

**USING SHORT FUNCTIONAL TEXT TO IMPROVE STUDENTS' READING
COMPREHENSION AT THE SECOND GRADE OF SMPN 1 GADINGREJO**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

USING SHORT FUNCTIONAL TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMPN 1 GADINGREJO

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The objectives of this research are to find out whether there is any significant difference of students' reading comprehension achievement after being taught by using short functional text and to find out the students' response on the process of teaching reading by using short functional text.

The population of this research was the second grade students of SMPN 1 Gadingrejo in the academic year 2017/2018. The sample of this research was class VIII 1 which consisted of 30 students. The research design was one group pretest posttest. The students were taught by using short functional text in three meetings. The data were taken from the tests, and then they were analyzed by using repeated measure t-test. The questionnaire was used to find out the students' responses toward the using of the text.

The statistical result of the implementation of short functional text in teaching reading is 0.00 (<0.05). Before using short functional texts in teaching reading, the mean score was 53.5, but after using short functional texts, in teaching reading, the mean score was 72.0. In addition, the students' responses toward the using short functional text were positive. The majority of the students strongly agreed that they were well-motivated and interested.

In brief, it can be concluded that short functional text enables to improve the students' reading achievement. The result showed a positive impact in the students' reading achievement.

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By:

Dewi Setia Rini

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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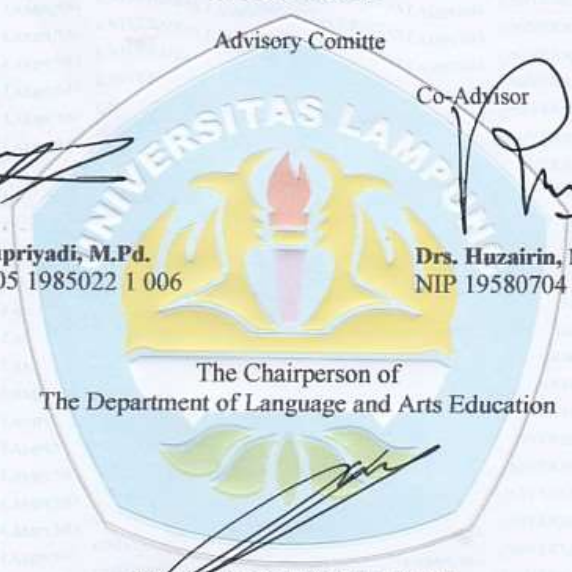
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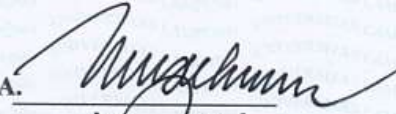
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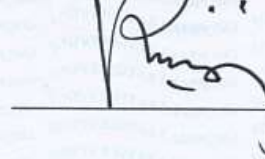
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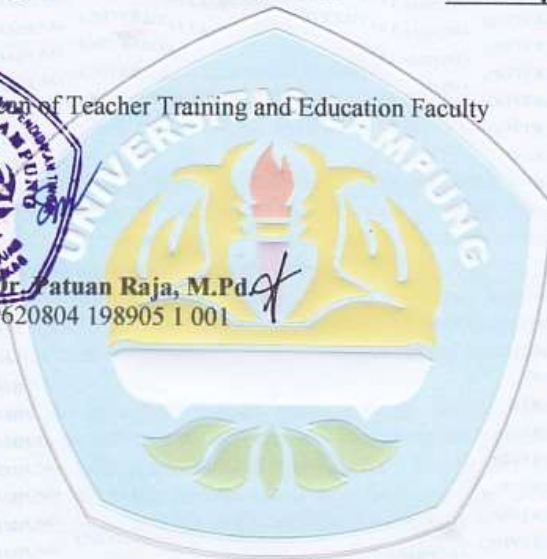


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CURRICULUM VITAE

The writer's name is Dewi Setia Rini. She was born in Pringsewu, on August 11st, 1996. She is the third child of Iswanto, A.Md., and Kasnati. She has two brothers, Budiono, S.T., and Yuli Kurniawan, S.Pd.

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DEDICATION

I thank God, Allah SWT, for all the tremendous blessing.

This script is fully dedicated to:

My beloved parents, thank you for your great love, support, and pray

My beloved brothers, thank you for being great
partners

All of my friends in English Department

My Almamater, Lampung University

MOTTO

The best of people are those that bring most benefit to the rest of mankind." [Daraqutni, Hasan]

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Bismillahirrohmanirrohim. Praise is rendered only to Allah SWT, The Almighty God, for blessing the writer with health to finish this script. *Shalawat and salaam* is addressed to the greatest person ever lived, Propet Muhammad SAW and his family. This script entitled “Using Short Functional Text to Improves Students’ Reading Comprehension at Second Grade of SMPN 1 Gadingrejo” is submitted as a compulsory fulfillment of the requirement for S-1 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung.

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The writer hopes that this research can give a positive contribution to the educational development, the readers, and the other researcher.

