

**IMPROVING READING COMPREHENSION OF NARRATIVE TEXT  
THROUGH START, NOTE, IDENTIFY, PLUG AND SEE (SNIPS)  
STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP XAVERIUS 2  
PALEMBANG**

**A Thesis by**

**ELFRIDA HARIANJA**

**Student's Registration Number 1541110012**

**English Education Study Program**



**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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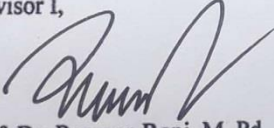
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A Thesis By


Name : Elfrida Harianja  
Student Registration Number : 1541110012  
Study Program : English Education  
Faculty : Teacher Training and Education

Approved by,

Advisor I,

  
Prof. Dr. Rusman Roni, M. Pd

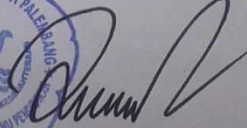
Advisor II,

  
Ridha Ilma, M. Pd

Certified by,

Dean of Faculty Teacher Training and Education



  
Prof. Dr. Rusman Roni, M. Pd

This thesis was defended by the writer in the Final program Examination and was approved by the examination committees on:

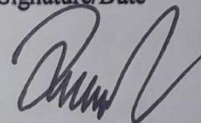
Day : Saturday

Date : 28<sup>th</sup> March 2020

Examination Committees

Signature/Date

1. Chair Person : Prof. Dr. Rusman Roni, M. Pd

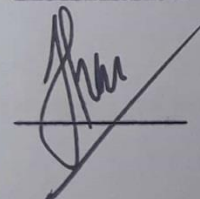


30/6-2020

2. Member : Ridha Ilma, M.Pd



3. Member : Heru Setiawan, M.Pd



Palembang, 2020

Dean of Faculty of Teacher Training

and Education



Prof. Dr. Rusman Roni, M.Pd.

## SURAT PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat di buktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 Ayat 2 dan Pasal 70.

Palembang, April 2020

Yang menyatakan



Elfrida Harianja

1541110012

## ABSTRACT

The SNIPS strategy offers simple steps of reading activity by formulating the previous knowledge, interesting things in a text to help students comprehend and conclude the text. The objective of the study was to find out whether or not there was any significant difference on students' reading comprehension in narrative text between the eighth grade students who were taught by using SNIPS Strategy and those who were not. In doing the study, the writer did the experimental method by using quasi-experimental design to the two groups of student. The VIII.B class became the control group and VIII.C became the experimental group. The two classes were chosen because they had the same level of competency in learning English. Reading comprehension test was the instrument for collecting the data that was administered twice, the pre-test and post-test. The result showed that SNIPS strategy had a significant difference on the students' reading comprehension. Based on the independent sample t-test analysis, it was found that the significant level was  $0.000 < 0.05$ , so that ( $H_a$ ) was accepted and ( $H_0$ ) was rejected. It means that there was any significant difference on students' reading comprehension in narrative text between the eighth grade students who were taught by using SNIPS strategy and those who were not.

***Keywords:*** *reading comprehension, SNIPS strategy.*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents : (1) background, (2) the problems of study, (3) the limitation of the problem, (4) formulation of the study, (5) the objectives of the study, (6) the significances of the study and (7) hypotheses.

#### **1.1 Background**

Language is a tool used to communicate and interact with others, this is related to vocal communication and auditory emotions and ideas. Vocal communication is tone of voice adds or takes away from what you are saying. The authors maintain that language is the main communication tool, and communication almost always occurs in a kind of social context (Amberg and Vause, 2010). When we used language, we communicated our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our families, social groups, and other associations.

English is an international language and keys to attaining the development goals to face global competition era. English becomes an important medium to communicate among people in daily transactions. These reasons cause many countries which are not English speaking countries, including Indonesia, take part in the pace of English enhancement. In order to face the development of English, Indonesia takes English as one of the subjects in the school curriculum

In learning English as a foreign language, students should learn the language skills (listening, speaking, reading, and writing) particularly in order to guide them to be able to use English communicatively. According to Harmer (2010, p.12), “students of EFL (English as a Foreign Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English.”

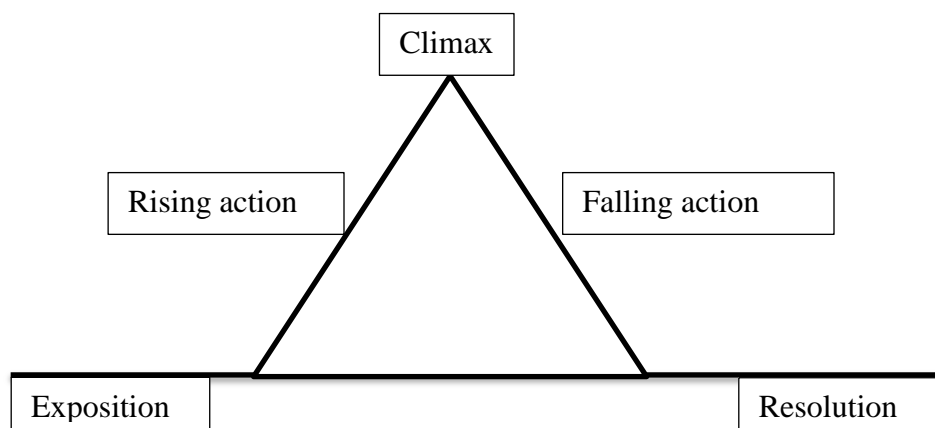
Communicative in language learning does not only mean that language can be used as the way to communicate by using spoken language, but also the use of written language as the way to create communication. Spoken and written language are two different things in the language aspects. Spoken language deals with listening and speaking skills of language, on the other hand, written language deals with reading and writing skills of language.

