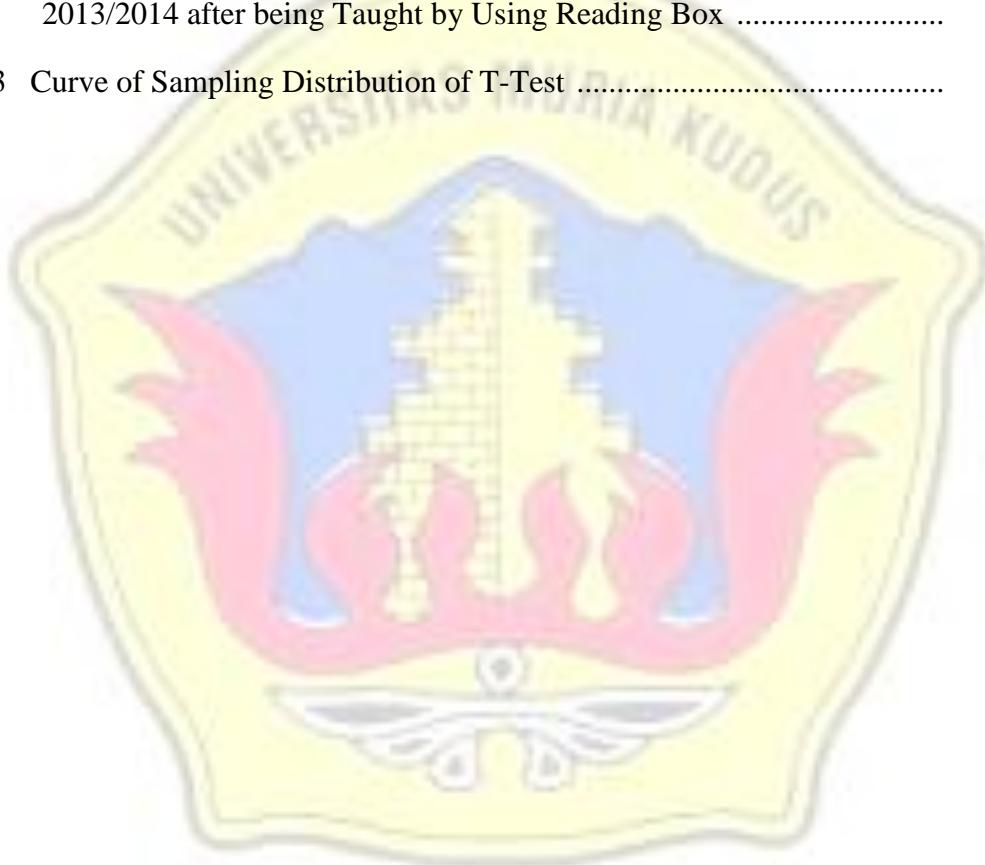
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