Bandar Lampung, October 2018
The writer,

Dewi Setia Rini

Contents

ABSTRACT	i
APPROVAL.....	ii
ADMITTED	iii
SURAT PERNYATAAN.....	iv
CURRICULUM VITAE.....	v
DEDICATIONS	vi
MOTTO	vii
ACKNOWLEDGEMENTS	viii
CONTENT	x
LIST OF TABLES AND CHARTS.....	xii
LIST OF APPENDICES	xiii

I. Introduction

1.1. Background	1
1.2. Identification of the Problem	3
1.3. Research Question.....	3
1.4. Objective of the Research	3
1.5. Uses of research	4
1.6. Scope of the Research	4
1.7. Definition of Term	5

II. Literature Review

2.1. Review of Previous research	6
2.2. Concept of Reading.....	7
2.3. Teaching Reading.....	10
2.4. Concept of Short Functional Text.....	13
2.5. Teaching Reading Using Short Functional Text.....	15
2.6. Advantages and Disadvantages of Using Short Functional Text.....	15
2.6.1. Advantages of Using Short Functional Text.....	15
2.6.2. Disadvantages of Using Short Functional Text	16
2.7. Theoretical Assumption.....	17
2.8. Hypothesis.....	18

III. Method

3.1. Research Design.....	19
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3.2. Variables	20
3.3. Population and Sample.....	20
3.4. Research Procedures	21
3.5. Procedure of Data Colection Technique	23
3.6. Validity and Reability of the instrument.....	24
2.6.1. Validity	24
2.6.2. Reliability	26
2.6.3. The Difficulty Level of Test Item.....	28
2.6.4. Discrimination Power	29
3.7. Data Analysis	30
3.7.1. Scoring System	30
3.7.2. Treatment.....	31
3.8. Hypothesis Test.....	32

IV. RESULT AND DISCUSSION

4.1. Result of Research.....	33
4.2. Student's Improvement in Reading Comprehension	34
4.2.1. Result of Try Out Test	34
4.2.1.1. Validity of Test.....	34
4.2.1.2. Reliability of Test.....	35
4.2.1.3. Level Difficulty of Test.....	36
4.2.1.4. Discrimination Power of The Test	36
4.2.2. Result of Pretest	36
4.2.3. Result of Posttest	38
4.2.4. The Significant Difference of Students' Reading Achievement Before and After being Taught by Using Short Functional Text	40
4.3. The Analysis of Student Questionaire.....	43
44. Discussion	47

V. Conclusion

5.1. Conclusions	51
5.2. Sugestions	52

References

Appendixes

LIST OF TABLE

TABLES

4.1. Statistic computation of Pretest Score	37
4.2 Distribution Frequency of Pretest Scores.....	37
4.3 Statistic Computation of Posttest Scores	38
4.4. Distribution Frequency of Post test Score.....	39
4.5 The improvement of Students' Reading Comprehension Achievement.....	40
4.6 The Data Analysis.....	41
4.7 Result of Student's Questionnaire.....	42

LIST OF APPENDICES

1. Reading Comprehension Of Try Out	56
2. Reading Comprehension of Pretest	76
3. Lesson Plan 1	92
4. Lesson Plan 2	96
5. Lesson Plan 3	100
6. Try Out Answer Sheet.....	103
7. Upper Group of Try Out Test Tabulation	106
8. Validity of Try Out Test.....	107
9. Realibity Table of Try Out Test.....	107
10. Difficulty Level and Discrimination Power of Try Out Test.....	108
11. Distribution of Students' Post Test Achiement.....	109
12. Students' Score of Pretest and Post test	110
13. Questionnaire	111
14. The Score of Students' Questionnaire.....	113

I. INTRODUCTION

This chapter explains the background of the problems, identification of the problems, limitation of the problems, objectives of the research, uses of the research, scope of the research and definitions terms which will be explained and clarified as the following.

1.1. Background

In learning a foreign language, especially English, students are required to learn four kinds of skills; i.e., listening, speaking, reading, and writing. The two skills, listening and reading, are called receptive skill while the others, speaking and writing skill, are called productive skill. Reading as the receptive skill takes an important role to the learners in learning the language. According to Grellet (2010) reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If the students are poor in reading they are likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

While according to Lindsay and Knight (2006:70), reading is also an important way for the learners to access new language and practice language they have already met. That means we can learn the language when we read. Besides, we get informations about the content of the reading text, we can also find how the way the writers write such as style,

the mechanic or the vocabularies that is used. In addition, from reading, we will be helpful to acquire the language we learn.

In Junior High School level, before the students mastering the other skills such as writing, listening, and speaking, the students are emphasized to mastering reading comprehension.

Based on the researcher's pre-observation in SMPN 1 Gadingrejo, it was found that the students' reading comprehension is still low. From the researcher's experience, they have several difficulties: 1) Comprehending sentences with unfamiliar words, 2) Determining the concept of the text (part of text, function, kind, etc), 3) Finding main idea of a long text, 4) Not enjoying reading comprehension activity, because reading materials which were taken from students' textbook was monotonous so that they were not interested in reading comprehension activity.

