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CHAPTER I INTRODUCTION

A. The Background of the Problem

Reading is one of language skills that should be mastered by the students. This skill has very important role especially to obtain information from the English text or book. A person may read in order to gain information or to verify existing knowledge, or in order to critique a writer's idea. According to Kalayo (2007: 114-115), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The goal of reading is comprehension. According to Grabe, (2009:14) said that reading is central of comprehending process. In reading, comprehension is very important. The students read to understand what the writer intended to convey in writing. In reading, students not only read the text but also comprehend the text. Comprehension cannot be learned through rote instruction, but it requires a series of strategies that influence understanding of text.

Junior High School 9 Pekanbaru is one of the schools located in Pekanbaru city. As a formal education, this school also provides English subject to the students, especially in reading skill. In Educational Curriculum at the eighth grade, the students must achieve two competences; those are standard competence and basic competence. The Standard Competence and Basic Competence in learning approach on the English syllabus of Junior High School use text type principle that are following two aims of communication, there are applied by written and oral text. The written text includes *reading* and *writing*. While, the

Hak Cipta Diindungi Undang-Undang

oral text includes: (*speaking* and *listening*). The basic competence of the eighth grade at state junior high school at the second semester is that the students must be able to read aloud, respond the meaning, and accept rhetorical steps of short functional text and simple essay text such as *narrative*, *recount*, *descriptive*, *report* and *procedure text* on daily life context accurately, fluently, and understandably and access the knowledge. Furthermore, for the standard competence, the students are required to comprehend simple short functional written text and simple essay in daily life and knowledge usage in the semester two of the eight grade are *recount* and *narrative text*.

Based on the syllabus of Junior High School 9 Pekanbaru, the curriculum demands the students of Junior High School 9 Pekanbaru especially in the eighth grade to comprehend recount and narrative text. They need to comprehend the purpose, structure and linguistics component of recount and narrative text, in both spoken and written text. The students have to understand the meaning of the recount and narrative text that has relation with their environment in which students are expected to be able to read and to write recount and narrative text correctly. In Junior High School 9 Pekanbaru, the teacher uses Nominal range for the criteria of passing grade to determine whether the students can pass the English subject or not. The criteria minimum of passing grade (KKM) for the English subject in this school is (78). The total passing grade for English subject is calculated from all of four skills. Whereas, the result of passing grade in every skill of English is 78, there are the students' passing grade for reading skill in this school is 76. Meanwhile, the students' passing grade for listening skill is 76,

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4. Some of the students were not able to find the inference of recount and narrative text.
5. Some of the students were not able to interpret and understand the messages of the recount and narrative text.
6. Some of the students still had lack of vocabulary words.

Based on the phenomena above, it seems would be better if the teacher applies another strategy in increasing students reading comprehension. In order to improve students' reading comprehension, there is a technique that can help the students in reading comprehension namely Text to Self, to Text, to World Strategy. The Text to Self, to Text, to World strategy is a strategy that the reader can make a connection relating to the reader life. According to Cowen & Cohen (2008: 212) Text to Self, to Text, to World Strategy is a reading strategy which readers draw upon their background knowledge while they are reading and make connections to their own personal experience, some opinions, and emotions that are similar to what they just read. Students can make connections between: text to self, to text, to world or to other texts they read that may be by the same author, have the same theme, or discuss a similar topic. Therefore, in relation to the explanation above, the researcher is interested in carrying out a research entitled:

“The Effect of Using Text to Self, to Text, to World Strategy on Students’ Reading Comprehension in Recount and Narrative Text at Junior High School 9 Pekanbaru .”

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B. The Problem of the Research

Based on the phenomena above, some of students at Junior High School 9 Pekanbaru still got some difficulties and struggled in English subject, especially in reading comprehension on students' reading textbook. The researcher tries to identify the phenomena as follows:

1. Identification of the Problem

Based on the indicators of background and phenomena above, some problems of the researcher found as follows:

- a. Some of the students are not able to identify the main idea of the narrative and recount text;
- b. Some of the students are not able to determine the social functions of the narrative and recount text;
- c. Some of the students are not able to determine the factual information of narrative and recount text;
- d. Some of the students are not able to identify inference of the narrative and recount text;
- e. Some of the students are not able to interpret the messages of narrative and recount text;
- f. Some of the students have still lack of vocabulary words.

2. Limitation of the Problem

Based on the identification of the problem above, this research is limited to using Text to Self, to Text, to World Strategy and students' reading

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comprehension of recount and narrative text at the eight grade of Junior High School 9 Pekanbaru.

3. Formulation of the Problem

Based on the problems above, the researcher formulates the problems of this research into the following questions:

- a. Do the students taught by using Text to Self, to Text, to World Strategy have better score of reading comprehension than students taught without using Text to Self, to Text, to World Strategy in recount and narrative text at Junior High School 9 Pekanbaru?
- b. Is there any significant difference of using Text to Self, to Text, to World Strategy on students' reading comprehension of recount and narrative text at Junior High School 9 Pekanbaru?

C. The Objective and The Significance of the Research

1. Objective of the Research

- a. To find out whether the students' taught by using Text to Self, to Text, to World Strategy have better scores of reading comprehension than the students taught without using Text to Self, to Text, to World Strategy.
- b. To find out whether there is a significant difference on students' reading comprehension taught by using Text to Self, to Text, to World Strategy at Junior High School 9 Pekanbaru.

2. Significance of the Research

Related to the objects of the research above, the significance of the research is as follows:

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- a. Hopefully, this research is expected to be very meaningful, especially for the writer as a novice researcher in term of learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable, especially for students and teachers of English of the eighth grade of Junior High School 9 Pekanbaru to be consideration in their teaching and learning process in future.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the field of teaching and learning English as a foreign or second language, and those who are concerned with the field of language teaching in general.
- d. This research is to fulfill one of the requirements to finish the researcher's undergraduate program in English Education Department of State Islamic University of Sultan Syarif Kasim Riau
- e. Finally, these research findings are also expected to be practical and theoretical information to the development of the theories in language teaching.

D. Definition of the Terms

In order to avoid misunderstanding and misinterpretation of the term used in this research, the researcher needs to explain them as follows:

1. Effect

Effect is a measure to know the strength of one variable's effect bringing in to the result (Richard and Richard, 2002:190). In other words, *Effect* is mostly

commonly used as a noun *meaning* the result or *impact* of something, an outcome. In this research, the researcher wants to know the effect of using Text to Self, to Text, to World Connections Strategy on the eight grade students' reading comprehension in reading textbook at Junior High School 9 Pekanbaru .

2. Strategy

Strategy is the procedures used in learning, thinking, etc. which serve as a way of reaching a goal (Richard, et.al, 2002: 559). In other words, strategy is an action in classroom activities taken by learner to make learning easier, faster, enjoyable, and more than transferable in a new situation.

3. Text to Self, to Text, to World Strategy

There are various reading strategies that can be applied in teaching leaning process, one of them is text to self, to text, to world strategy. According to Cowen & Cohen (2008: 212) Text to Self, to Text, to World Strategy is a reading strategy which readers draw upon their background knowledge while they are reading and make connections to their own personal experience, knowledge, opinions, and emotions that are similar to what they just read. Students can make connections between: text to self, to text, to world or to other texts they read that may be by the same author, have the same theme, or discuss a similar topic. These connections are an important during-reading (pre and post reading) strategy that the teacher can model for the students, and they can discuss this strategy after they have completed reading the text.

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4. Reading Comprehension

According to Klinger, Vaughn, and Boardman (2007: 8), Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. Reading comprehension is a multicomponent, highly complex process that involves many interactions between reader and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

E. Reason for Choosing the Title

The reasons for choosing the title are:

1. To know the effect of using Text to Self, to Text, to World Strategy on the eight grade students' reading comprehension.
2. The research is very important to be discussed and it will be valuable contributions for the researcher particularly and for the English teachers generally to be recognized and applied this technique to the students in teaching reading.
3. The topic is relevant to the researcher as one of the students of the English Education Department
4. As far as the researcher knows, this topic has never been researched yet.

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