

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is a crucial part of English language skills. Reading is one of the ways that is used by students to get knowledge and information. So, it is one of the skills which must be mastered by all students as language learners even though it cannot be separated with the other skills, listening, speaking and writing. In line with the statemet from Brown (1994, p. 217) “There are four skills which are the students should master well at the end of the learning process; they are listening, speaking, reading and writing.

The important point after reading is comprehension. Comprehension is the center of reading. According to Klingner (2007, p. 8) reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to text as well as variable related to the text itself. Transkerley (2003, p. 90) Reading comprehension is dependent on three factors. The first is that the reader has command of the linguistic structure of the text. The second factor is that the reader is able to exercise meta cognitive control over the content being read and the last the most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. Based on the three factors above, the writer can conclude that the students not only can read what they read, but also they should comprehend

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what they read, because reading is important to be learnt and taught by students, School-Based Curriculum provides reading as one of the skills that must be taught and learnt in Islamic Senior High school Kuok. Based on the standardization of English course competence, the purpose of reading is to comprehend various meaning (interpersonal, ideas, textual) in various written text that has purpose of communicative, structure text and specific linguistic.

Reading comprehension itself is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Furthermore, reading comprehension is also the center of reading. That is why; reading comprehension is the final stage that should be gained by the students as the essence of reading activity.

Based on School Based Curriculum (SBC), reading must be provided as one of the skill in mastering English that should be taught and learned by teacher. In Islamic Senior High School Kuok, School Based curriculum (SBC) is used in their learning processes. Reading subject is taught twice a week, and the duration is about 2 x 45 minutes in one meeting.

Based on the syllabus of English teaching for the eleventh Grade student of State Islamic Senior High Kuok, the students learn some kinds of text in English such as spoof, expository, descriptive, report and narrative text. The basic competence in reading for the eleventh grade students in this school is too respond the meaning of short functional text formal and non formal

using kind of spoken language accurately, fast, and acceptance method in daily life in context. It means that the students really understand about the content. In fact, the students do not reach the indicator above yet.

The success of teaching reading at Islamic Senior High School Kuok is determined by many aspects such as: material for reading, facility, teacher's competence, and the students themselves. Related to the teacher's side, the teacher has already applied some strategies in developing students' reading comprehension but students still have difficulties when they are learning reading and also students' reading comprehension at the school is not satisfied the expectation of curriculum. Besides that, some of students at the school have low motivation in reading text or material given by the teacher at the school. It causes the objective of teaching reading unsuccessfully achieved.

Based on the writer's observation, the teacher at the eleventh grade students of Islamic Senior High School Kuok taught English based on the curriculum and syllabus. In teaching reading, the teacher applies Skimming Strategy. The steps of strategy are: at the first activity, the teacher asks the students to review all aspects in a text particularly of text. The Second, the students read a text. They will get feedback for the teacher for some errors and reread the text, and at the last of teaching and learning activity, the teacher assesses the students' work. It means that the reading subject is taught maximally. The teacher has explained the material clearly and used some

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examples, but when the teacher let them to identify the information from text, some of them feel difficult are not able to do it maximally.

Ideally, the students in Islamic Senior High School Kuok should be able to comprehend English text, but in reality the students' reading comprehension is still insufficient and far from the curriculum expectations. Their reading comprehension is still out of the passing grade which is 75. These cases can be seen from the following symptoms:

1. Some of the students are not able to identify main idea of text.
2. Some of the students are not able to identify the generic structure of text.
3. Some of the students are not able to analyze the meanings of certain words of text.
4. Some of the students are not able to identify references of the certain words of text.
5. Some of the students are not able to make inference of text.

Based on the symptoms above, the writer assumes that some of the students still have difficulties in reading. To improve students' reading comprehension needs an appropriate strategy, technique or even activity that can help them as a solution. There is a good strategy that can help students of text; it is called Three Minute Pause strategy. Three Minute Pause strategy is an alternative way to improve Reading Comprehension, before, during and after Reading, because Three Minute Pause helps students comprehend by

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taking a break and analyzing what they are reading and designed to help students monitor their comprehension at given times while silent reading.

Based on the explanation and problems mentioned above, the writer is interested in investigating the problems above into a research entitled “ **The Effect of Using Three Minute Pause Strategy on Reading Comprehension of The Eleventh Grade Students’ at Islamic Senior High School Kuok .”**

B. The Problems**1. Identification of the Problem**

Based on the problems described in the background, the identification problem of the research is the students still have low motivation in reading the text and also have limited vocabulary to comprehend the text. The other problems is the teacher does not use the appropriate strategy in teaching reading.

2. The Limitation of the Problem

Based on the identification of the problems stated above, the writer limits the problems on Reading Comprehension and Using Three Minute Pause Strategy.

3. The Formulation of the Problem

Based on the limitation of the problem above, the problems are formulated in the following questions:

- a. Do the students who are taught by using Three Minute Pause Strategy get better score on reading comprehension than those who are taught

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without using Three Minute Pause Strategy of the eleventh grade students at Islamic Senior High School Kuok ?

- b. Is there any significant effect of using Three Minute Pause Strategy on reading comprehension of the eleventh grade students at Islamic Senior High School Kuok ?

C. The Objective and Significance of Research**1. Objectives of the Research**

- a. To find out whether the students who are taught by using Three Minute Pause Strategy get better score on reading comprehension than those who are taught without using Three Minute Pause of the eleventh grade at Islamic Senior High School Kuok.
- b. To find out whether there is a significant effect of using Three Minute Pause Strategy on reading comprehension of the eleventh grade Students at Islamic Senior High School Kuok.

2. Significance of the Research

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

- a. To give information to the reader about the effect of using three minute pause strategy on reading comprehension of the eleventh grade students at Islamic Senior High School Kuok.
- b. To improve students' reading comprehension by using three minute pause strategy.

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- c. To give information to the reader of this thesis about the use of three minute pause strategy.
- d. To enlarge the researcher's knowledge about three minute pause strategy and reading comprehension of the eleventh grade students at Islamic Senior High School Kuok.

D. The Definition of Terms

In order to avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms which are used in this research as follows:

1. Three Minute Pause Strategy

According to Buehl (2009, p. 121), