



**THE READING COMPREHENSION OF THE NINTH GRADE
STUDENTS OF SMP 1 JATI KUDUS
IN ACADEMIC YEAR 2014/2015 TAUGHT BY USING
MEDIATED INSTRUCTION OF TEXT**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

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

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2014**

MOTTO AND DEDICATION

Motto:

- *“My talent is my spirit”*
- *“When we know better, let’s do better!”*

Dedication:

This skripsi is dedicated to:

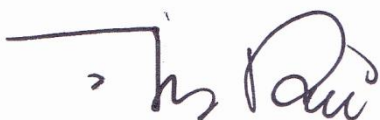
1. *Allah SWT*
2. *The prophet Muhammad SAW*
3. *The writer’s parents*
4. *The writer’s siblings*
5. *The writer’s friends*
6. *KUMANBARIS*
7. *SAJAKU*

ADVISORS' APPROVAL

This is to certify that the Skripsi of Achmad Thaariq (2010 32 072) has been approved by the skripsi advisors for further approval by the Examining Committee.

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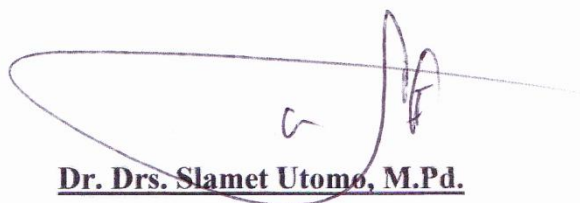


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Skripsi Examining Committee



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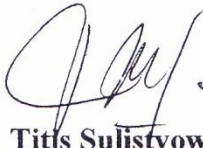
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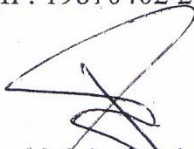
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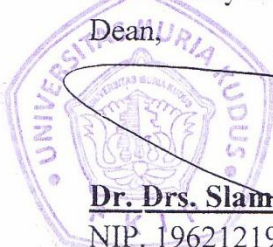


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There are many people who gave endless help during his struggle to complete this research proposal. The writer would also like to convey his special gratitude to them. They are:

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Besides that, the writer apologies for any mistakes and happily receive any constructive criticism and suggestion, but the writer hopes that it will be useful for those especially who are in the field of education.

Kudus, September 2014
The writer

Achmad Thaariq
2010-32-072

ABSTRACT

Thaariq, Achmad. 2014. *The Reading Comprehension of the Ninth Grade Students of SMP 1 Jati Kudus in Academic Year 2014/2015 Taught by Using Mediated Instruction of Text*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Suprihadi, M.Pd. (2) Aisyah Ririn P U, S.S, M.Pd.

Key words: *Reading Comprehension, Mediated Instruction of Text*

As one of four language skills, reading contributes to the success of language learning as well as the other skills. Reading is included as part of learning English material in educational institution, from elementary school to college level. English lesson is also taught in one of Junior High schools in Kudus regency, which is SMP 1 Jati Kudus. Even though reading is dominant in teaching English, but the result of students's reading test is still unsatisfactory and many students get low scores. In this case the teacher should use appropriate strategy to make the students more interest and active in the classroom. Mediated Instruction of Text is one of strategy that can be used by the English teacher to teach reading. Hopefully, it can increase the students' reading comprehension.

The objective of this research is to know whether there is a significant different of the reading comprehension of the ninth grade students of SMP 1 Jati Kudus in academic year 2014/2015 before and after being taught by using Mediated Instruction of Text.

This research was an experimental research used one group with pre-test and post-test. The population of this research was all of the ninth grade students of SMP 1 Jati Kudus in academic year 2014/2015. The number of sample is 34 students which are taken by cluster randomly from the eighth grade students. The writer took class IX F as the sample. The writer taught Narrative and Recount texts. 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 Mediated Instruction of Text. These score showed that there is or no significant different between the reading comprehension of the ninth grade students of SMP 1 Jati Kudus in academic year 2014/2015 before and after being taught by using Mediated Instruction of Text.