Based on the observation which was conducted in SMPN 1 Gadingrejo, most of the students got the difficulties in reading. They felt bored in reading a long text. Because they had bad perception about reading, they felt reading was difficult so they got the low score.

Because of that problem, it seems important to find an interesting text to find an interesting text to make the students understand the text easily. So, they can increase their reading skill especially their skill in reading comprehension. In teaching reading there are some text which are good for improving students, reading comprehension. One of the text is short functional text. According to Prasetyarini (2013) short functional text are intended to make the readers

understand the texts quickly, they are usually characterized by using clear simple and concise sentence, picture or symbols, concise sentence, picture or symbols and using particular words or letter.

Based on the explanation above we know that short functional text is good text which can be used by the teacher to help the students be more creative during teaching and learning process. Short functional text help the student to be more interest in reading, be motivated to learn reading and teaching reading could be more easily and fun. Considering the statement above, the researcher expect that short functional text can improve the students' reading achievement.

1.2. Identification of the problem

Based on the background discussed above, it can be underlined that there was some problems related to students' reading comprehension in second grade students at SMPN 1 Gadingrejo. The first problem was comprehension of the students in reading text is still low. Second, student did not pass the standard score of the school (KKM).

1.3. Research Question

Based on the explanation above, the researcher formulated two research questions as the main problems:

1. Is there any significant difference of students' reading comprehension achievement before and after being taught using short functional text at second grade of SMPN 1 Gadingrejo?

2. How is the students' response on the process of teaching reading by using short functional text at Second Grade of SMPN 1 Gadingrejo?

1.4. Objective of the Research

The researcher formulated the objective of research as follow:

1. to find out whether there is any significant difference of students' reading comprehension achievement after being taught by using short functional text in SMPN 1 Gadingrejo
2. to find out whether how is the students' response on the process of reading improve better by using short functional text at second grade of SMPN 1 Gadingrejo.

1.5. Use of Research

This research is intended to be:

1. Theoretically
 - a. The result of this is expected to be a basic knowledge for further research of short functional text in reading
 - b. The study is expected as the reference to other researcher who wants to study more about reading using short functional text
2. Practically
 - a. For the teacher
The result is expected to help the teachers solve the problems in teaching reading
 - b. For student

The finding of the study is expected to increasing the students' achievement.

1.6. Scope of the Research

The research dealt with using short functional text in teaching reading comprehension in SMPN 1 Gadingrejo. The population of this research was the second grade of the student. The material of teaching learning was short functional text. Short functional text is text that contains the command, direction, that contain meaning and use in everyday communication. The students' reading achievement was measured by test and quitionare.

1.7. Definition of Terms

To avoid the misunderstanding and misinterpretation, the researcher gives some definition of the key terms.

1. Students' achievement is progression toward the instructional objective of specific study or training program. In this study, the student's achievement means the test score of the students.
2. Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning.
3. Reading comprehension is defined as the level of understanding of reading. It measures the understanding of a passage of text.
4. Short Functional Text or factual text is a short text that contains the command, direction, something to do or not to do that can be a prohibition, invitation, Greeting, Cards, short message, shopping list, warning (notice), announcement, and others that contain meaning and use in everyday communication.

II. LITERATURE REVIEW

In this chapter the researcher reveals concept related to this research. Review of previous research, concept of reading, teaching reading, concept of teaching reading, concept of short functional text, teaching reading using short functional text, advantages and disadvantages, and hypothesis.

2.1. Review of Previous Research

In relation to this research, there are several previous studies have conducted by several researchers dealing with reading comprehension. First, the effectiveness of using authentic material toward students' reading comprehension of short functional texts. This graduating paper was conducted to find out how far the effectiveness of the students reading comprehension through authentic materials to teach reading comprehension of short functional, conducted by Anjani (2014). The target population of this study is the second year students of SMP Al-Hasra Bojongsari, which cover 35 students. This research used a quantitative method and the design used in this study was a quasi-experimental design. In collecting the data, the writer conducted pre-test and post-test. In analyzing the data, the writer used t-test. By comparing the value t_o is bigger than t_t . The result showed that t-test (t_o) > t-table (t_t) ($2.29 > 1.66$). The alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

Therefore, it can be interpreted that teaching reading by using authentic materials can enhance the students' comprehension of short functional text. It can be said that, using authentic materials in students' reading comprehension of short functional texts is effective.

The second previous study is dealing with improving students' reading comprehension at the second grade of SMP PGRI 4 Pontianak, conducted by Yulianto (2012) This graduating paper is intended to answer the problem to investigate how through team-pair-solo technique improves students' comprehension used short functional text. writer applied classroom action research to solve the problems that occurred in the class, which was students' difficulty in comprehending a functional text involving main idea, supporting details, vocabulary and reference. This classroom action research was conducted in two cycles. To collect the data, the writer used written test, observation checklist tables, and field note. The result was the comprehension of students at second grade of SMP Negeri 14 Pontianak has improved.

