

**TEACHING AND LEARNING ANALYSIS IN COMPREHENDING
IMPLIED INFORMATION OF READING TEXT
(Descriptive Study at SMA N 01 Lebong Selatan, at Grade XI
in the Academic Years 2016-2017)**

THESIS

**This thesis is submitted to fulfil the requirement for ‘Sarjana’ degree
in English Education Study Program**



By

RAMA AFERO

NIM. 12551011

**ENGLISH TADRIS STUDY PROGRAM
EDUCATION (TARBIYAH) DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) CURUP
2017**



**KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN CURUP**

Jalan : Dr. AK Gani No; 01 PO 108 Tlp (0732) 21010 -21759 Fax 21010 Curup 39119

APPROVAL

Nomor: 008/Sti.02/I/PP.00.9/12/2017

Name : Rama Afero
NIM : 12551011
Departement : English Study Program
Title : Teaching and Learning Analysis In Comprehending
Implied Information of Reading Text

Has been examined by examining board of the English Study Program of State College for Islamic Studies (STAIN) Curup, on :

Day / Date : Thursday, October 26th 2017
Time : 09.30 p.m -- 11.00 p.m
At : Munaqosyah 1 Building STAIN Curup

Has been received to fulfil partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Departement of STAIN Curup.

Curup, 25 Desember 2017

Head of STAIN Curup



Dr. Rahmat Hidayat, M.Ag., M.Pd
NIP. 19711221 1999 03 1 004

Examiners:

Head,

Bayu Senjahari, M.Pd., M.Ed
NIP. 19800306 290212 1 004

Secretary,

Paldi Gusmulianga, M.Pd
NIP. 19840817 201503 1 004

Examiner I,

Sakut Anshori, S.Pd.I., M.Hum
NIP. 19811020 200604 1 002

Examiner II,

Eka Apriani, M.Pd
MK. 19900403201503 2 005

STATEMENT OF OWNERSHIP

The researcher who signed below:

Name : Rama Afero

NIM : 12551011

Department : Tarbiyah

Study Program : English Study Program

I certify that this thesis entitled Analysis Teaching And Learning In Comprehending Implied Information Of Reading Text Comprehension (An Descriptive Study at SMA N 01 Lebong Selatan, at Grade XI in the Academic Years 2016-2017) is honestly my own work and I did by myself. I am aware that I have quoted some statements from various sources and they are properly acknowledged in the text.

Curup, 19-09-2017

WATERA
KAMPAL

16BA/11/18000936

6000

RIBURUPIAH

Rama Afero

NIM. 12551011



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Jalan Dr. AK Gani, No 01 Kotak Pos 108 Telp (0732) 21010-21759 fax 21010 Curup
39119 Bengkulu
Email staincurup@telkom.net homepage : www.staincurup.Ac.co.id

Hal : Pengajuan Skripsi
Kepada
Yth Bapak Ketua Jurusan Tarbiyah STAIN Curup
Di –
Curup

Assalamu`alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama : Rama Afero, NIM. 12551011 mahasiswa STAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul "Analysis Teaching And Learning In Comprehending Implied Information Of Reading Text At SMA N 01 Lebong Selatan, At Grade XI In The Academic Years 2016-2017" . Sudah dapat diajukan dalam sidang munaqasah Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

Curup, 19 September 2017

Advisor

Bayu Senjahari, M.Pd., M.Ed
NIP: 19800306 200212 1 004

Co-Advisor

Paidi Gusmuljana, M. Pd
NIP. 19840817 201503 1 004

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of this thesis. Hopefully, this thesis gives the advantages for reader and the next researcher who wants to follow up this researcher in the similar case.

Curup, September 2017

Researcher

Rama Afero

NIM.12551011

MOTTO

Bismillahirrahmannirrahim, 😊

*'Always move although with smooth ways and
always grateful wherever You are'*

_Rama Afero :D

DEDICATIONS

With determination and hard struggle finally I sculpt and reach my ideals and with a sense of love I dedicate my thesis to:

- My beloved father (Heri Wanto), hugs and kisses I give for the help, sacrifice, prayer blessing, compassion and love that has been given to my success
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ABSTRACT

Rama Afero 2017

Teaching And Learning Analysis In Comprehending Implied Information Of Reading Text (Descriptive Study at SMA N 01 Lebong Selatan, at Grade XI in the Academic Years 2016-2017)

Advisor : Bayu Senjahari, M.Pd., M.Ed
Co Advisor : Paidi Gusmuliana, M.Pd

This research investigated the analysis of teaching and learning in comprehending implied information of reading text in Senior High School number 01 Lebong Selatan at grade eleven. based on the phenomenon that I get students are still difficulties in understanding implied information in the text reading, so what are the strategies that teachers use such as asking questions, making connections, and think aloud in teaching implied information is appropriate. This research is descriptive study research that Qualitative research. this research is the whole student at grade XI of Senior High School Number 01 Lebong Selatan and there is also English teacher that I also interviewed. In collecting the data, the researcher relies on the observation and interviewed. Observation is where I do direct observation to the school why there are still students who have not understood implied information when the teacher has explained well. After doing the Observation I conducted an interview to four English teachers about the strategies used in teaching implied information. From the results of interviews with teachers I get the results teachers have explained well and also use the strategies that already exist in teaching implied information. After that I also interviewed students about what difficulties experienced when learning implied information. The students answered we still having difficulty in understanding the new vocabulary, there that when we answer the question of implied information we still have many wrong and not fully understand the purpose of the text. However, the result of the research shows that teachers have used existing strategies when teaching implied information, but there are still some students who have not fully understood implied information because students have difficulty understanding new vocabulary in reading text.

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CHAPTER I

INTRODUCTION

This chapter describes background of the study, problem of the study, objectives of the study, significance of the study, focus of the research, and definition of the key term.

A. Background of the Study

Reading is very important language skill for students because some reasons. First, it develops students mind. It means that understanding the written word is one way the mind grows in its ability. Second, students can acquire and identify information both explicitly and implicitly meaning from the text. It means that through reading students can analyze and comprehend explicit or implicit meaning on the text such as about place, time, main idea, character, plot, moral value, generic structure, and kind of the text. Third, reading also can help students learn to think the new language and build a better vocabulary. It means that through reading the students can explore themselves to new information, new ways to solve a problem, and new ways to achieve one thing because exploration starts from reading and understanding. Fourth, reading is also used in the national examination, that is why students must have a good reading comprehension if they want to pass the exam successfully.

In spite of the fact that reading is an important activity in the classroom, students cannot deny that reading is still real problems. It is not easy for students to comprehend the text in foreign language. They are forced to face new vocabulary and grammar that are definitely different from their mother language. It is hard for them to guess and predict the correct cues behind the texts because of their imperfect knowledge of the language.

English first foreign language for Indonesia students, The students need much time to learn and practice it. They must study hard not only at school but also outside, like at home by attending English course . While, there are many ways taken by the teachers in their teaching learning process. They are all applied in various kinds of strategies, techniques, methods or approaches based on the field of learning discussed.

However, the results are usually unsatisfactory. in the other hand, Asmani said the teaching reading is one of the the first focus in learning process of english education. Usually in teaching reading the teacher use several text for student to easier in comprehending some vocabularies, structure or grammar in text, the purpose of the text, and what kind of the text. Furthemore,the students have to understand what is the purpose from the text and how to anylize that text well. So, if the student do not carefully in comprehending the meaning of the text, it will appear some mistakes and make the teacher to be confuse especially in teaching.¹

Hence, reading is one of the skills developed for students in order to get information and knowledge. The main function of teaching in Indonesia is as an instrument to gain science and technology, and as a device of international affair. It means that the major function of teaching learning of English in Indonesia is as an instrum ent of improving higher science and technology, which is absolutely needed in Indonesia specifically and world generally.

Focusing on the students reading ability, there are important issues to concern with namely,components ways to read effectively and reading speed. To be able to understand a text optimally, it is important to know how to read effectively, the following steps are

¹ Asmani.. Aplikasi Pembelajaran Aktif,Kreatif,Efektif,dan Menyenangkan. Yogyakarta: Diva Press 2013 P.27

suggested by Arwijati, as these,² to be aware of the nature of what you are reading, to be aware of the purpose you are reading, To decide on a reading approach or strategies suitable for your purpose, to be able to use different reading strategies as reading, skimming, and memorizing.

From the statement above we know that in teaching English as a foreign language, reading is one of the elements which is very crucial by knowing how to catch the ideas of reading material which is hopefully could add up our knowledge easily. While teaching in comprehending implied information of reading text at SMA N 1 Lebong Selatan is emphasized as well as priority. In generally, the purpose of reading is classified as following below ³, getting general information from the text, getting specific information from the text, and reading for pleasure.

The understanding or compression of reading printed words correctly and recognizing printer meaning word by word. As well Tarrigan states that reading is substance of phenomena which intended to the reader in order to understand the meaning meant by author. It means that reading required someone thinks, feels and images.⁴ It is stated in curriculum the general objective of reading is that the student are able to understand and interpret the content of reading texts through observation, interpretation and application. The technique of teaching reading comprehension is the important part in student's activities, therefore the teacher should know a good technique to present in teaching reading. The writer believes that success of foreign language study depends on several factors such as: the student's motivation in language, the

² Arwijati. *Teaching Reading*. Yogyakarta : Pustaka Pelajar. 2009 P. 18

³ Ibid. P. 20

⁴ Tarigan,. *Tekhnik Penyusunan Keterampilan Berbahasa* Bandung : PT.Aksara 1979 P. 46

material selected to be used and last but not least is a clearly defined objective of the foreign language study.

Based on the small interview to students at SMA N 1 Lebong Selatan about teaching and learning in comprehending implied information of reading text⁵. They said that, We are still having trouble understanding the new vocabulary and not knowing how to translate correctly. Beside that, teacher of English at SMA N 1 Lebong Selatan said about strategy and technique in teaching and learning implied information of reading text. The teacher said, student have to understand the text and after that can get the information from the text. That's why the student have to understand about all of information from the text. The strategy that teachers use when teaching implied information is to use a making connections, think aloud and asking questions . Yet, even though the teacher has explained the theory of implied information using some of these strategies, there are still some students having difficulty in understanding implied information in reading text. This is about definition implied information in reading text.

Implied information is information implicitly meaning 'hidden' or more explicit that the information implied means the meaning of the information can be understood in an indirect way, the meaning of the implied information can be understood after actually reading it. This is example about implied information. Marry Smith had a stomach cancer. The doctor told him, "You need chemotherapy to stop the cancer. How was Marry Smith? The question how Marry Smith health. In the text have a word evidence , "Marry Smith had a stomach cancer". So, in the conclusion we know Marry was very sick.⁶

⁵ Interview hold on April 3rd 2017 at SMA N 1 Lebong Selatan

⁶ Nurgiantora, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra*, Yogyakarta: BPFE.2001 P.31

From the statement before writer get the conclusion about teaching and learning in implied information of short functional text. The strategy in teaching implied information teaching is good enough but it's just that its application has not run well. Because there are still many students who do not understand about implied information and difficulties to answer questions about implied information. Therefore some students get low score and not already know about implied information. Looking at this condition is also very interesting for the researcher to conduct research on “ Teaching and Learning In Comprehending Implied Information Of Reading Text”(Descriptive Study On Grade XI Students at SMA N 1 Lebong Selatan).

B. Problems of the Study

Based on the background, it is necessary to conduct the study on teaching and learning in implied information in using reading text, The problems were formulated as following :

1. What strategies are used by teacher in teaching implied information of Reading text at SMA N 1 Lebong Selatan.
2. What are causes that make student get difficulties in comprehending implied information of Reading text at SMA N 1 Lebong Selatan.

C. Objectives of the Study

The objectives of this study is as follow:

1. To investigate the teacher's strategies in teaching the implied information of reading text for the students at SMA N 1 Lebong Selatan.
2. To investigate the causes of difficulties face by SMA N 1 Lebong Selatan students in comprehending implied information of reading text

D. Significance of the Study

The writer expects in this study will be able to contribute the results of the study;

1. The writer hopes that the result of this investigation could be some of the uses for the development of teacher's technique to teach implied information of Reading text for the students.
2. The writer also expects that will be of great help or teachers and students in teaching and learning process

E. Focus Of The Research

The research conducted was focused to the following points:

1. The Teaching and learning in comprehending implied information of Reading text at SMA N 1 Lebong Selatan
2. The investigation just for the teachers and students at SMA N 1 Lebong Selatan.

F. Definition of the Key Terms

The definition of the key terms as follows:

1. Analysis

Analysis is a process for breaking things into parts that are related to each other. analysis is a thinking activity to describe a whole into a component so that it can recognize the signs of each component, the relationship of each other and their respective functions in a unified whole. So in conclusion the analysis is a process to break something that is related and describes a whole into a component so that it can recognize the signs of each component.⁷

⁷ Smith, Frank.. *Psycholinguistic and Reading*. New York: Rinehart dan Winston Inc,1978 P.42

2. Teaching

Teaching theory is a series of learning process given by a teacher to students with a theme of learning that is verbal and has meaning in student learning. In essence a teacher is doing the searching process, about any form of material that has been mastered by students, and if found there is material that has not been understood by the students, here the role of teachers began to be seen in conveying learning. In the process of identification, a teacher should be able to structure material Students, so that learners can learn what delivered by educators with ease.⁸

3. Learning

Learning is how people choose, maintain, and transform information actively. According to Carole during the learning activities take place students are left to find themselves (discovery learning) the meaning of everything learned. In this case students are given the widest opportunity to play a role in solving problems. In this way they are expected to be able to understand the concepts in their own language.⁹

4. Reading Comprehension

Reading Comprehension is the students ability to understand the text that has been read. It means that reading can not be separated from comprehension because the result of reading activity is to comprehend what has been read. From the defenition , it can be concluded that reading comprehension is the power to get an idea or meaning form a written text, understand it according to experiential background or

⁸ Rivers and Temperly. 1978. *Pratical Guide to The Teaching OF English As A Second or Foreign Language*. Newyork: Oxford University. P. 23

⁹ Cox, Carole & James Zarrillo. *Teaching Reading with Children's Literature*, New York: Mac Millan Publishing Company,1999 P .36

prior knowledge, and interpret it with the reader's needs and purpose.

Comprehending is a power of understanding¹⁰

5. Implied information

Implied information is information implicitly meaning 'hidden' or more explicit that the information implied means the meaning of the information can be understood an indirect way, the meaning of the implied information can be understood after actually reading it.¹¹

¹⁰ Hornby, 1968. *Teaching Language At Second Language*. New York:Oxford University Press. P.83

¹¹ Nurgiantora, Burhan.. *Penilaian dalam Pengajaran Bahasa dan Sastra*, Yogyakarta: BPFE.P.63

CHAPTER II

RELATED OF LITERATURE REVIEW

This chapter highlights the notion of reading, reason for reading, the best way to read, reading comprehension, identifying the implied information, teachers strategy in teaching implied information, teachers strategy in teaching reading comprehension, definition of implied information, students difficulties in comprehending implied information, and related previous study.

A. Reading as a Language Skill

1. Reading

The definition of reading is developmental process. The first stage is learning sound-symbol correspondences, either directly or by reading aloud sentences and the words and sentence pattern in new combination.¹² The complicated process of learning how to read is reflected in the many definitions and theories of reading that are debated and discussed in the professional literature.

These authors describe reading as a multifaceted process which can be viewed at various developmental stages in terms of skill developmental, as a visual art, a perceptual process, a communication component, a reflection of economic and cultural background, or a psycholinguistic process, as information processing, or as a thinking process.

Reading is a process of getting information, from context and combining disparate elements into a new whole from an interactive point of view, information processing is often triggered by the knowledge they already process.¹³ Reading encompassed all of things, the

¹²Allen and Vallette, . *Reading Skill And Technique*. USA: Oxford University Press.1997, P. 249

¹³ Vacca, ET. Al . *Teaching Reading As Foreign Language*. New York : Kent State University 1992, P.80

differences in current reading program use today lie in the relative importance assigned to each of these four definitions are :

- a. Reading is understanding the language of the author of a printed passage.
- b. Reading is the decoding so that they can be produced orally.
- c. Reading is the ability anticipate the meaning in lines of printed so that the reader is not concerned whit the mechanical detail but with grasping ideas from the groups of word that convey meaning.
- d. Reading involves a complicated set of interaction between reader and a text in order to describe meaning.

Reading is thinking process. In this extent, the reader must be able to use the information to make inferences and read critically and creatively to understand the figurative language, determine of the author's purpose, evaluate the ideas conveyed and apply the idea to actual situations. In order to read rapidly, some expert from different specialization views reading, reading contribution and definition of reading carefully.

Actually, they have been conducting extensively research as in a nature of reading and sequential development of reading skills.¹⁴ Logan ET.Al listed several integrated phenomena concerning reading in nature, those are (1) Reading is rooted in experience (2) Reading is responding (3) Reading is reaction (4) Reading is native language process (5) Reading is complex (6) Reading is tool of communication (7) Reading is creativity (8) Reading is specific purpose and the last (9) Reading is development in nature.¹⁵

¹⁴ Goodman, Kenneth S.. The Reading Process. Dalam Carrell, Devine, dan Eskey (Ed). *Interactive Approache to Second Language Reading*. New York: Cambridge. University Press.1988,P .96

¹⁵ Logan, S. and Johnston, R. in Reading Ability and Attitudes: Examining Where These Differences Lie. *Journal of Research in Reading*, 32 .2001,P. 199-214

In other words, reading is substance of phenomenon which, firstly the experiences already processed by the reader and will determine his understanding of the meaning intended by the author. Secondly, reading is reaction to the graphic of representation to the graphic of sound symbols in term of recognition and understanding. Thirdly, in the reading process then teacher begins with familiar material student's senses relations of the language expressions. And next, reading is creativity, means that the creative reader brings to the material the skill of the comparison and synthesis, the ability to see new relationship and at definitely conclusion, and so on.

2. Reason for reading

There are many contributing factors to reading. These include the physical environment, where the reading take place, the lighting, the noise, anther distraction and psychological factor such as poor eye sight or inability to sit in one place for any length of time, but perhaps the most principal factors is the psychological factor. The psychological factor that would be completely discussed here are motivation and interest.

Firstly, motivation as “The degree of desire learns, to study, to cooperate, Logan said. The desire to read is hopeful in understanding the reading material so that the motivation is an important part of reading material, motivated students who are highly curious about materials that will be read. Thus motivation in reading is concerned whit the arousal of desire to engage in reading. Interest and motivation often work in a cause affect relationship. Students who are interested in a reading material become motivated in reading material become not motivated in reading it. Hence, it is difficult to separate interest and motivated since they are very closely related.

Secondly, interest is an essential media of motivation because the activity of learning process will be running well if the existence of interest is available. These aspects influence how hard children will work at the reading task. For example, children who interested in the materials presented to them will put forth much more effort in the reading process than children who have no interest in the available reading materials.

Thirdly, attention. Attention is closely related to interest and motivation since interest and motivation cause arousal of attention. Attention is an important ingredient in reading. Therefore attention is one of the factors that can influence the success of reading. Without attention, there will be little learning that take place when they are reading.¹⁶

3. The best way to read

It has been suggested that the development of reading process from a context-bound response to a mastery of using textual clues alone. Reading skill is the refinement of reading behavior so that the reader can process a wide variety of texts easily and can adopt reading behavior to achieve specific aims.

Firstly, intensive reading according to Rivers intensive reading is activity which is related to further progress in language learning under the teacher's is guidance. He views that in this type of reading a control from a teacher is compulsory and it provided a basis for elucidation of difficulties of structure, and for the extension of vocabulary.¹⁷ Secondly, extensive reading develops the students own pace according to their individual ability¹⁸. In the extent, the activity is not completely controlled by the teacher's role. The extensive reading activity is mostly concerned with the purpose of training students to read directly

¹⁶ Goodman, Kenneth S.. *The Reading Process*. Dalam Carrell, Devine, dan Eskey (Ed). 1988. *Interactive Approache to Second Language Reading*. New York: Cambridge. University Press.1988,P.67

¹⁷ Rivers and Temperly. *Pratical Guide to The Teaching OF English As A Second or Foreign Language*. Newyork: Oxford University.1978, P. 23

¹⁸ Ibid. P. 229

and fluently for his/her own employment without the aid of the teacher. Structure in the text will be already familiar to him and new vocabulary will be introduced slowly in such a way that its meaning can be deduced from the context.

Tarigan stated that the extensive reading means reading widely. The object of this type of reading program consists of as many as possible texts in the shortest time. He wrote that the student's comprehension and understanding beyond the passage is in a minimum.¹⁹ Then, he divides the type of extensive reading into three major categories, namely scanning, survey reading, and superficial reading.

B. Reading Comprehension

Reading comprehension is a reader's comprehension abusively by contracting meaning from interacting with material that is read.²⁰ Furthermore, David P. Harris stated that the abilities needed in reading a language includes at least the following:²¹

a. Language and graphic symbols

1. Comprehending a large percentage of the lexical item occurring in non-specialized writing and being able to derive the meaning of the familiar (on special uses of common items) from the context in which they occur.
2. Understanding the syntactical patterns and morphological forms characteristic.
3. Responding correctly to the graphic symbols of writing (e.g. punctuation, capitalization, paragraphing, and utilizing) used to convey and clarify meaning.

b. Ideas

1. Identifying the writer's purpose and central ideas.

¹⁹Opcit Tarigan P.47

²⁰ Anderson, R. C., Heibert, E. H., Scott, J., & Wilkinson, I. A. G. *Becoming a Nation of Readers*. (Washington, DC: National Institute of Education, 1984), P.160

²¹David P Harris, *.Testing English And Second Language*. New York: Mc Graw Hill,1969 P. 59

2. Understanding the subordinate ideas which support the thesis.
 3. Drawing correct conclusion and valid inferences from what is given.
- c. Tone and style
1. Recognizing the author's attitude towards the subject and the readers understanding the tone of writing.
 2. Identifying the method and stylistic devices which the author conveys his ideas.

C. Identifying Of Implied Information

Djuharie, Nartalina, and Jamaludin stated that, in finding implied information in a text, it is a big challenge for students. In this situation, they should infer the data or information in the text. It demands they to dig implicit information. To know the implied information of reading text²², Rosalina stated that there are two important step for teachers to teach implied information for Students and make they understand about the implied information , as following :

- a) Teachers require students to understand the last paragraph of the text because implied information stated explicitly in the last part of story.
- b) if the implied information does not stated explicitly in the text, teacher require students to understand the plot, such as what the main character does to overcome the problem and the result she or he gets.

Then, Djuharie, Nartalina, and jamaludin, said that implied information in a text is dominantly a statement that contains good advise/ value of life, normative, and general²³. In conclusion, finding implied information in a text is difficult. However, by

²²Otong Setiawan, Djuharie, Natarlina, Nina, And Jamaludin,M. (2009). Siga Dan Sukses Menjelang Ujian Nasional Bahasa Inggris SMA/MA. Bandung: Yrama Wijaya.p16.

²³Ibid. P.17

using good strategy it will be easy because implied information always includes positive statements.

It is important to know about the items of reading that ask about implied information of Reading Text, Djuharie, Nartalina, and Jamaludin said:

1. *from the text above, we can learn that.....*
2. *from the text above, we can conclude that.....*
3. *what is the implied information of the text above?*²⁴

The technique that is used to determine implied information of this text is very easy. The reader can understand the last paragraph of the text because implied information stated explicitly in the last part of story. The implied meaning is the meaning of a reading that is not written clearly in the reading. Now, you will learn the meaning implied in the text reading. We all know that every reading text has an intrinsic element. From these intrinsic elements, you can discover the implicit meaning of the characters, the background, the behavior, and the message.²⁵

a. Figure

People are the actors in a fiction, while the character refers to the term character which means the condition of the soul or the nature of the character. So, the character is the actor who is in the work of fiction, while the character or character is a behavior that fills the person.

²⁴Opcit. P.17

²⁵ Flood, J. & Lapp, D.. *Reading Comprehension Instruction: Research on Teaching Specific Aspects of the English Language Arts Curriculum*,1989 P.97

1. Figure illustrated with a large body / handsome, cutting hair pieces, face box, and muscular. The depiction of the character gives the implied meaning that it is a fierce, stubborn, hard working figure, or he is a policeman.
2. The figure is depicted in a shabby clothes, his body filthy, his body is thin, meaning the character is a poor or a bum.²⁶

b. Background

Background is a description of the space, time and atmosphere of events in a literary work. Or other background definitions are intrinsic elements in literary works that include space, time and atmosphere that occurs in an event in the literary work.

1. Backgrounds of the place depicted with slums, lots of flies, and houses coincide, giving the implied meaning that the inhabitants are also dirty. The person is not tidy and clean.
2. The scenery is described as clean, there is a flower garden, beautiful, and neat, depicting the implied meaning of the inhabitants is also neat and healthy.²⁷

c. Behavior

Although behavior is not an intrinsic element in the text, but from behavior, the character can be taken of its implicit meaning. Behavior with a smile reflects the implicit meaning of pleasure, agree, dislike, disagree, or casual. Come on, consider the following example.

"How about a singing contest?"

²⁶ Sadikin, Asep Suganda dkk. *Mari Mengangkat Martabat Bahasa Kita Bahasa Indonesia*. Jakarta: Garfindo.2000 P.87

²⁷ Baradja, Muhammad Fuad.. *Kapita Selekta Pengajaran Bahasa*, Malang: FKIP.1990 P.27

Linda said, "I agree, in case we win."

"What about you, Sinta?" Lala asked.

Sinta just smiled a knot.

d. Mandate or message

A mandate in many reading texts implies an implied meaning. You can understand if reading the text reading seriously.²⁸

D . Teachers Strategy in Teaching Implied Information

a. Thinking aloud

Teaching with transactional theory starts with teachers think aloud and modeling for their students how skillful readers think as they think. From hearing teachers read and think aloud, students learn how good thinking create meaning from the text. Students learn to think of comprehension as a form of problem solving. They see the teacher strategically work through the text, pausing to clarify confusing passages, to make inferences based on clause in the text, and to form predictions about what may happen next. Later, through guided practice, the teacher helps the student work through the same type of problem solving to comprehend other text.²⁹

Teacher procedure in using think aloud,

1. Teachers choose a text that is interesting enough to think aloud
2. The teacher explains the text to briefly
3. The teacher shares the text with a line paragraphs

²⁸ Nurgiantora, Burhan.. *Penilaian dalam Pengajaran Bahasa dan Sastra*, Yogyakarta: BPFE.2001 P.86

²⁹ Alexander. J. Estill. (Ed).. *Teeaching Reading*. Scott, Feresman, and Company 1998 P.19

4. The teacher makes conclusions, clarification and follow-up

b. Using Background Knowledge

For a transaction to take place in reading comprehension, readers must provide something for the process. The writer provides words, but readers bring their own experiences, which they use to interpret the text. For example, many readers have their own concepts of how a hotel lobby looks, what it feels like to take off in an airplane, and any number of scenes or places that a writer may depict. Sometimes, the readers mental image can take precedence over the writers own descriptions in the passage. Before students read passage, teachers can help students access their prior knowledge by discussing elements in the story, including the problem and setting, so the students can use that information to make sense of the text.³⁰

c. Making Connections

As readers work through a passage, they look for the familiar ideas they have seen in other books, places similar to their own experiences, and events they have seen in the real world. Connecting what they read to what they are familiar with is part of the transaction readers use to comprehend the text, particularly when the material is difficult. In keeping with this theory, teachers need to show students how to make these text to text, text to self and text to world connections through modeling and guided practice. They can ask students to write in journalism about the connections they make. Theoretically, the writing process helps students clarify their connections and use them to improve their comprehension.

³⁰ Nunan, D. *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall 1991P.17

Teachers procedures in using making connections, among they are :

Before practicing this strategy in the classroom, teachers create a list of personal connections to the particular text for which you will be modeling this strategy. Explain to students that teacher is going to practice the comprehension strategy of making connections to find ways that students can personally relate to a text. Ask students to think about the following questions. Teacher may choose to write these on the board or chart paper for students to see.

- Focusing on text-to-self connections:

- What does this story remind you of?
- Can you relate to the characters in the story?
- Does anything in this story remind you of anything in your own life?

- Focusing on text-to-text connections:

- What does this remind you of in another book you have read?
- How is this text similar to other things you have read?
- How is this text different from other things you have read?

- Focusing on text-to-world connections:

- What does this remind you of in the real world?
- How are events in this story similar to things that happen in the real world?
- How are events in this story different from things that happen in the real world?

- Using the making connections Posters (Text-to-Self Connection, Text-to-Text Connection, and Text-to-World Connection) as visual aids, introduce the three types of connections: Text-to-Self Connection, Text-to-Text Connection, and Text-to-World Connection. Explain how readers often make connections to a story to help them better understand the text.
- Use the think-aloud strategy to model how to make each type of connection, using your list of personal connections to the particular text. Make sure to emphasize connections that actually help enhance your understanding of the text and others that are merely “there.” Examples to share with the students follow. Ask students to share a few quick examples of both kinds of connections, and explain why some might help their understanding of the text more than others.
 - Good connections that enhance understanding:
 - When I was in second grade, I moved to a new school like Shirley did. I remember feeling like everyone ignored me and missing my home, so I can relate to what she’s going through.
 - Surface-level connections that are merely “there”:
 - Shirley likes the Dodgers. So do I.
- After you are certain that students have a firm understanding of making connections, allow them to begin listing their own connections to the text using the Double-Entry Journal and then expanding their connections with the Planning Web.
- Finally, students can organize and write an essay about a connection to the text using the Essay Map interactive or choose a different student interactive to use to create a project based on a connection to the text.

d. Asking Questions

Communication is a key to most human transactions, but it's hard to communicate with a book that can't actually talk back. Nevertheless, asking questions and seeking answer in the text is part of transactional reading. As students read they should ask themselves questions such as, what is happening here and why is this important. The self questioning and search for answer in the text makes reading an active and transactional process. Teachers can help student with this by asking students to brainstorm list of questions to use before, during and after reading. The class can later use the questions and answer to guide discussions about the reading.³¹

The Teacher procedures in using asking questions :

(1) giving a brief explanation about the instructional objective and the topic, (2) asking students to sit in group of three, (3) showing pictures related to the topic and asking some questions to activate the students' background knowledge, (4) modeling the types of asking questions, (5) distributing worksheet, (6) asking students to read the text silently, (7) assigning students to discuss language feature such as difficult words translated into Indonesian, tenses, grammar and language function of a text, (8) guiding students to identify the types of questions "Right There, Think and Search, Author and Me, and On My Own", (9) asking students to answer the types of question (10) encouraging the students and giving them assistance, (11) asking the groups to show the answer, (12) asking the group to exchange the answer to another group and to discuss, (13) determining the correct answer and asking how to find the answer with the whole class, (14) giving feedback, and (15) giving conclusion. The most important steps

³¹ Smith, Frank.. *Psycholinguistic and Reading*. New York: Rinehart dan Winston Inc 1878 P.68

are step 4, step 8, and step 9 because these steps are the core steps in implementing the asking questions strategy (modeling, guiding, and practicing). Asking questions strategy could be implemented in individual and group discussion consist of three, four, and so fort.

E . Teachers Strategies In Teaching Reading Comprehension

a. Elaboration

Elaboration, elaboration as an additional processing of the text, by the teacher, which my increase comprehension. It involves forming connections between the text and the reader's background knowledge of the subject. Making inferences, picturing images and asking questions are all types of elaboration strategies.³²

b. Monitoring

Monitoring, defines monitoring as being aware of one's own mental process when reading. Monitoring is an advanced technique that involves a great deal of independent thinking. Monitoring occurs when a reader is aware that they do not understand what was just read. The act of monitoring is knowing how to go back and find a way to gain understanding of the topic. Monitoring is knowing when to use the three other types of reading comprehension strategies.³³

c. Organizational

Organizational, organizational strategies as the process of selecting important details and building relationships from them. These strategies include, identifying the main idea an topic sentences, classifying information, deciding which information is

³² Cox, Carole & James Zarrillo. . *Teaching Reading with Children's Literature*, New York: Mac Millan Publishing Company 1999 P.87

³³ Fachrurrazy. JURNAL PENDIDIKAN & PEMBELAJARAN, VOL. 9, NO. 1, APRIL 2002: 1-6

relevant, sequencing and summarizing. Each of these strategies is complex methods for improving them need to be taught starting from basic ideas and gradually getting more difficult. Summarizing, in particular, has been identified as a difficult skill to develop.

d. Preparational

Preparational as those that active prior knowledge about a particular topic. This method is used to get students thinking about the topic they are about to work on. It is much easier to retain knowledge about a subject when the students is familiar with the subject area.³⁴

F. Definition Of Implied Information

Implied information is information implicitly meaning 'hidden' or more explicit that the information implied means the meaning of the information can be understood in an indirect way, the meaning of the implied information can be understood after actually reading it.³⁵ The implied meaning is the meaning of a reading that is not written clearly in the reading. Now, you will learn the meaning implied in the text reading. We all know that every reading text has an intrinsic element. From these intrinsic elements, you can discover the implicit meaning of the characters, the background, the behavior, and the message.

G . Students difficulties in comprehending implied information

In understanding a reading in the text of reading, especially in searching for implied information in the text of reading students are still experiencing difficulties in the

³⁴ Burns, Paul dan James Mashall. . *Teaching Literature in The Scondary School*. San Deigo: Harcourt Brace Jovanovich , Publisher 1984 P.27

³⁵ Nurgiantora, Burhan.. *Penilaian dalam Pengajaran Bahasa dan Sastra*, Yogyakarta: BPFE.P.63

learning process especially understand the implied information of reading text. The difficulties are as follows, including³⁶:

(1) students have difficulty in following the lesson and the students do not ask questions from the teacher's explanation so that many students do not understand the material, especially in understanding implied information, (2) in the reading phase of reading texts students have difficulty in understanding the reading both of the meaning, so that in determining the implied information students are still much wrong, (3) still reading stage as well, students have difficulty in summing up the contents of reading to get the main ideas as result of reading comprehension written in written form. So in determining implied information students still have difficulty. Students must first understand the entire contents of the text so that later students can find implied information from the text, (4) students do not understand the methods that teachers use when learning takes place, (5) lack of students' knowledge of implied information materials and ignorance of how to relate the implied information between sentences with each other, (6) the difficulties that students often encounter when looking for implied information in reading text lies in the lack of an English vocabulary.

Difficulties occur due to factors of different levels of mastery of English students and how students in understanding the implied information in the text reading is also different. So if the student wants to understand the implied information in the optimal reading text, the student must really understand what is meant by the whole reading text.

³⁶ Djamarah, Syaiful Bahri. 1999. *Guru Dan Anank Didik dalam Interaksi Edukatif*. Jakarta Rineka Cipta.

H . Related previous study

There are many studies that have been conducted in implied information. One of them is Sugito (2008). Underscored The Improve Student' Ability in understanding implied information text by using problem posing technique (A Study at Second Year Students of SMPN 11 Bengkulu City Academic Year 2007- 2008)". The result of the research showed that the second year students of SMP N 11 BengkuluCity academic year 2007-2008 didn't have good abilities in reading comprehension of the implied information before the treatment given (27.875% failure). The result of the research also proved that the student's abilities in reading comprehension of the implied information were improved after the treatment given (71.875% Moderate). The situation of teaching and learning processes showed that the students were more active, critics, and creative in learning English.

Then, research about implied information was conducted by Rejeki (2000) with the title " The Educational Implied Information of Jhon Steinbeck's Novel the Pearl". The result at this research is the educational implied information of the novel The Pearl is implied information. The implied information here consist of three kinds of implied information. They are implied about relation between men toward his God. In this novel, Jhon steinbeck stated the implied information using two technique- through direct statement in the dialogue of the characters and the activities or action of the characters. Meanwhile, the implied information make easy and clear to decide theme and messages of this novel.

From the previous studies above, there are some similar concepts used by the two researchers above with this research. However, the findings of this research will be

different with them. Sugito (2008) focused on reading comprehension. He did not try to find out the implied information of the text. He tried to improve students' ability in understanding implied information text by using problem posing technique. Then, Rejeki (2000) focused on finding implied information of a novel.

In this research, the researcher tried to find kind of implied information in a novel, how is the implied information stated in the novel, and how is the influence of the implied information forward conveying theme and message in the novel. She did not concentrate on analyzing students' ability. Last but not least, the different of population will cause different result.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes kind of the research, subject of the research, technique for collecting data, and technique for analysis data.

The research is aimed to know the teaching and learning in comprehending implied information of Reading text at SMA N 1 Lebong Selatan. The method used for this study is descriptive study. It describes what the writer found in this research, the writer tried to find out the teaching and learning in comprehend implied information of reading text toward their interested. Qualitative research is descriptive research and tend to use analysis with inductive approach. Process and meaning (subject perspective) are more highlighted in qualitative research. Theoretical basis is used as a guide to focus the research in accordance with the facts in the field. In addition the theoretical basis is also useful to provide an overview of the background research and as a material discussion of research results. There is a fundamental difference between the role of theoretical foundation in quantitative research with qualitative research. In quantitative research, research departs from theory to data, and ends in acceptance or rejection of the theory used; Whereas in qualitative research the researcher departs from the data, utilizing the existing theory as the explanatory material, and ending with a theory. Qualitative research is far more subjective than quantitative research or surveys and using methods is quite different from gathering information, especially individuals, in using in-depth interviews and focus groups. The nature of this type of research is that open research and exploration ends in relatively small numbers of interviewed people in depth. Participants are asked to answer general questions, and interviewers or moderators of research groups explore with their responses to identify and determine perceptions, opinions and feelings about the ideas or topics discussed and to

determine the degree of agreement that exists within the group. The quality of findings from qualitative research directly depends on the ability, experience and sensitivity of the interviewer or moderator group.³⁷

A. Kind of The Research

This research conducted with a descriptive qualitative approach. In terms of qualitative descriptive is describing or describe something, for example, circumstances, conditions, circumstances, events, activities, and others. This is a descriptive research study is to investigate the circumstances, conditions, or other things that have been mentioned, the results presented in the form of a research report.

Qualitative research is used to examine the condition of the natural object in which researchers as a key instrument as well as qualitative research results further emphasize the significance of the generalization. This approach is a process of collecting data systematically and intensively to gain knowledge of the problems faced by teachers in applying audio-visual equipment.

Descriptive research aims to describe the systematic and accurate facts and characteristics of the population or about a particular field. This study sought to describe a situation or event. Data collected purely descriptive so it's not a prediction, nor learn the implications. Examples of descriptive studies of the most popular is a survey research.³⁸

B. Subjects of The Research

The subject of research is a source for obtaining the information needed by researchers to complete the required data in the study. In this study, the writer is the

³⁷ Lexy j. Moleong., *Metodelogi Penelitian Kualitatif Edisi Revisi*. Bandung : Remaja Rosdakarya 2007
P.30

³⁸ Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta : Pustaka Pelajar, 2012), P. 7

author's own and which is the subject and at the same data sources are teachers of SMA N 1 Lebong Selatan and in this research the writer interviewed four english teacher in there.

Teachers practice and driving force in the learning process in the classroom. Teacher is the main subject of the research, that teachers was their actions in helping students overcome the problems in the learning process. The data that obtained is in the form of direct information and interviews regarding impiled comprehending information of reading text at SMA N 1 South Lebong.

C. Technique For Collecting Data

The techniques of data collection of this study collected by three methods:

1. Observing

Observation of data collection in a way to see firsthand the object to be examined. S.Margono revealing observation technique consists of:

- a. Namely direct observation and recording observations made to the object in place occurs or the event occurred, so that the observer is located along the investigated object.
- b. Indirect observation that the observations were made not at the time of the events under investigation, for example, the events under investigation are observed events through the movie, slides how or circuit photo.³⁹

Furthermore, the use of observation technique according Arikunto that observation methods is the most effective way that is complete with blank format or observation as an

³⁹ Margono. S, *Metodologi Penelitian Pendidikan*, (Jakarta : Renika Cipta, 2003), P. 160

instrument to obtain the object of research information, so that the information obtained is true and accurate.⁴⁰

By way of implementation of observation activities and objectives of observation can be divided into two forms, namely:

- a. participatory observation, the observers took part in other activities as well as its object and does not appear to be differences in attitude. So observers participated in activities in all forms that are being investigated.
- b. non-participatory observation, the observer is not involved in the observation, just get a picture of the object as far as vision and disengaged at any given moment, can not feel the real situation occurs in observation.

Teachers observation sheet

Respondent code :
Nip : -
class :

Observation Of The Implied Strategy In Teaching Implied Information

No	Indicator	Step	Check		Note
			Yes	No	
1	Thinking aloud	1. Teachers choose a text that is interesting enough to think aloud 2. The teacher explains the text to briefly 3. The teacher shares the text with a line paragraphs 4. The teacher makes conclusions, clarification and follow-up			
2	Asking	1. Giving a brief			

⁴⁰ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), Cet, ke-13, P. 204

	Question	<p>explanation about the instructional objective and the topic</p> <ol style="list-style-type: none"> 2. Showing pictures 3. related to the topic and asking some questions to activate the students' background knowledge 4. Modeling the types of asking questions 5. Guiding students to identify the types of questions 6. Asking students to answer the types of question 			
3	Making Connection	<ol style="list-style-type: none"> 1. Focusing on text-to-self connections 2. Focusing on text-to-text connections 3. Focusing on text-to-world connections 			

2. Interviewing

The interview is a process of question and answer in the study that took place verbally in which two or more people face to face hearing directly information or particulars. In this case I have an interview some teachers of english and students at senior high school No 1 Lebong Selatan exactly from 23rd to 26th May, 2017. in order to obtain

information on all matters relating to the use of educational facilities. In this interview stage I could see what the teachers strategy do in teaching implied information and then whether the students' difficulties in understanding the material implied information that has been given by the teacher. The first I interviewed the teacher then I interviewed the students. These were the interview guidance :

A. Teachers Strategy in Teaching Implied Information of Reading Text

- What strategies do teachers implement in teaching implied information in reading texts?

Then after doing the interviews with the teachers, I interviewed of the students about their difficulties in understanding implied information in text reading.

B. Students Difficulties In Comprehending Implied Information Of Reading Text

Each student has a different understanding in understanding implied information. Depending on how they understand the material already in provided by the teacher, whether they fully understand or not. Therefore I also want to know what causes students have not understood the implied information. In order to avoid misunderstanding I do interviews with students by doing some questions, as for the questions are:

- Do you get difficulties in comprehending implied information in text, why?
- How do you comprehend implied information?
- Is the strategy already implemented by the teacher is not right in understanding the implied information in the text?
- What are the weaknesses of students in understanding implied information?

3. Documentation

According Suharsimi Arikunto documentation method is to find data about things or variables such as notes, transcripts, books, newspapers, magazines, inscription, meeting minutes, agendas and so forth. This means that researchers used this technique to study and understand the documentation.⁴¹ Things related to labor employment status, organizational structure, infrastructure, etc.

D. Technique For Analysis Data

Analysis data methods are an attempt to make the data acquired to be meaningful. The amount of data and the high value of the data collected systematically when untreated then the data is not meaningful.⁴² After the data is collected, the next step is to classify and analyze the data using descriptive and analytical technique, which is a technique used to the data that has been collected, then compiled, described and further analyzed.

In accordance with the descriptive study, then to analyze the qualitative data used mindset inductive namely how to draw conclusions to depart from the facts of the particular to

⁴¹ Ibid, P. 206

⁴² Abdullah Ali. 2007. *Metodelogi Penelitian Dan Penulisan Karya Ilmiah*. Cirebon : STAIN Press. 2007 P.18

the general of conclusions or in other words the author initially moving from the specific facts leading to a statemen explaining the facts.

a. Data Reduction

The data obtained from the field is quite a lot, it is necessary to note carefully and in detail. The longer the researchers were in the field, the amount of data obtained will be more and more, complicated and complex. It is necessary for data analysis through data reduction.

b. Data Presentation

Once reduced, then the next step is to present the data. Presentation of data is a set information composed and gives their conclusion and taking action. Presentation of data in qualitative research can be done in the form of brief descriptions, charts the relationship between categories and the like. In this research the data were presented by students and teachers at SMA N 1 Lebong Selatan.

c. Withdrawal Conclusion

The third step in the analysis of qualitative data is the conclusion and verification. Preliminary conclusion expressed still provisional, and will change if no strong evidence supporting the next phase of data collection. Yet, if the conclusion set out at the beginning, supported by evidence of valid and consisten when researchers returned to the field to collect data, the conclusions put forward acredible conclusion. Inference is a review of the records of the field or a review of existing data. These data should be verifiable, solidity and suitability which is the validity of the conclusions drawn after wards. Of the three above steps starting from data reduction, data presentation to draw a conclusion, it can be seen what the new teachers strategy in teaching

and factor what makes students' difficulties in understanding the implied information in the text reading.⁴³

⁴³ Basrowi – Sukidin.. *Metode Penelitian Kualitatif*, perspektif mikro. Surabaya : Insane Cendikia.2002
P.22

BAB IV

FINDING AND DISCUSSION

This chapter describes the findings and discussion of this research

A. Finding

All Teachers must use strategy in teaching and adjusting the strategy according to the condition of the children in the classroom. Then the strategy is suitable to apply in accordance with the conditions of existing children. Only then a teacher was using some strategy in the learning process. With the strategy in the process of teaching and learning it can facilitate a teacher in delivering a material, and take for example in teaching Implied Information. This is why I want to interview Master and Disciples in understanding the Implied Information Material. Because even though the Strategy that has been applied by the teacher in accordance with the conditions of existing children but there are also children who have not fully understand this Implied Information.

My first interview with the teachers, I asked what strategy implement in teaching implied information in reading text. The English teacher I interviewed first said that in teaching I use existing strategies and procedures to facilitate me in teaching the material regularly not repeatedly so easily understood by students. I use strategy think aloud in teaching because we can explain the material with structure. So that every structure of text and examples can be understood by students. then we can see how far the ability of students in understanding implied information, whether it is fully understood whether it has not. because by the strategy, students can understand easily what is meant by implied information. Besides, with reading students can find new information that they do not know. But on the other hand there are also students who do not fully understand implied information, because this material is enough to make students uncomfortable. Because in a text reading contains a lot of new vocabulary that makes students lazy to translate the vocabulary one by one. About the existing strategy I think can be applied to teach implied inform

ation depending on our students whether they can understand the material already given.

After doing the interview with the English teacher I first conducted another interview with the second English teacher. He said I use asking questions, because by using this strategy children become more active and easy to understand the stories that are in the text. But because their vocab capability is still lacking, there are still some students who have not understood implied information. So sometimes I give the vocabulary memorization to be understood by the students.

I use this strategy because it is more interesting to do and make students easier to understand implied information. This implied meaning is still quite difficult for some students, what's more the new vocabulary for them. So I think that reading should be interesting so it can make students become active in the classroom. But there are still students who have not understood implied information because they do not understand what is implied information. Some of the students are able to understand implied information because they know and understand little by little what is meant by the new vocabulary that is in the text. Because there are people who love reading and some who have not. Therefore the teacher's strategy in teaching should be optimized again in order to make students more spirit and students more easily understand the contents of the text, although with a difficult vocabulary.

Then after doing an interview with the second English teacher, I tried to interview one person English teacher again. This third English teacher explains her experience while teaching implied information. He expressed his opinion as follows, I use the strategy making connections, with this strategy the student must understand the entire contents of the new text then can understand what is in the meaning of the text. This strategy I apply in teaching reading especially implied information. This making connections strategy teaches students how to link the contents of the text and make conclusions from the text. Especially in searching for implied information in the text, with the strategy earlier students can easily explain the content and purpose of the text. So even though students do not understand the content of the text entirely, but little do they know the contents of the text. However, although students understand the content in reading texts, they still do not understand the new vocabulary in the text. So that some students do not understand and they are difficult to understand what the meaning of what the text. Because only some of the students who can understand the new vocabulary. Then, some of the students do not like reading so they are lazy to find the meaning of the vocabulary, so they automatically have not fully understood the contents of the text. We must choose the right strategy, which can make students become active and can understand reading like other students who can already understand reading. And my interview with the latest English teacher he uses asking questions and making connections in teaching implied information in reading text. By using this strategy the student is able to understand the entire contents of the text so that they can then connect the idea of what the intent of the text is. Strategy applied

by this teacher, especially understanding implied information is appropriate. students are able to make conclusions from the text and students can explain the contents of the text. then the students even though they do not understand the contents of the text entirely, but at least they know the purpose of the text. But in every reading text a lot of new vocabulary that makes some students do not understand and they have not understood it. Since this is a challenge for them, only some students have started to understand the vocabulary the new. some of them do not like to learn reading so that they are lazy to find the meaning of the new vocabulary, so automatically they do not understand the contents of the text of reading, especially implied information. So the teacher should be able to make this strategy even more interesting. In order for students to be more active and able to understand implied information like other students who can already understand implied information.⁴⁴

After interviewing the next teacher I interviewed some students about their difficulties in understanding implied information in reading texts. Interview with the first student. He explained his difficulty in understanding implied information in reading texts, that the lack of vocabulary makes it difficult for him to understand the material provided by the teacher. They often read the text but we have not fully understood the content of the text, so we would ask the wrong fear. So we did not dare ask the teacher.

According to the strategy given is not appropriate, because we are still difficult to understand the text. Because of too many new vocabularies, teachers should have given us a simpler vocabulary. So we can understand the contents of the text. Because sometimes the teacher explains the material too quickly, so we do not understand what is explained.

Therefore we must be able to understand the content of the text so that we understand what is meant by the text. Next I also interviewed the second student, then he explained the difficulty in understanding implied information in reading text. In my opinion, we still do not understand the contents of the text so that answering questions about implied information is still often wrong. And also we do not know how to read the correct reading text and its intonation how. Sometime there are also students who ask the teacher about the material that has not been understood, especially in understanding implied information.

The strategy that teachers apply is correct but the teacher rarely review the reading material that has been described. So we often wrong in determining implied information. teachers may have to be more detailed to explain the material, especially in understanding implied information.

⁴⁴ Teacher Observation and Interview 1
Teacher Observation and Interview 2
Teacher Observation and Interview 3
Teacher Observation and Interview 4

Therefore for us the students must focus the material, not much play. Because implied information is quite difficult to understand. Furthermore, according to my interview with some students as well. They still struggle in finding the essence of the text, so understanding implied information is often wrong. So their conclusion, understanding implied information should have a good vocabulary ability to be easy for them in understanding the text and looking for implied information.⁴⁵

The findings of observations in using think aloud the teacher uses all the existing step, like, Teachers choose a text that is interesting enough to think aloud. The teacher explains the text to briefly, The teacher shares the text with a line paragraphs. The teacher makes conclusions, clarification and follow up. And then when using asking questions, the teacher only uses a few steps, because the strategy of showing pictures and modeling the types of asking questions is rarely used because. Then the last strategy of making connections, the teacher uses all the steps that exist when teaching implied in the text. then than that according to the results of observation, all teachers who teach in SMA N 1 Lebong Selatan all use the same strategy and step in the learning process takes place.

B. Discussion

Based on the result of findings, it was found the strategy implemented by the teacher of English and the difficulties faced by the students. The questions I ask teachers are as following:

1. Teachers Strategy in Teaching Implied Information of Reading Text

⁴⁵ Students Observation and Interview 1
Students Observation and Interview 2
Students Observation and Interview 3
Students Observation and Interview 4
Students Observation and Interview 5

- What strategies do teachers implement in teaching implied information in reading texts?

Then after interviewing the teacher, I interviewed the students about their difficulties in understanding implied information in text reading.

2. Students Difficulties In Comprehending Implied Information Of Reading Text

Each student has a different understanding in understanding implied information.

Depending on how they understand the material the teacher has provided whether they fully understand it or not. Therefore I also want to know what causes the students have not understood implied information.

In order to avoid misunderstanding I do interviews with students by doing some questions, as for the questions are:

- a. Do you get difficulties in comprehending implied information in text, why?
- b. How do you comprehend implied information?
- c. Is the strategy already implemented by the teacher is not right in understanding the implied information in the text?
- d. What are the weaknesses of students in understanding implied information?

Here below Some my interview with some English teachers in SMA N 1 South Lebong, also included some questions and answers that are in accordance with the formulation of existing problems.

1. Teachers strategy in comprehending implied information of reading text

In this interview stage I interviewed four English teachers in SMA N 1 Lebong Selatan. The response he gave to the question I asked is as follows:

- What strategies do teachers implement in teaching implied information in reading texts?

“ in teaching teacher use a strategy of think aloud and procedures that already exist to facilitate me in delivering the material regularly is not repeated so easy to understand by students. I use strategy thing aloud in teaching because we can explain the material with a structured. So that every structure of text and examples that can be understood by students. Then we can see how far the ability of students in understanding implied information, whether it is fully understood whether it has not. Because with the strategy students can understand easily what is meant by implied information. Besides, with reading students can find new information that they do not know. But on the other hand there are also students who do not fully understand implied information, because this material is enough to make students uncomfortable. Because in a text reading contains a lot of new vocabulary that makes students lazy to translate the vocabulary one by one. About the existing strategies I think can be applied to teach implied information depending on our students whether they can understand the material already given.”⁴⁶

by, think aloud, students are able to understand the text and connect the idea of the text. This strategy is appropriate because students are able to make conclusions from the text, although students have not fully understand the meaning of the text. therefore the teacher should make this strategy interesting so that students can understand the material correctly”.

Hearing answers from the first English teacher made my curiosity even higher, so I did an interview again with a second english teacher. The question I asked is the same as in the first interview.

- What strategies do teachers implement in teaching implied information in reading texts?

“Teacher use asking questions, because by using this strategy students become more active and easy understand the story that is in the text. But because their vocab capability is still lacking, there are still some students who have not understood implied information. So sometimes I give the vocabulary memorization to be understood by the students.

because it is more interesting to do and make students easier to understand implied information. this implied meaning is still quite difficult for some students, what's more the new vocabulary for them. So I think that reading should be interesting so it can make students become active in the classroom. but there are still students who have not understood implied information because they do not understand what is implied

⁴⁶ Teacher observation and interview 1

information. Some of the students are able to understand implied information because they know and understand little by little what is meant by the new vocabulary that is in the text. because there are students who like reading and some who have not. Therefore the teacher's strategy in teaching should be optimized again in order to make students more spirit and students more easily understand the contents of the text, although with a difficult vocabulary”⁴⁷.

Therefore, asking connections with this strategy students must understand the entire contents of the new text then can understand what is meant of the text. Asking connections strategy makes students more actively looking for information in the text of reading and in the end they can conclude their own content of the text. Then I also interviewed the third english teacher. The questions I asked are similar to the previous question.

- What strategies do teachers implement in teaching implied information in reading texts?

“Teacher use the strategy making connections, with this strategy the student must understand the entire contents of the new text then can understand what is in the meaning of the text. this strategy I apply in teaching reading especially implied information. This making connections strategy teaches students how to link the contents of the text and make conclusions from the text. Especially in searching for implied information in the text, with the strategy earlier students can easily explain the content and purpose of the text. So even though students do not understand the content of the text entirely, but little do they know the contents of the text. However, although students understand the content in reading texts, they still do not understand the new vocabulary in the text. so that some students do not understand and they are difficult to understand what the meaning of what the text. Because only some of the students who can understand the new vocabulary. then, some of the students do not like reading so they are lazy to find the meaning of the vocabulary, so they automatically have not fully understood the contents of the text”⁴⁸.

