

HOW TO TEACH READING COMPREHENSION USING SENTENCE ANALYSIS TO NON - ENGLISH DEPARTMENT STUDENTS

A THESIS

In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



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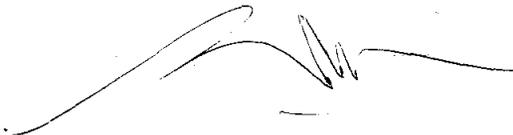
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APPROVAL SHEET

(1)

This Thesis entitled How To Teach Reading Comprehension Using Sentence Analysis To Non-English Department Students, prepared and submitted by Mega Setiawati has been approved and accepted as Partial Fulfilment of the Requirements for The Sarjana Pendidikan Degree in English Language Teaching by the following advisor.



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APPROVAL SHEET

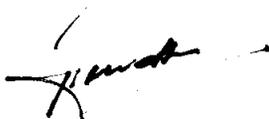
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This Thesis has been examined by the Committee on
Oral Examination with a grade of B
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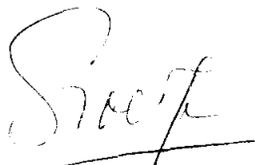
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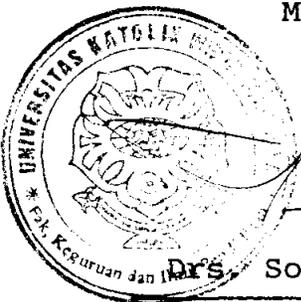
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ABSTRACT

Since people have realized the importance of reading skill for the development of their knowledge, many schools try to create the best technique to teach reading skill especially reading comprehension skill.

It is not only that they want to be able to speak English, but they also want to follow the development of the world which is mainly found in printed materials.

Based on that fact, Reading skill plays an important role in learning English as a foreign language, especially for students in countries where English is not widely spoken, for example Indonesian students.

Reading comprehension lessons concern with the students' understanding of the idea of the reading text which usually makes it difficult for teacher to teach.

Realizing that, teachers create some techniques in teaching reading comprehension, such as knowledge of vocabulary; knowledge of structure and also background of the reading passage or text.

Knowledge of vocabulary can be handled by looking at the dictionary; but knowledge of the structure is more difficult because it has connection with knowledge of language. Limited knowledge of language may cause difficulty in recognizing structure used in text, and the result is that students will make misintepretation of the text.

To make it easy, the writer of this thesis tries to introduce a technique which is called Sentence Analysis, that is breaking or dividing a sentence into constituents so that students can grasp the idea of the text easily and that makes students comprehend the text more easily.

In this thesis the writer takes the idea of Sentence Analysis as proposed by Nelson Francis. According to him, a sentence may be analyzed into four syntactic structures; they are : <1>. structure of modification, <2>. structure of predication, <3>. structure of complementation and <4>. structure of coordination.

However, the theory of Francis' analysis is not purely applied in this thesis since not all parts of sentence are analyzed. Besides that the writer analyzed only long and complicated sentences.

This is based on the fact that short simple sentences are usually quite easily understood while the long and complicated ones are not. By applying it, the writer of this thesis is convinced that students can comprehend the text easily.