The differences of this research with the previous research is the aim of learning short functional text. The previous research focuses on the technique which was used in learning short functional text. In this research the researcher focuses on the impact of learning short functional text toward reading comprehension. The researcher also add the data about student interest of learning short functional text by giving questionnaire.

2.2. Concept of Reading

Reading, according to Goodman in Cahyono (2009:131) is as essential interaction between language and thought in which the writer encodes his thoughts as language and the reader decodes the language into thought.

Therefore, reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of word, sentence and connected texts.

Weir (1993:64) states that reading is seen as a selective process taking place between the reader and text, in which background knowledge and various types of language knowledge interact with information in the text to contribute text comprehension. This explanation is in line with the statement of O'malley and Pierce (1996:94):

Although reading was once assumed a combination of decoding and oral language, it is now acknowledged that reading comprehension depends heavily on knowledge about the world as well as on knowledge of language and print.

Alderson, as quoted in Cahyono (2010:5) defines reading as an enjoyable, intense, private activity from which much pleasure can be derived, and in which one can become very absorbed.

Reading comprehensions defined as the level of understanding of writing. The reading comprehension focused on the ability to draw the meaning from certain writing. According to Buehl (2001: 5) in the past, reading comprehension was

described more as a skill than as an active mental process. Reading is understood as the skill of recognizing letters, words, which let to the ability to connect words into sentences, sentences into paragraph and paragraph into longer discourse that represented various themes or ideas. However, the key concept of comprehension is that a reader constructs meaning from texts rather than merely reproducing the words on the page. Meaning is something that is actively created rather than passively received.

Snow (2002:11), states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to Richard et al (1992: 306) reading means perceiving a written text in order to understand its context while the result, understanding, is called reading comprehension. The different types of reading comprehension are usually distinguished according to the reader's purposes in reading and the type that is used; the following are types of comprehension:

1. Literal comprehension

Literal comprehension means reading in order to understand, remember, or recall, the information explicitly contained in the passage.

2. Inferential comprehension

This type of comprehension is intended to find information that is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring (inferencing).

3. Critical or evaluative comprehension

It is kind of reading in order to compare information in a passage with the reader's own knowledge and values.

4. Appreciative comprehension

This last type of comprehension is intended to read in order to gain emotional or other kind of valued response from a passage.

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. According to I. Alexander, (1998: 159) reading comprehension involves taking meaning to a text in order to obtain meaning from a text. An individual may be said to comprehend a text fully when he can:

1. Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning)
2. Associated meanings ,both denotative and connotative from personal experiences with the printed text (obtain inferential meaning)
3. Recognize how all these meanings and/or his perceptions of them fit together contextually.
4. Make value judgments about, and based on the reading experience (read critically)

In short, it can be said that reading is a process that includes the writer by encoding the thought into the language represented with the words and the reader decodes the language into thought. When the reader decodes the language, it relates two processes those are word recognition and comprehension. The comprehension means the understanding of written text and it focused on deriving

the meaning. The comprehension is affected by the background knowledge and many kinds of language interact with information in a text.

2.3. Teaching Reading

There are various definitions of reading. Reading is an intrinsic part of the classroom teaching of the content. It means that the content of the curricula would be showed the importance of teaching students how to obtain information along with teaching subject matter. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability (Brown, 2004:185).

Cameron (2001:125) said that reading bring together visual information from written symbols, phonological information from the sounds those symbols make when spoken, and semantic information from the conventional meanings associated with the words as sounds and symbols. It means that when reading a text, the reader find new thing that he/she might not know yet and he/she also learns about new information that would be added his/her knowledge. He/she may also find information that would be helped him/her in learning something.

Moreover, reading is essentially about understanding, that the readers would be understood texts that they read by constructing a meaning for themselves, and that writers would be tried to ensure that their readers are able to understand what they write (Cameron, 2001:125). The writer is the encoder and the reader is the decoder. The decoder has a message in his/her mind (it may be an idea, a fact, a

feeling, an argument, etc) that he/she wants somebody else to share. To make this possible, he/she must first put his/her ideas into words or in the written form as a text. The text is accessible to the mind of other person who reads it. Once it is decoded, the message enters the mind of the decoder and communication is achieved. It means the reading is the process of interaction among the writers, the text, and the reader. In this process, the reader tries to receive the message from the writer through the text as well as possible.

Grabe and Stoller (2002: 20) state that reading is a set of common underlying processes that are activated when we read. In other words that reading can make the students recall what we look before it, so they can understand the meaning from what they look.

According to Brown (2001) recent research on teaching reading has shown that a combination of top-down and bottom-up processing, so called interactive reading, is almost always a primary ingredient in successful teaching methodology because both processes are important. From the statements above, the researcher can be said that teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice.

2.4. Concept of Teaching Reading

Reading is viewed as the most important skill to gain by the students besides the other skills. It is also explained that the teaching of reading should emphasize on skill for comprehending various kinds of the text and increase the students' mastery is vocabulary and structure. In teaching English (reading), the teachers have to believe in their ability to choose the material we would be used for our classroom (Dubin, 1979:30).

According to Klingner, Vaughn and Broadman (2007: 8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

But when the teacher choose the material as their tools of teaching reading, they must pay attention to student's level, method, knowledge, background, situation, experience, and material itself. The absence of several points above would make teaching less successful.

2.5. Concept of Short functional Text

Talking about reading, it can not be separated with text as the material. Because, for centuries text have the important role in language teaching, especially in teaching reading. According to Floriasti cited by Anderson (2015) text are

pieces of written or spoken language created for a particular purpose and context. That definition tells us that text is not always in written form.

It can be spoken text, not always in printed form because it can be a word or as thick as a book. When the words put together although spoken or written but the meaning is to communicate meaning, the text is created. Reading intent of a text can affect to the nature of the information that required from text. Text is valuable as units of communication rather than sentences.

Spolky (1996) say that short functional text or factual text is a short text that contains the command, direction, something to do or not to do that can be a prohibition, invitation, Greeting, Cards, short message, shopping list, warning (notice), announcement, and others that contain meaning and use in everyday communication. While the essay texts in the form of descriptive, narrative, recount, report, and the procedure is a lengthy text that can be categorized into Long Functional Text (The term is not raw / not commonly used).¹⁴ Short Functional text is a transcription that meant to help the reader to accomplish an everyday task. Based on Halliday and Hasan states, a text can be said as functional. By functional, it means that language in a text is doing something in a context. Examples of functional text might include a recipe for cooking; directions to a location; a memo notifying of a change in a company's address, or a store's opening time; a schedule of event times and locations during a seminar; a directory of addresses, phone numbers or e-mail addresses; directions on a test; a menu from a restaurant; a pamphlet notifying the public of a grand opening, store closing, or a foreclosure; or a how-to manual just to name a few (Halliday, 1994: 13)

Functional text is used for everyday information. It presents information or ideas and aims to show, tell or persuade the audience. It is called functional because it helps you function in your day-to-day life. For example, if I want to make chocolate chip cookies, I will read a recipe. If I want to know my friend's phone number, I will look in a phone book. If my English teacher gives a test, I will need to read the directions.

2.6. Teaching Reading Using Short Functional Text

The researcher would like to try teaching reading by using short functional text. She hopes she may find something valuable during the implementation in authentic material usage in their reading comprehension. Here, the process of teaching as Williams (2005) proposes can be conducted such in the following steps:

1. The teacher starts by introducing and explaining the definitions of reading and also tells advantages and disadvantages.
2. Then the teacher demonstrated the material used an overhead transparency of the text concerned. Demonstrated will be done by presenting texts marked-up and discussing with the students about reading involved. It is to indicate to the students more motivated and feel interest in reading activity without boring.
3. The teacher presented a text and asked the students to identify. In this stage, the students work on the text in two or three, comparing and discussing their work with the teacher as a roving consultant.

2.7. Advantages and Disadvantages Using Short functional Text

2.7.1. Advantages of Using Short Functional Text

There are some advantages and disadvantages in using short functional text in teaching and learning activity.

1. Students feel enjoyable in the class.

Teaching reading using short functional text makes student feel enjoy in the class because they focus to the short sentence and they do not confuse with the material.

2. Exposing students to real language

The materials include the announcement, invitation and others that they usually can see in the public places.

4. Relating more closely to student's needs

By learning short functional text the students will be able to understand and to react the condition based on the announcement they get.

5. Supporting a more creative approach to teaching.

The teacher can be more creative because they can take a lot of different materials related to their daily life.

2.7.2. Disadvantages of Using Short Functional Text

The disadvantages in using short functional text in teaching and learning activity is the students only focus in understanding the meaning of the sentence without getting the structure of it.

2.8. Theoretical Assumption

On the basis of theoretical review, a good teacher must have a strategy and appropriate technique to teach reading. In order the students are not bored to learn English especially in reading teaching process. The teacher should be more creative. One of the way to increase students' participation in reading is authentic material. According to Verhoven and Snow (2001:170), Soanes & Stevenson (2005), Pinheiro (2005:42), Nilsson (2005:42), and Ulfa (2008), authentic material is an effective media for teaching reading easily and more fun. Verhoven and Snow (2001:170) state that to make sure that the students are motivated, the teacher allows students to take part in the choosing of the text, they will automatically be more interest in reading and working with it.

One of the ways to teach authentic material to the students is by using short functional text. Short functional text can give a lot of benefits for the students. Because the students can have more inspiration to use the language and they have become accustomed to exposure the language in real communication.

In second grade junior high, standard competence of reading skill is the students are able to comprehend kinds of short functional texts. Short functional texts itself divided by kinds of text, such as memo, invitation, poster, announcement, letter, etc. One of way to make the students more appreciate in

English reading class in learning functional text is with use the authentic of that text or authentic materials in teaching reading. So the writer tries to apply short functional text in teaching reading comprehension.

2.9. Hypothesis

Based on the theories and the theoretical assumption, the researcher has a hypothesis that there is an improvement in students' reading comprehension achievement by using short functional text and the response of student is good in teaching reading by using short functional text.