Reading is one of the basic English skills. Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Grabe and Stoller (2001) state reading as the ability to draw meaning from the printed page and interpret the information appropriately.

Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information from the text. Martin (1991, p. 7) states that reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique.

Narrative is a story that created in a constructive format (as a work of writing, speech, poetry, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or no-fictional events. According to Pradiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

According to Anderson and Anderson (1997, p. 8) stated that there were five steps for constructing a narrative text. It is visualized as follows :



a. Orientation or Exposition

Orientation is a step to open the story. In this step the narrator introduced the major characters, possibly some minor characters in the story and also indicated where the action is located and when it is taking place.

b. Complication or Rising Action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. In this step, the problems will be more complicated.

c. Sequence of Event (Climax)

These were the narrator told and how the character reacts to the complication. It includes their feeling and what they do. The event can be told in the chronological order (the order in which they happen) or with flashback. The audiences are given the narrator's point of view.

d. Resolution or Falling Action

This part tells how the story will end.

e. Reorientation

It is an optional closure of event.

Teaching reading in the junior high school needs a specific strategy to guide students to be able to comprehend the meaning of the text. In the reading skill, students should be able to identify the main idea of the text, identify specific information, find detail information, identify implied information of the text, and infer the text conclusion. As a result, teachers have to select the most appropriated strategy to teach reading to their students.

Based on the interview with the English teacher at Junior High School Xaverius 2 Palembang, the writer found that the reading comprehension of students in eighth graders of SMP Xaverius 2 Palembang were still low. Proven by the score students got was still under standard score 70. It was informed by the teacher, that students still could not understand the text yet. It was caused by the students who could not understand how to comprehend the text. The writer also found that English was the problem faced by the students at the eighth grade of Junior High School Xaverius 2 Palembang especially to understand English text. Furthermore, the students did not pay full attention in learning English because of these difficulties and made them lack of this skill.

One of the strategies that can be used in teaching reading is Start, Note, Identify, Plug and See (SNIPS). SNIPS strategy proposed by Spenciner & Cohen (2004) its a five-step reading approach for facilitating on-line processing through interpretation of visual aids. Start with questions, Note what can be learnt, Identify what is important, Plug it into the chapter and See.

Based the above explanation, the writer decided to make a research in investigating English teaching in narrative text through SNIPS strategy entitled “Improving Reading Comprehension of Narrative Text through Start, Note, Identify, Plug and See (SNIPS) Strategy to the eight grade students of SMP Xaverius 2 Palembang.”

## **1.2 Problems of the Study**

### **1.2.1 The Limitation of the Problem**

The problem of this research was limited in improving reading comprehension of narrative text through Start, Note, Identify, Plug and See (SNIPS) Strategy to the eight grade students. Finally, Narrative text was taught in this research.

### **1.2.2 Formulation of the Problem**

This study was conducted to find out whether SNIPS strategy can improve the Reading Comprehension of Narrative Text of the eighth grade students of SMP Xaverius 2 Palembang. The present research addressed in the following question, ” Was there any significant difference on reading comprehension between the eighth grade students of SMP Xaverius 2 Palembang who were taught through SNIPS strategy and those who were not?”

### **1.3 Objectives of the Study**

In accordance with the above formulated problem, the aim of this research was to find out whether or not there was significant difference on students reading comprehension between the eighth grade students of SMP Xaverius 2 Palembang who were taught through SNIPS strategy and those who were not.

### **1.4 Significances of the Study**

In this study, the writer expected to find advantages and contribution for the students, the teachers, the researcher and other researchers and the institution.

#### **a. Students**

The result of this study was presented for the students to be able to increase students' reading comprehension. For the students, especially those who got involve in this research, it was hoped that they can gain new knowledge and strategy in learning that they can use to improve their reading comprehension. The students could be more motivated, active, and independent in learning reading.

#### **b. Teachers**

The result of the study was presented to give a contribution for the teachers in teaching reading comprehension of narrative text through SNIPS Strategy so that the teachers can apply and implement this strategy in teaching English especially in teaching reading comprehension

**c. The Researcher and other Researchers**

The result of the study was presented to contribute valuable knowledge and information to researcher in the capacity as an English teacher, it will help them to enlarge their knowledge and experiences in doing a research which is be useful for her future carrier as an English teacher.

**d. The Institution**

The result of the study was presented to contribute valuable for the other researchers in the institution, to facilitate and helps the lecturers to enlarge students' knowledge about strategy of teaching especially in reading skill.

**1.5 Hypotheses of The Study**

Based on the explanation of theories above, the hypotheses of this study were formulated as the following :

$H_0$  :There was no significant difference on reading comprehension between the eighth grade students of SMP Xaverius 2 Palembang who were taught by using SNIPS Strategy and those who were not.

$H_a$  :There was a significant difference on reading comprehension between the eighth grade students of SMP Xaverius 2 Palembang who were taught by using SNIPS Strategy and those who were not.

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