

The Effect Of Pragmatic Texts On Students' Reading Comprehension At The Second Grade Students Of Sma Islam Uswatun Hasanah Cempaka Putih In Academic Year 2018/2019

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Abstract: *This research aimed to find out the effect of pragmatic texts on students' Reading Comprehension at the second grade students of SMA Islam Uswatun Hasanah Cempaka Putih in academic year 2018/2019. The method of this research was pre-experimental quantitative research. The total population of this research consisted of one class with 28 students. The technique of analyzing data was descriptive and inferential data analysis. The result showed that the students' mean score of pre-test was 37 meanwhile the students' mean score of post-test was 57 and the t-test score was (4.875) and t-table (2.052) from (df) 27. The result of the questionnaire showed that 80% were very agree to be taught by using pragmatic texts. Based on the result of the study, it can be concluded that the use of pragmatic texts had a positive effect on students' reading comprehension at the second grade students of SMA Islam Uswatun Hasanah Cempaka Putih in academic year 2018/2019.*

Keywords: *Reading Comprehension, Pragmatic Texts*

Introduction

Since English is an international language, it is important for everyone to be able to use English as a foreign or second language. In Indonesia English has been taught since secondary school level. As stated by Finochiaro (1975:10), language learners should learn a real communication situation and the teacher should give insight function of various language item skills in listening, speaking, reading and writing activities. Those four skills have each role for the students' development of knowledge and learning ability. However, reading is one of the skills that crucial to be mastered.

As stated by Butler (2010), more than a half century research has constituted a correlation between academic success and reading ability. Learners who lack their knowledge in reading will get difficulties in understanding the information of text when they are reading. According to Rice (2009), reading is the process of interaction between reader and a text to construct meaning (comprehension). Some students argue that

reading skill is easier to be mastered than the other skill. However, the condition happen in a real life is different.

Review of Related Literature

This section covers the definition of reading comprehension, the process of reading, and levels of reading comprehension.

An effective teaching of reading, teachers have should great deal of knowledge in reading process, the sequential development of reading skill the material for the use, and the students being taught. Westwood (2001: 51) explains some principles of effective teaching of reading. First, reading is not passive skill. Second, the students need to be engaged into what they are reading. Third, the students should be encouraged to respond the content of reading text.

According to McNeil (1992: 10) reading comprehension is searching for meaning actively using the knowledge of the word and texts to understand each new thing. In this present study, reading comprehension is an activity done by the students in reading class

that will be scored by the observer in order to know there is effect or not.

According to Westwood (2001: 2) divides reading comprehension into three groups: literal comprehension (reading the lines), interpretative comprehension (reading between the lines), and applied critical comprehension (reading beyond the lines).

Research Design

Research design is the preparation of the design of the research project (Kothari2004: 31). This is an experimental research with pre-experimental design. This study intended to measure the effect of pragmatic texts for teaching reading comprehension. Thus, the writer used one-group pre-test and post-test design. As follows:

Table 3.1
The Scheme of Research

Pre-test	Treatment	Post-test
T1	X	T2

Where:

- T1 = pre-test
- X = treatment
- T2 = post-test.

In this research there was no control group, and the students gave pre-test before giving the instruction or treatment for a given period of time. And at the end of the treatment the students received post-test.

Research Instrument

The instrument of this research was objective test with multiple choices items, consisted of 50 items (reading texts). The total point for each item 2 for the correct answer and 0 for the incorrect answer. So, the total score was 100.

Techniques of Data Analysis

In general, there are two types of methodology data analysis, namely; statistical analysis and non-statistical analysis. In this study, there were statistical analysis. The statistical analysis applied in this study as follows:

Descriptive Analysis

It is used to display the important features of the data. The most commonly used to measures central tendency are mean, mode, median, and standard deviation.

1. Identification of means score of pre-test and post-test, with the following formula:

$$Mx = \frac{\sum x}{N}$$

In which:

- M = mean of the score
- $\sum X$ = the sum of each of the values in the distribution.
- N = the number of sample.

Miller (2007: 67).

2. Identification of frequency distribution (mode), with the following formula:

$$Mo = L + i \left(\frac{fi}{fi+fi2} \right)$$

Where:

- L = the lower limit of the interval within which the mode lies
- i = interval (class width)
- fi = the frequency of the interval containing mode reduced by that of previous interval
- fi2 = the frequency of the interval containing mode reduced by That of following interval

Arikunto (2003: 369).

3. Identification of frequency distribution (median), with the following formula:

$$Me = L + i \left(\frac{\frac{n}{2} - cfb}{fw} \right)$$

Where:

- L = the lower limit of the interval within which the Median lies
- i = interval (class width)
- Cfb = the cumulative frequency in all interval below the Interval containing the median
- fw = the frequency of cases within the interval Containing the median.
- N = the number of sample. Arikunto (2003: 371).

4. Identification of the students' individual deviation (d) of sample score, formulate follows:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where:

SD = standard deviation

D = the width of deviation

N = the number of sample

$\sum D^2$ = multiply of deviation

Sudijono (2007: 306).

