

ABSTRACT

Harlan, Agnes Febrian. (2016). *The implementation of Venn diagram strategy to improve reading comprehension of analytical exposition texts*. Yogyakarta: Sanata Dharma University.

In teaching English language skills, reading was often taught with almost no variety of methods to help the students understand the text better. This kind of circumstance took place in *XI IS 1* of *SMA Stella Duce 1 Yogyakarta* where reading was taught conventionally and the students were less engaged. The students believed the level of difficulty was also influenced by the genre of the text. Furthermore it was revealed that an analytical exposition text was one of the most difficult text types taught in senior high school. One evident proof could be seen from their achievement in reading comprehension tests which was not satisfying yet.

This study was conducted with the aim of improving the teacher's quality in teaching reading and assisting students increase their reading comprehension of analytical exposition texts. To achieve these goals, the researcher implemented the use of the Venn diagram strategy. Thus, the formulated research question was: how is Venn diagram strategy implemented to improve students' reading comprehension of analytical exposition texts?

In this study, the researcher employed classroom action research. The research was done in two cycles. Each cycle was conducted in one meeting. The researcher analyzed the data from twenty-two (22) students in *XI IS 1* of *SMA Stella Duce 1 Yogyakarta*, who were present in both cycles. The main instruments used here were observation sheets, field notes, students' reading comprehension tests, and students' work (Venn diagrams).

The result of the research showed some changes after the second cycle. The changes were indicated by the students' better understanding of the text and the increase of students' engagement during group work as observed and noted in the observation sheets. As the consequence, the improvement of scores in reading comprehension test in cycle two also took place.

Keywords: reading comprehension, analytical exposition texts, Venn diagram strategy, classroom action research

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Dalam pembelajaran bahasa Inggris, keterampilan membaca seringkali diajarkan hampir tanpa metode yang bervariasi untuk membantu siswa memahami teks dengan lebih baik. Hal seperti ini terjadi di kelas XI IS 1 SMA Stella Duce 1 Yogyakarta, di mana membaca diajarkan secara konvensional dan siswi menjadi kurang terlibat. Siswi meyakini bahwa tingkat kesulitan sebuah teks dipengaruhi oleh jenis teks. Lebih jauh lagi, mereka mengungkapkan bahwa teks eksposisi analitis adalah salah satu jenis teks yang paling sulit yang diajarkan di SMA. Bukti nyatanya dapat dilihat dari pencapaian para siswi dalam tes pemahaman membaca yang kurang memuaskan.

Penelitian ini menggunakan penelitian tindakan kelas dengan tujuan untuk meningkatkan kualitas guru dalam mengajar membaca dan membantu siswi meningkatkan kemampuan mereka dalam memahami teks eksposisi analitis. Untuk mencapai tujuan-tujuan ini, peneliti menerapkan penggunaan strategi diagram Venn. Oleh karena itu, rumusan pertanyaan dalam penelitian ini adalah: bagaimana strategi diagram Venn diterapkan untuk meningkatkan kemampuan siswi dalam memahami teks eksposisi analitis?

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas yang dilakukan dalam dua siklus. Tiap siklus dilaksanakan dalam satu pertemuan. Peneliti menganalisa data dua puluh dua siswi XI IS 1 yang hadir pada kedua siklus. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi, catatan lapangan, tes membaca, dan hasil kerja siswi (diagram Venn).

Hasil penelitian menunjukkan beberapa perubahan setelah siklus kedua. Perubahan-perubahan tersebut diindikasikan oleh pemahaman siswi terhadap teks yang lebih baik dan peningkatan keterlibatan siswi saat bekerja dalam kelompok sesuai dengan hasil pengamatan. Sebagai konsekuensinya, peningkatan skor tes membaca di siklus kedua pun terjadi.

Kata kunci: *membaca, teks eksposisi analitis, strategi diagram Venn, penelitian tindakan kelas*