The result of this research can be seen from the mean of the pre-test at 66.38 and SD at 7.04. While the mean of post-test is 76.44 and SD is 7.98. Hypothesis testing in the level of significance 0.05 and degree of freedom (*df*) 33, the *t*-observation (t_0) at 7.36 and *t*-table (t_t) at 2.042, the *t*-observation is higher than *t*-table ($t_0 = 7.36 > t_t = 2.042$). Therefore, the writer concludes that there is a significant difference between the reading comprehension of the ninth grade students of SMP 1 Jati Kudus in academic year 2014/2015 before and after being taught by using Mediated Instruction of Text.

Thus the writer indicates that the teachers can use Mediated Instruction of Text in teaching reading because it can give good contribution as a strategy in improving the reading comprehension of the students. And for further researcher, the writer suggests to be more creative to modify Mediated Instruction of Text as a strategy of teaching reading.



ABSTRAK

Thaariq, Achmad. 2014 *Kemampuan Membaca Siswa Kelas IX SMP 1 Jati Kudus Tahun Ajaran 2014/2015 yang Diajar Menggunakan Mediated Instruction of Text*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Drs. Supriyadi, M.Pd. (2) Aisyah Ririn P U, S.S, M.Pd.

Kata kunci: *Kemampuan membaca, Mediated Instruction of Text*

Sebagai salah satu dari empat ketrampilan bahasa, Membaca menyokong kesuksesan dalam pembelajaran bahasa sebagaimana baiknya dengan keterampilan bahasa lainnya. Membaca termasuk bagian dari materi pembelajaran bahasa Inggris dalam lembaga pendidikan, dari sekolah dasar hingga perguruan tinggi. Pelajaran bahasa Inggris juga diajarkan di salah satu sekolah menengah pertama di kabupaten Kudus yang mana adalah SMP 1 Jati Kudus. 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 metode yang tepat untuk membuat siswa lebih tertarik dan aktif di dalam sebuah ruang kelas. Mediated Instruction of Text adalah salah satu strategi yang dapat digunakan oleh seorang guru bahasa Inggris untuk mengajar membaca. Diharapkan, itu dapat meningkatkan kemampuan pemahaman membaca siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan terhadap kemampuan membaca siswa kelas IX SMP 1 Jati Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajar dengan menggunakan Mediated Instruction of Text.

Penelitian ini adalah penelitian experiment menggunakan satu kelompok dengan pre-test dan post-test. Populasi dari penelitian ini adalah semua siswa kelas IX SMP 1 Jati Kudus tahun ajaran 2014/2015. Jumlah sampel adalah 34 siswa yang diambil secara acak berkelompok dari siswa kelas IX. Peneliti mengambil kelas IXF sebagai sampel. Peneliti mengajar teks Narrative dan Recount. 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 menunjukkan bahwa ada atau tidaknya perbedaan yang signifikan antara kemampuan membaca siswa kelas IX SMP 1 Jati Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajar dengan menggunakan Mediated Instruction of Text.

Hasil dari penelitian ini dapat dilihat dari rata-rata pre-test adalah 66.38, standard deviasinya adalah 7.04. Sedangkan rata-rata dari post-test adalah 76.44, standard deviasi adalah 7.98. Pengujian hipotesis di level signifikasi 0.05 dan tingkat kebebasan (df) 33, t-observasi (t_0) adalah 7.36 dan t-tabel (t_t) adalah 2.042, t-observasi lebih tinggi daripada t-tabel ($t_0 = 7.36 > t_t = 2.042$). Maka, peneliti menarik kesimpulan bahwa ada perbedaan yang signifikan antara kemampuan

membaca siswa kelas IX SMP 1 Jati Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajar dengan menggunakan Mediated Instruction of Text.

Dengan demikian Peneliti menunjukkan bahwa guru dapat menggunakan Mediated Instruction of Text dalam mengajar membaca, karena dengan Mediated Instruction of Text dapat memberikan pemahaman membaca bagi siswa. Dan untuk peneliti berikutnya, peneliti menyarankan untuk lebih kreatif untuk memodifikasi Mediated Instruction of Text sebagai strategi dalam pengajaran membaca.



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