Population, Sample and Sampling Technique

Population

Population is all individuals of interest to the researcher (Marczyk, et al, 2005: 18). The population of this research was all first grade students of SMA Islam Uswatun Hasanah Cempaka Putihin academic year 2018/2019 that was 1 class which consisted of 28 students.

Sample

Sample is a small part of the study that will be investigated (Kothari, 2004: 158), states that sample refers to the part of the universe which is selected for the purpose of investigation, and sample in this study was the first grade students of SMA Islam Uswatun Hasanah Cempaka Putih, that was consisted of one class, and the total number of sample were 28 students in academic year 2018/2019.

Sampling Technique

In a research, sampling technique is very important to get the data properly and accurately, in this study were used sampling technique by using total sampling.

Research Finding and Discussion

In this chapter has been presented the result of the study. The score of pre-test and post-test were taken from the data of the study. In the first meeting pre-test has been organized to know the students' ability in reading comprehension. In taking the score, the students have been given test which consisted of 50

items of multiple choices. After that, the students were given treatment by using pragmatic texts, the tests were 50 items of multiple choices that based on the materials that has been taught in the treatment.

Based on the research question in chapter one that was What is the performance of the students reading skills before being taught by pragmatic texts at the second grade students of SMA Islam Uswatun Hasanah Cempaka Putih? To find out the solution of the problem on the research intends to analyze the data obtained from students' test result. Data of the study consists of two steps, pre-test and post-test.

The first step was pre-test, it conducted to know the students' ability before giving the treatment, then the second steps was post-test as the last of the test. Then the statistical computation has been presented to know of mean score, mode, median and standard deviation. The discussion continued to analyze and interpreting the finding. The statistical computation covered the calculation of Pre-test, Post-test, Deviation, and Deviation Square.

Table 4.1
Students' score of Pre-test and Post-test

No.	Students	Pre-test	Post-test	Deviation	Deviation Square
1	Ans	46	60	14	196
2	Bss	36	62	26	676
3	Bdy	40	58	18	324
4	Nsh	30	44	14	196
5	Nrd	50	58	8	64
6	Rnh	56	68	12	144
7	Sew	42	60	18	324
8	Sca	34	50	16	256
9	Aym	26	32	6	36
10	Dih	28	60	32	1024
11	Erf	46	70	24	576
12	Fqk	58	78	20	400
13	Iwm	20	36	16	256
14	Lyh	28	42	14	196
15	Ldh	34	56	22	484
16	Bst	40	64	24	576
17	Lid	48	62	14	196
18	Npa	20	38	18	324
19	Nrl	34	64	30	900
20	Rcd	30	48	18	324
21	Mdj	48	54	6	36
22	Snz	28	50	22	484
23	Ftw	26	58	32	1024
24	Dwm	30	62	32	1024
25	Dws	58	80	22	484
26	Dim	42	60	18	324
27	Enn	34	58	24	576
28	Ewh	40	64	24	576
N= 28		Σ 1052	Σ 1596	Σ 544	Σ 12000

Conclusion and Suggestion

This is the final consideration of this study. In this chapter, the researcher draws conclusion and suggestion. In drawing the conclusion, the researcher refers back to focus of the study such as, the result of teaching before applying pragmatic texts, after applying pragmatic texts, and responding to the students.

First, based on the description above the final consideration of the writer's investigation started from the 1th of February until the 14th of February. The statistical analysis of the data obtained showed that the figures of

student's mean score of pre-test was 37.57 and 57 for pos-test.

The study concluded that the effect of pragmatic texts on students reading comprehension at the second grade students of Smk Islam Uswatun Hasanah Cempaka Putih in academic year 2018/2019. The effect of this technique is used by: second grade, students are motivated in the class when being thought by pragmatic texts. Second, students can understand the materials easier by pragmatic texts.

Finally, the result of the responding of the students by applying pragmatic texts in teaching reading comprehension at second grade students of SMK Islam Uswatun Hasanah Cempaka Putih in academic year 2019/2020, the researcher concluded that the effect of pragmatic texts on students' reading comprehension could improve students' comprehension. It could be seen from the progress of the students' score.

Then the respond of the students by teaching reading comprehension using pragmatic texts in teaching learning process in the classroom had positive respond from the questionnaires given to the students, it can be seen from the result of the questionnaire was 80% and, second respond was 89%.

Suggestion

Related to the conclusions above there are some suggestions was offered by the writer, some suggestions as follows:

For Teachers

The writer suggests in using pragmatic texts as a method in teaching English as a Foreign Language especially in teaching English Reading. Because it will make the class more fun and enjoyable, it is also make the class more interesting.

For Students

The students are suggested to be more interest in learning English language especially in reading comprehension. It is important indeed because the students themselves know what kinds of texts that they learn. To make them easier to comprehend what the texts talk about it is need the discussion with other people. The writer suggests in

using pragmatic texts in learning reading comprehension. Besides pragmatic texts will make them to work well within a group such as being an active listener, provide an explanation to the good friends.

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This thesis is expected to be able to provide the academic knowledge for Reading Comprehension. Furthermore, I do realize that

this thesis still has a number of weaknesses due to my limited ability. For this, I really appreciate and welcome the developing critics and suggestions from the reader.

Mataram, March 11th 2018,

The researcher

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