



**THE READING COMPREHENSION OF RECOUNT TEXT
OF THE EIGHTH GRADE STUDENTS
OF SMP N 1 KALINYAMATAN JEPARA IN THE ACADEMIC YEAR 2011/2012
TAUGHT BY USING TEAM TEACHING STRATEGY**

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**Presented to the Muria Kudus University
In Partial Fulfillment of the Requirements
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In English Education**

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MOTTO AND DEDICATION

Motto:

- ❖ *Success is journey, not a destination.*
- ❖ *We shall have no better conditions in the future if we are satisfied with all those which we have at present.*
- ❖ *The future depends on what we do in the present.*

This is especially dedicated to:

- **My beloved parents,**
- **My family,**
- **My lovely and my friends**
- **Any body who support me**

ADVISOR'S APPROVAL

This is to certify that the skripsi of **Anik Afriani** has been approved by the advisors for further approval by the examining committee.

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Praise is to Allah SWT the Almighty, the most Gracious and Merciful, so I can finish this skripsi entitled “The Reading Comprehension of Recount Text of the Eighth Grade Students of SMP N 1 Kalinyamatan Jepara in Academic Year 2011/2012 Taught by Using the Team Teaching Strategy.”

I realize that this skripsi would never be complete without assistance of others. I would like to express my sincerest appreciation and deepest gratitude to:

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The writer hopes that this study will give useful significances to the readers, especially for the students of English Education Department, Teacher Training and Education Faculty Muria Kudus University.

Kudus, November 2011

Anik Afriani

ABSTRACT

Afriani, Anik. 2011. *The Reading Comprehension of Recount Text of the Eighth Grade Students of SMP N 1 Kalinyamatan Jepara in Academic Year 2011/2012 Taught by Using Team Teaching Strategy*. Skripsi: English Education Department, Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Rismiyanto, SS, M.Pd, (2) Dra. Hj. Sri Endang Kusmaryati, M.Pd

Keywords: Reading Comprehension, Team Teaching Strategy.

Reading is kind of activity to comprehend the writer's ideas or the way writer communicates with the reader by way of the written or printed words. However, the fact shows students have difficulties to comprehend the content of the texts. Team teaching strategy is one of strategy with two teachers delivering instruction and increasing the instructional options for the students, all students have more opportunities to participate actively in their learning.

The objective of this research is to find out whether there is a significant difference of the reading comprehension of recount text of the eighth grade students of SMP N 1 Kalinyamatan Jepara in academic year 2011/2012 before and after being taught by using the team teaching strategy.

The subjects of the research were the eighth grade students of SMP N 1 Kalinyamatan Jepara in academic year 2011/2012 with the number of students 37 from the population students 218. In choosing the sample of the research, the writer used cluster random sampling. The design of this research was experimental research because it is to find out whether there is effect relation to the variable or not. There was one experimental group.

The result showed that the reading comprehension of recount text of the eighth grade students of SMP N 1 Kalinyamatan Jepara in academic year 2011/2012 before being taught by using the team teaching strategy was categorized sufficient. The score of mean and deviation standard are 59.92 and 10.6. Meanwhile, the reading comprehension of recount text of the eighth grade students of SMP N 1 Kalinyamatan Jepara in academic year 2011/2012 after being taught by using the team teaching strategy was categorized good. The score of mean and deviation standard are 75.02 and 11.6. The calculation of t-test gets result 8.4 and in the level of significant 0.05 and the degree of freedom (df) 35 which is gained N1-1 t-table is 2.04. It is concluded that there is any significant differences of the reading comprehension of recount text of the eighth grade students of SMP N 1 Kalinyamatan Jepara in academic year 2011/2012 before and after being taught by using the team teaching strategy.

Considering the process and the results of this research, I suggests that the English teacher can apply team teaching strategy in teaching reading into heterogeneous class with different ability so that they have same enhance to be success, the teacher should have a good understanding of the skills that students need in reading, the students should be more active because they are center of

learning and the teacher is as the motivator and facilitator. And I hope this study can be used by the teacher in teaching to improving the students' reading skill.

ABSTRAKSI

Afriani, Anik. 2011. *Pemahaman Membaca Teks Recount Pada Siswa Kelas VIII SMP N 1 Kalinyamatan Jepara Tahun Pelajaran 2011/2012 Diajar Dengan Menggunakan Strategi Pengajaran Beregu*. Skripsi: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Rismiyanto, SS, M.Pd, (2) Dra. Hj. Sri Endang Kusmaryati, M.Pd

Keywords: Pemahaman Membaca, Strategi Pengajaran Beregu.

Membaca merupakan jenis kegiatan untuk memahami ide penulis atau cara penulis berkomunikasi dengan pembaca dengan cara tertulis atau tercetak. Namun, fakta menunjukkan siswa mengalami kesulitan dalam memahami isi teks. Strategi team teaching merupakan salah satu strategi dengan dua guru dalam menyampaikan pelajaran dan meningkatkan pengajaran yang optimal untuk siswa, semua siswa harus lebih pantas untuk aktif berpartisipasi dalam pembelajarannya.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan membaca teks siswa kelas VIII SMP N 1 Kalinyamatan Jepara pada tahun akademik 2011/2012 sebelum dan sesudah diajar dengan menggunakan strategi pengajaran beregu.

Subyek penelitian adalah siswa kelas VIII SMP N 1 Kalinyamatan Jepara tahun ajaran 2011/2012 dengan jumlah siswa 37 dari 218 siswa keseluruhan. Dalam memilih sampel penelitian, penulis menggunakan cluster random sampling. Desain dari penelitian ini adalah eksperimen karena penelitian ini bertujuan untuk menemukan apakah ada hubungan akibat dari variabel atau tidak. Ada satu kelompok penelitian.

Hasil penelitian menunjukkan bahwa kemampuan siswa kelas VIII SMP N 1 Kalinyamatan Jepara tahun ajaran 2011/2012 dalam membaca teks recount sebelum diajar menggunakan strategi pengajaran beregu dikategorikan cukup. Nilai mean dan standar deviasi adalah 59.92 and 10.6. Sementara itu, kemampuan membaca teks recount pada siswa kelas VIII SMP N 1 Kalinyamatan Jepara tahun ajaran 2011/2012 setelah diajar menggunakan strategi pengajaran beregu tergolong baik. Nilai mean dan standar deviasi adalah 75.02 and 11.6. Perhitungan hasil t-test mendapatkan 8.4 dan tingkat signifikan 0.05 dan df 35 yang diperoleh dari N-1, t-tabel adalah 2.04. Hal ini dapat disimpulkan bahwa ada perbedaan yang signifikan dari kemampuan membaca teks recount pada siswa kelas VIII SMP N 1 Kalinyamatan Jepara tahun ajaran 2011/2012 sebelum dan sesudah diajar menggunakan strategi pengajaran beregu.

Berdasarkan hasil penelitian ini, penulis menyarankan: Guru bahasa Inggris dapat menggunakan strategi pengajaran beregu dalam mengajar membaca kedalam kelas heterogen dengan kemampuan siswa yang berbeda agar mereka memiliki kesempatan yang sama untuk sukses, guru harus memiliki pemahaman yang baik tentang ketrampilan yang dibutuhkan siswa dalam membaca. Para siswa harus lebih aktif dalam pengajaran membaca karena mereka adalah pusat dari pembelajaran dan guru sebagai motivator dan fasilitator. Penulis berharap

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