It can be concluded, We must choose the right strategy, which can make students become active and can understand reading like other students who can already understand reading.

And my last interview is with the fourth English teacher.

⁴⁷ Teacher observation and interview 2

⁴⁸ Teacher observation and interview 3

What strategies do teachers implement in teaching implied information in reading texts ?

*“Yes I always use asking questions and making connections in teaching implied information in reading text. By using this strategy the student is able to understand the entire contents of the text so that they can then connect the idea of what the intent of the text is. strategy applied by this teacher, especially understanding implied information is appropriate. students are able to make conclusions from the text and students can explain the contents of the text. then the students even though they do not understand the contents of the text entirely, but at least they know the purpose of the text. But in every reading text a lot of new vocabulary that makes some students do not understand and they have not understood it. Since this is a challenge for them, only a few students have started to understand the new vocabulary. some of them do not like to learn reading so that they are lazy to find the meaning of the new vocabulary, so automatically they do not understand the contents of the text of reading, especially implied information ”.*⁴⁹
So the conclusion, the teacher should be able to make this strategy even more interesting.

In order for students to be more active and able to understand implied information like other students who can already understand implied information.

Below are some of the results of my interviews with some students of class XI IPA and class XI IPS in SMA N 1 South Lebong, also included some questions and answers that are in accordance with the formulation of existing problems.

2. Students Difficulties In Comprehending Implied Information Of Reading Text

At this stage I interviewed several students. From some of these students sat in their proper class XI in SMA N 1 Lebong Selatan. The questions I ask students about 4 questions.

Let me interview the first student.

a. Do you get difficulties in comprehending implied information, why?

“He replied that the lack of vocabulary makes it difficult to understand the material given by the teacher let alone understand about implied information ”.

b. How do you comprehend implied information?

⁴⁹ Teacher observation and interview 4

“Must often read the text. But even so we do not fully understand the text, so we want to ask the teacher to fear wrong. So we did not dare ask the teacher”.

c. Is the strategy already implemented by teachers in teaching implied information is right,?

“He did not think it was appropriate, because we still had trouble understanding the text. Because too many new vocabulary, should the teacher give us a simpler vocabulary. So we can understand the contents of the text”.

d. What are the weaknesses of students in understanding implied information?

*“Sometimes the teacher explains the material too quickly, so we do not understand what is explained”.*⁵⁰

So, the obstacles that students face are about new vocabulary and the teacher never repeats the material already given.

Then I interviewed the second student. Here are some answers.

a. Do you get difficulties in comprehending implied information, why?

“In my opinion, we still do not understand the contents of the text so that answering questions about implied information is still often wrong”.

b. How do you comprehend implied information?

“Yes we often read the text of the reading provided by the teacher, but we do not know how to read the correct reading text and its intonation how”.

c. Is the strategy already implemented by teachers in teaching implied information is right,?

“Yes some is right but the teacher rarely review back the reading material that has been described. So we often wrong in determining implied information”.

d. What are the weaknesses of students in understanding implied information?

*“It does not seem to exist, maybe the teacher should be more detail to explain the material, especially in understanding implied information. But students must focus the material, not much play. Because implied information is quite difficult to understand”.*⁵¹

So, students still do not understand the contents of the text and also can not read the text reading correctly. So the students must understand with the detail of the

⁵⁰Students Observation and interview 1

⁵¹Students Observation and interview 2

material given by the teacher.

Then I also interviewed the next student. Below we see some answers from the student.

a. Do you get difficulties in comprehending implied information, why?

“He replied that the new vocabulary makes it difficult for us to understand the implied material material given by the teacher”.

b. How do you comprehending implied information?

“We read the text first, but most of us can not understand the full text of the text. so we would ask the teacher to fear wrong. So sometimes we are afraid to ask the teacher”.

c. Is the strategy already implemented by teachers in teaching implied information is right ,?

“According to him not suitable, because I still can not understand the contents of the text. Since there are too many new vocabularies in the text, the teacher should give us an easier vocabulary. So we can easily understand the contents of the text reading”.

d. What are the weaknesses of students in understanding implied information?

*“I think some teachers explain the material very quickly. so the students are still many who have not understood the material presented and because the new vocabulary is quite complicated”.*⁵²

So why are students still having trouble understanding implied information in reading text. Because students are still difficult to understand new vocabulary and again the teacher is too quick to teach the material.

After that I was still interviewing students. Here are some answers from these students.

a. Do you get difficulties in comprehending implied information, why?

“In my opinion, we still can not understand the contents of the text of reading so to answer questions about implied information is still difficult and also often wrong”.

b. How do you comprehending implied information?

“understand the text of the reading correctly, but there are still many students make mistakes in reading the text reading. And read the correct text of reading can not”.

⁵²Students Observation and interview 3

c. Is the strategy already implemented by teachers in teaching implied information is right,?

“Yes right but teachers do not often review the material that has been described. So sometimes we often wrong in determining implied information in text”.

d. What are the weaknesses of students in understanding implied information?

*“Yes students must be able to actively understand the material, and the students must also be serious in every teaching and learning process. Because learning reading is difficult and requires seriousness in it, so we students should really understand what is conveyed by the teacher especially in understanding implied information in the text”.*⁵³

So in conclusion, students are still difficult to conclude the contents of the text reading because teachers rarely review the material implied. Therefore students should be more serious again understand implied in the text of reading, because implied quite difficult to understand by some students.

After that I just interviewed the other students. Here are some of my interview reviews with these students.

a. Do you get difficulties in comprehending implied information, why?

“In my opinion, we still have difficulties understanding the contents of the text of reading so that in answering questions about implied information is still difficult and so there is still much wrong”.

b. How do you comprehend implied information?

“Yes we often read and understand the part of the word that we consider a new vocabulary. we really can not and still many mistakes in reading text reading. so reading the text of reading correctly can not yet”.

c. Is the strategy already implemented by teachers in teaching implied information is right,?

“is appropriate but there are teachers who do not often repeat the previous material. So sometimes we often forget in determining the hidden meaning in the text and often make mistakes when answering questions about implied information”.

d. What are the weaknesses of students in understanding implied information?

“Students must be innovative again in understanding the meaning of implied information in reading text. students should be more courageous again ask the teacher do not pretend

⁵³Students Observation and interview 4

*we can understand the material, and then we also the students also must be serious in understanding every material implied information. Be cause in understanding implied information we must know a lot of new vocabulary contained in the text reading. If we have no trouble finding what the hidden meaning of the text is, if we already know some of the new vocabulary. it will facilitate us in answering the question of hidden meaning in the text. So we students should be diligent in reading and memorizing new vocabulary so that it can easily answer the English questions given by the teacher. So from the above description of students can be concluded that they have not fully understand the contents of the text, how to read the text correctly and not much to know the new vocabulary”.*⁵⁴

So the conclusion of the problems faced by students in learning implied information is as follows. In following the lesson , students have not understood the material given because the teacher rarely review the material already given. And about meaning of the text students still have difficulty understanding the content and meaning of the text, because they have not yet learned the meaning of the new vocabulary in the text that makes it difficult to understand the whole of the text.

⁵⁴ Students Observation and interview 5

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions related to the research findings of this study.

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that :

1. Teachers Strategy in Teaching Implied Information of Reading Text

The strategy applied by teachers is appropriate with reexplain, but teachers may have to optimize again how students can more easily understand the material that is conveyed specifically the implied information in the text reading. The teachers strategies used when teaching are like thinking aloud, making connections, asking connections. All of these strategies are typically used by teachers in every teaching and learning process . The teachers explained that the disciples were still having trouble understanding the content in the reading text so that they did not understand what the text meant. The next obstacle in the new vocabulary, some students still have difficulty in understanding the new vocabulary in the text reading. Students say that the new vocabulary is very difficult to understand because the level of vocabulary is already high. Therefore, teachers must make given an example while teaching and learning process, especially in understanding implied information. After that the teacher must also optimize the condition of students in the classroom, how students do when learning in the classroom becomes more active and dare to ask about what things they do not know when learning let alone in unde 5ing implied information. Due to according to teacher, students ask very rarely when it was not necessarily the student really

understand the material already given. So essentially in understanding implied information students must understand the entire contents of the text reading according to one of the teachers.

2. Students Difficulties in Comprehending Implied Information of Reading Text

Based on the results of the research, researcher can conclude that there are several factors that make the students who did not understand the implied information in the reading text. Several factors such as, the students did not fully understand the contents of the text of the reading so that makes students difficult to find implied information in the text reading. The students should understand the contents of the whole text, then they can search for implied information in reading text. The students also have difficulty in understanding the vocabulary in the text of reading, because for them there are so many new vocabulary that makes them difficult to understand the contents of the text reading. therefore in looking for the implied information in reading text, they found some difficulties as well. Then the students also said that for the teacher's strategy in teaching is appropriate reexplain, but the teachers should often review the material that has been taught and also the teachers should make the students more active, courageous, and make students always the spirit while studying in the classroom.

B. Suggestion

Based on the conclusion, the following suggestions are recommended for English teachers, students, and future researchers.