That is the theoretical background of this research. This chapter discusses the concepts and findings which are reviewed from related literature. Then the next chapter will discuss the method of this research.

III. METHOD

This chapter discusses about the research method. Everything related to the model of the research, such as: research design, data source, data collecting technique, research procedure, scoring criteria, data analysis, validity and reliability, and hypothesis testing is discussed in this chapter.

3.1. Research Design

This research was qualitative and quantitative research. Qualitative research design was used to answer the first research question and quantitative research design to answer the second research question. The researcher used one group pretest-posttest design in conducting this research. One group pretest-posttest design was a design of research that used one group as the sample of the population. Before giving the treatment, researcher conducted a pretest to measure the students' current reading comprehension. In administering the treatment, the researcher used short functional text in teaching reading. After the treatment administered, the researcher conducted a posttest in order to measure the effect of the treatment on the students reading comprehension. The formula of the research design is:

T1 X T2

T1 : Pretest

T2 : Posttest

X : treatment (teaching reading by using short functional text)

(Hatch and Fahradly in Setyadi 2006)

The pretest was administered to find out students' reading comprehension achievement before the treatments. Subsequently, the students got treatments by short functional text. Eventually, a posttest would be administered to find out the students reading comprehension after treatment.

3.2. Variables

In this research, the independent variable is known as the treatment variable. The writer proposes two variables in her research, as follows:

1. Reading comprehension as independent variable (X) because this variable is major and is investigated.
2. Short functional text as dependent variable (Y) because this variable measures to determine the improving students' reading comprehension by using short functional text

3.3. Population and Sample

The population of this research was the second year students of SMPN 1 Gadingrejo. There are 8 classes of the second grades. Based on the population above, the researcher takes two classes as the sample. The first class was VIII B as the control class that was given the tryout and the second class was VIII A as the experimental class where the students were given a pre-test before treatments and post-test after treatment and also the questionnaire form. Purposive sampling

was used in this research because one of the teachers of the school lead me to that class.

3.4. Research Procedures

In collecting the data, the researcher used:

1. Try Out

The purpose of conducting try out was to measure that the research instrument was good for testing students' reading comprehension. The quality measurement was based on the calculation of its reliability, level of difficulty and discrimination power. In the reliability of the try out, the Split-Half Method was used in order to analyze the odd (x) and even (y) of the test items. To measure the coefficient of the reliability between odd and even group, the researcher used Spearman-Brown formula. Based on the research result that has been conducted, some items was dropped and administered to both pretest and posttest.

After doing the try out test, the researcher found that some questions have good validity and they can be used to test the students' reading comprehension and others do not have good validity and have to be dropped. That's why the researcher chose 40 question which have good validity.

2. Pre – Test

The pretest was administered once only. This pretest was done to know the basic of students' reading ability in comprehending texts before getting treatments. The test consists of 40 items in multiple choice forms with four options a, b, c, d. Each correct answer has 4 points so that the highest score is 100.

3. Treatment

After giving pretest to the students, the experimental group got treatments by using short functional text. Short Functional Text or factual text is a short text that contains the command, direction, something to do or not to do that can be a prohibition, invitation, Greeting, Cards, short message, shopping list, warning (notice), announcement, and others that contain meaning and use in everyday communication. In treatment, the students divided into 5 groups. Each of group got different text and one of the member must read the text. The next activity was putting the main ideas and details in their own words by paraphrasing. So, the teacher asked students to make a new sentence to describe the meaning of the text.

4. Post-test

The posttest was administered to the students after treatments. The purpose of this test was to find out whether there is any significant difference of the students' achievement before and after the treatments which was conducted to the experimental classes.

3.5. Procedure of Data Colleting Technique

In this research, there are steps in collecting data as follows:

1. Determining the sample of the research

The sample of the research was selected by using random sampling technique.

The researcher took one class of the second year students at SMPN 1 Gadingrejo

as the research sample. The sample of the research was followed by pretest treatment and posttest.

2. Selecting instrument material

In this research, there was one pretest that is proper to the grade VII at SMPN 1 Gadingrejo. It focused on short functional text. The materials were taken based on the educational unit level curriculum of English for Junior High School.

4. Conducting the pre test

Pretest was conducted for 40 item in 60 minutes. It was hold to measure students' basic ability in experimental class.

5. Conducting the treatment

After giving pretest, the researcher applied short functional text based on the lesson plan which has been prepared. Each treatment was held for 90 minutes in twice (pretest and posttest) it was only for experimental group.

6. Administering post test

The post test was administered after the treatment. It was conducted for 40 items in 60 minutes and the aim was to find out the students' reading comprehension achievement after the implementation of short functional text.

7. Analyzing the test result

After conducting pretest and posttest, the researcher analyzed the data. The data was analyzed by using T- test. It was used to know whether gap technique can be used to increase the students' reading comprehension significantly. The data is computed through the Statistical Package for Social (SPSS).