1. For the students

The students must be more diligent again in learning in line with reading skill, especially in understanding the implied information in the text reading. Due to, in the

text reading a lot of new vocabulary that could make it difficult for students to understand implied information. Most of the student constraints are lack of understanding of new vocabulary, it impacts in understanding reading the texts.

2. For the English teacher

These suggestions are very useful for the English teachers, especially for the English teacher at SMA N 1 Lebong Selatan .

a. The teachers should learn better and be more creative in applying the strategies of teaching reading skill. It is used to solve the students' difficulties in understanding the reading text and improve the students' understanding about material taught.

b. The teacher should create various appropriate media and illustrations to support the students understanding.

c. The teacher should identify and teach the vocabulary that related to the text to be learned before the students read the text. It will make the students easy to understand the text.

3. For Future Researcher

It is also suggested to the next researchers who want to analyze about how to understand the text of reading is good and correct. It would be better if the next researcher tried to re-analyze various aspects of research for this reading text. What if the students are not too difficult to understand the problem in the text of reading, this is one of the phrases that we often encounter when understanding text reading. So if you can for the future, how we make students no longer difficult to learn reading.

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APPENDIXS



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. A.K. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : Sti.02/1/PP.00.9/694 / 2016

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
5. Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
6. Surat Keputusan Menteri Agama RI Nomor B.II/3/0229/2012 tentang Pengangkatan Ketua STAIN Curup Periode 2012 - 2016 ;

MEMUTUSKAN :

Menetapkan Saudara :

- Pertama** : 1. Bayu Senjahari, M.Pd.,M.Ed 19800306 200212 1 004
2. Paldi Gusmuliana, M.Pd 19840817 201503 1 004

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Rama Afero

N I M : 12551011

JUDUL SKRIPSI : *Analysis Teaching and Learning In Comprehending Implied Information Of Short Functional Text*

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup

Pada tanggal, 23 Mei 2016

Di Ketua STAIN Curup

Ketua I,



MASUGLATNO, S.Ag., M.Pd.I.

NIP. 11017 199903 1 0028

Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara STAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan STAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Jurusan Tarbiyah



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) CURUP

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 - 21759 Fax 21010 Curup 3919 Email staincurup@telkom.net

Nomor : 0999/Sti.02/1/PP.00.9/10/2016 Curup, 28 Oktober 2016
Lampiran : Proposal dan Instrumen
Perihal : *Rekomendasi Izin Penelitian*

Kepada
Yth. Kepala Dinas Diknaspora
Kab Lebong

di -
Tempat

Assalamu 'alaikum, Wr. Wb.

Dalam rangka penyusunan skripsi S.1 pada Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

Nama : Rama Afero
NIM : 12551011
Jurusan/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Judul Skripsi : *Analysis Teaching and Learning In Comprehending Implied Information Of Reading Text*
Waktu Penelitian : 28 Oktober 2016 s.d 28 Januari 2017
Tempat Penelitian : SMAN 01 Lebong Selatan Kab Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikianlah atas kerjasama dan izinnya diucapkan terima kasih.



Hindra Harmi, M.Pd.
NIP. 19751108 200312 1 001



PEMERINTAH KABUPATEN LEBONG
KANTOR PELAYANAN TERPADU
Jln. Raya Curup – Muara Aman 39164, e-mail:kptlebong@gmail.com

REKOMENDASI
Nomor : 070/38 /KPT/2016

TENTANG PENELITIAN



- ar : 1. Peraturan Bupati Lebong Nomor 03 Tahun 2013 tentang Perubahan Atas Peraturan Bupati Nomor 18 Tahun 2009 tentang Pelimpahan Kewenangan di Bidang Perizinan dan Non Perizinan Kepada Kepala Kantor Pelayanan Terpadu Kabupaten Lebong.
2. Surat Ketua Kementerian Agama Sekolah Tinggi Agama Islam Negeri (STAIN) Curup Nomor : 2992/Sti.02/1/PP.00.9/10/2016 Tanggal 28 Oktober 2016, Perihal tentang Penelitian.

Nama Peneliti : Rama Afedo /12551011/Mahasiswa
Maksud : Melakukan Penelitian
Judul Penelitian : Analysis Teaching And Learning In Comprehending Implied Informatika Of Reading Text
Tempat Penelitian : SMAN 01 Lebong Selatan Kabupaten Lebong
Lama Penelitian : 28 Oktober 2016 s/d 28 Januari 2017
Penanggung Jawab : Ketua Kementerian Agama Sekolah Tinggi Agama Islam Negeri (STAIN) Curup

gan ini merekomendasikan Penelitian yang akan diadakan dengan ketentuan :

- a. Sebelum melakukan penelitian harus melapor kepada Dinas terkait.
- b. Harus menaati semua ketentuan Perundang-undangan yang berlaku.
- c. Selesai melakukan Penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Kantor Pelayanan Terpadu Kabupaten Lebong.
- d. Apabila masa berlaku Rekomendasi ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan Rekomendasi penelitian harus diajukan kembali kepada instansi pemohon.
- e. Rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang surat rekomendasi ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

ikian rekomendasi ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.


Suka Marga, 02 November 2016
Kepala,

SYARIFUDIN, S.Sos. M.Si
Pejabat PK. I
NIP.19811225 200604 1 001

usan disampaikan kepada Yth:
Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Lebong
Ketua Kementerian Agama Sekolah Tinggi Agama Islam Negeri (STAIN) Curup
Kepala Dinas Pendidikan Nasional Pemuda Dan Olahraga (DIKNASPORA) Kabupaten Lebong
Kepala SMAN 01 Lebong Selatan Kabupaten Lebong
yang Bersangkutan



PEMERINTAH KABUPATEN LEBONG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMA NEGERI 01LEBONG SELATAN

Jl. Lebong Tambang, kel.Taba Anyar , Kec. Lebong Selatan, Kab.Lebong Prov. Bengkulu

SURAT KETERANGAN

Nomor : /122.16.02 / SMAN 01. LBG / DS / 2017

Yang bertanda tangan dibawah ini :
Nama : Iwan Saputra, M.Pd
NIP : 197905252006041011
Jabatan : Ka. SMA Negeri 01 Lebong Selatan

Dengan ini menerangkan bahwa :
Nama : Rama Afero
NIM : 12551011
Jurusan : Tarbiyah
Prodi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 01 Lebong Selatan dalam rangka penyusunan skripsi yang berjudul "Analysis Teaching And Learning In Comprehending Implied Information Of Reading Text' (An Descriptive Study at SMA N 01 Lebong Selatan, At Grade XI in the Academic Years 2016-2017)" pada Sekolah Tinggi Agama Islam Negeri (STAIN) Curup dengan waktu penelitian 28 mei s.d 02 april 2017 sesuai dengan jadwal yang terlampir.

Demikian surat ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Lebong Selatan, 2017
Kepala SMA Negeri 01 Lebong Selatan

Iwan Saputra, M.Pd
NIP. 197905252006041011



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Rama Afero
NIM : 12551011
JURUSAN/PRODI : Tarbiyah / Pendidikan Bahasa Inggris
PEMBIMBING I : Bayu Senjahari, M.Pd., M.Ed.
PEMBIMBING II : Paldi Gusmuliana, M.Pd.
JUDUL SKRIPSI : Analysis teaching and Learning in Compre-
hending Implied information of Reading
Text

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2.

* Dianjurkan kepada mahasiswa untuk membawa skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan.

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Rama Afero
NIM : 12551011
JURUSAN/PRODI : Tarbiyah / Pendidikan Bahasa Inggris
PEMBIMBING I : Bayu Senjahari, M.Pd., M.Ed.
PEMBIMBING II : Paldi Gusmuliana, M.Pd.
JUDUL SKRIPSI : Analysis teaching and Learning in Compre-
hending Implied information of Reading
Text

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I.

Bayu Senjahari

Bayu Senjahari, M.Pd., M.Ed.

NIP. 198003062-002121004

Pembimbing II.

Paldi Gusmuliana

Paldi Gusmuliana, M.Pd.

NIP. 19840817201513004

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan dibawah ini :

Nama : Pevi Lestari

Kelas : XI IPS 3

Telah mengadakan wawancara dalam rangka menyusun skripsi yang berjudul “Analysis Teaching and Learning In Comprehending Implied Information Of Reading Text ”

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Lebong selatan, 2017

Siswa

Pevi Lestari

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan dibawah ini :

Nama : Reki Saputra

Kelas : XI IPS 3

Telah mengadakan wawancara dalam rangka menyusun skripsi yang berjudul "Analysis Teaching and Learning In Comprehending Implied Information Of Reading Text "

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Lebong selatan, 2017

Siswa



Reki Saputra

DOCUMENTATION



Interviewed students



Interviewed students



Interviewed teachers and students





BIBLIOGRAPHY

The researcher's name is Rama Afero. He was born in Palembang, on August 31th 1994. He has one brother and one sister. They are Ranu Chandra and Restu Ifania. He is the first children of Heri Wanto and Wagina. He had studied at Elementary School number 18 Taba Anyar for 6 years. Then, he studied at Junior High School Number 01 Lebong Selatan for 3 years. He continued his study at SMA N 01 Lebong Selatan for 3 years and finally had graduated from State College for Islamic Studies (STAIN) Curup for 4 years. He used to get good mark in his study since Elementary School till College.

He is a strong and careful man in doing everything in his life. He wants to be a success man in everything with the way is blessed by Almighty God. He has one thinking that the only way to have the greatest work in your life is love what you do first so do your best at every opportunity that you have".