8. Administering questionnaire

In the last meeting, the questionnaire was distributed to the students in order to find out the problems that students had during the treatments. The questionnaire consist of ten items.

9. Reporting the result

In reporting the data, the researcher arranged it systematically based on the pretest and posttest to see whether there was an increasing on the students achievement in reading comprehension.

3.6. Validity and Reliability of the Instrument

3.6.1. Validity

The test can be said valid if the test measures the object to be measured and it is suitable with the criteria Hatch and Farhady, (1982:250). To measure whether the test has a good validity, this research use content and construct validity.

1. Content Validity

Validity is a matter of relevance; it means that the test measures what is claimed to measure. To measure whether the test has a good validity, it can be analyzed from its face validity, content validity and construct validity. Face validity concerns with how the test looks. Content validity is concerned whether the test is sufficiently representative for the rest of test or not. While construct validity focuses on the relationship between indicators within the test. In getting face validity, the instructions and the directions of the reading skills test is examined by advisors and English teachers until the test looks right and is understandable.

According to Heaton, (1975:160) the content validity is intended to know whether the test items are good reflection of what will be covered. The test took from the material that have been taught to the students and to know whether the test have a good content validity, the items of the test is discussed with the experts (lecture or advisor) to measure the degree of agreement.

Meanwhile, construct validity measures whether the construction had already referred to the theory, meaning that the test construction had already in line with the objective of learning (Hatch and Farhady, 1982). Construct validity concerns whether the tests are true reflection of the theory of the trait – in our case – language which is being measured. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behaviour and learning.

To determine whether the test has a good construct validity, the test is guessed to the expert to be evaluated whether it has fulfill the contstruct validity, that is whether the text really measures the reading skill.

By giving try out test to the students, the researcher took 40 questions wich has good validity.

2. Construct Validity

Construct Validity refers to the ability of a measurement tool (e.g. a survey, test, etc) to actually measure the pyschological concept being studied. In other words, it is properly to measure what was supposed to be measured. It was concern

whether the test was actually in line with the language theory or not Shohamy, (1985:74)

3.6.2. Reliability

According to Hatch and Farhady (1982:243), the reliability of a test can be defined as the extent to which a test procedures consistent result when administered under similar conditions. To estimate the reliability of the test, the Split-Half Method is used in order to analyze the odd (x) and even (y) of the test items. To measure the coefficient of the reliability between odd and even group, the researcher will use Spearman-Brown formula, that is:

$$R_{XY} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{(N \sum X^2 - (\sum X^2))(N \sum Y^2 - (\sum Y^2))}}$$

Notes:

R : coefficient of reliability between odd and even numbers

N : number of the students

X : square of X

Y : square of Y

X : total score off odd number

Y : total score of even number

(Hatch and Farhady, 1982:198)

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatch and Farhady, 1982:246) to determine the reliability of the whole test as follows:

$$r_k = \frac{2rl}{1 + rl}$$

In which,

r_k : the reliability of the whole test

r_{xy} : the coefficient of reliability of half test

(Hatch and Farhady, 1982: 247)

The criteria of reliability are as follow:

- 0.90-1.00 : high
- 0.50-0.89 : moderate
- 0.0-0.49 : low

3.6.3. The Difficulty level of the Test Items

The difficulty level of an item shows how easy or difficult that particular item done by the participants, (Heaton, 1975:182). Level of difficulty is generally expressed the percentage of the students who answer the item correctly. It is calculated by the following formula:

$$LD = \frac{U + L}{N}$$

Notes:

- LD : the level of difficulty
- U : the number of upper group who answer correctly
- L : the number of lower group who answer correctly
- N : the total number of students in upper and lower groups

(Arikunto, 1993:221)

The criteria of the difficulty level are:

- < 0.30 = difficult
- 0.30-0.70 = average
- > 0.70 = easy

Based on the statements above, it was clear that all the test items should be based on the criteria above and the items which did not fulfill the requirements should be omitted or revised.

3.6.4. Discrimination Power

Discrimination power is the ability of the item to differentiate between the students who have high ability and those who have low ability. To determine the discrimination power, the researcher will use the following formula. The formula of the discrimination power is:

$$D = \frac{U - L}{\frac{1}{2}N}$$

Notes:

- D : discrimination power
- U : the number of students from the upper who answer correctly
- L : the number of students from the lower who answer correctly
- N : the number of the students

The criteria are:

- DP = 0.00 – 0.19 = poor
- DP = 0.20 – 0.39 = satisfactory
- DP = 0.40 – 0.69 = good
- DP = 0.70 – 1.00 = excellent
- DP = negative/minus (-), all is poor

(Arikunto, 1993:221)

After doing the test, it was found that most of the questions have average level of difficulty. There is one question which has excellent criteria of discrimination power, there are 24 questions which have good criteria of discrimination power, there are 15 questions which have satisfactory criteria of discrimination power.

3.7. Data analysis

Analyzing data has aim to determine whether the students' reading comprehension achievements was improved or not. In analyzing the data, the researcher used the following steps:

1. Scoring the pre-test and post-test from experimental group and control group.
2. Tabulating the result of the test and calculating the score of pre-test and post-test from different group (experimental group and control group)
3. Drawing conclusion from tabulating result of pre-test and post-test by using independent group T-Test where the two means of two different groups (experimental and control group) were compared.

3.7.1. Scoring System

In scoring the result of students' test, the researcher used Percentage Correct (Lyman, 1971:95). The percentage correct score is used in reporting the result of achievement test. The researcher calculated the average of the pre-test and post-test by using this formula:

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

Where:

- s = the score of test
- R = number of right answers
- N = total number of items on test

3.7.2. Data Treatment

According to Hatch and Farhday (1982) in Setiyadi (2006:168-169), using test for hypothesis testing has three basic assumptions:

- a. The data is interval or ratio
- b. The data is taken from random sample in population
- c. The data is distributed normally,

Therefore, the researcher used these following procedures in data treatment:

1. Random Test

This test was measured whether the data are random or not, the researcher used mean as the cit run test.

H_0 : The data is not random

H_1 : The data is random

In this research report, the criteria for hyphotesis are:

H_1 is accepted if $\text{sig} > \alpha$ In this case, the researcher uses the level of significant 0.05.

2. Normality Test

The researcher uses normality test to investigate whether the data from the experimental class and group work class were normally distributed or not. The hypothesis for the normality test is as follows:

H : The data is not distributed normally

H_1 : The data is distributed normally

The criteria are:

H_1 is accepted if $\text{sig} > 0.05$. In this case, the researcher uses the level of significant 0.05.

3.8. Hypothesis Test

This test is used to test whether the hypothesis proposed by the writer accepted or not. The writer's hypothesis are:

H_0 : There is no significant difference in students' reading comprehension score before and after being taught through short functional text.

H_1 : There is any significant difference in students' reading comprehension score before and after being taught through short functional text.

The hypothesis was analyzed by using Repeated Measures T-Test which statistically computed through the Statistical Package for Social Science (SPSS) version 15.0 for windows in which the level of significance is $p < 0.05$.

This chapter has elaborated the method which will be used in the research later. It also reveals how the data is analyzed after the treatment. The data will be taken from result post-test and post-test.

V. CONCLUSION AND SUGGESTIONS

Based on the data analysis and discussions, the researcher gets some conclusions:

5.1. Conclusions

In line with the result of the data analysis and discussion which have elaborated the answer to two research questions presented in the first chapter, the researcher gets the conclusions, they are:

1. There was an improvement of students' reading comprehension score after being taught by using short functional text at the second grade of SMPN 1 Gadingrejo. It can be seen from the students' mean score of pre-test and post-test. All students have the higher score of posttest than pretest's score. It happened because the students got the treatment before the posttest. The mean score improved from 53.50 to 72.00.

2. There was a significant differences of students' reading comprehension before and after being taught by using short functional text in teaching reading, it can be seen from data analysis using Repeated Measure T-Test trough SPSS, the mean score was 53.5, but after using short functional text in teaching reading, the mean score was 72.0. Then, from the output we can see that the significance value (2 tailed) showed that $p < 0.05$ ($p = .000$).

3. From the result of the students' questionnaire and all the explanation about each item, it can be seen the average score of questionnaire is 64,4%. It could be concluded that the response of the majority students in the use of short functional text was high positive response. It assumed that the response towards the use of short functional text in teaching reading is positive.

4. The researcher found that there were the different portions of score in students' questionnaire. The score of student questionnaire also shows the students' interest in short functional text. One of the student (number 17) who got high gain in reading, also got high score in the questionnaire which shows the student liked the teaching learning process. On the other hand, the students (number 22) who got low gain score in the test didn't have high interest in short functional text. That condition proves that the students who felt enjoy in learning process got the better improvement.

5.2. Suggestions

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. English teachers can use short functional text in teaching reading comprehension as one of the appropriate material that can be applied in the class. It is because this short functional text can built up the students' understanding regarding reading comprehension material.

2. English teachers should be able to manage the condition of the class in order to create a good atmosphere of teaching learning process. When the teachers decide to use this, they should have a good way to make the situation of learning process well. All the students want to speak up loudly. If the teachers cannot manage it well, the situation cannot be conducive.
3. English teachers should be able to maintain the students' activity to make sure that the students really focus to the task they get. It is important because sometimes there are some students who cheat from internet. The students who are lazy to think, they decide to search text from internet, and then they copy it. Thus before this accident happens it is better for the teacher to warn the students.
4. For future researchers, they can use another instrument when they want to do the similar research in order to make the research has more variances and increase the creativity of the researchers. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on aspects of reading comprehension in order to give a big contribution in academic life.
5. Further researchers can apply this text for different levels of students; i.e. for elementary level.

6. Further researcher also can try to apply this text for another skill; i.e. for writing.

7. In this research, the researcher administered questionnaires in order to know the responses of students through the use of short functional text. Thus, for further research it is suggested to add another method of data collection, for example, observation sheet in order to find out students' constraints during the use of short functional text.

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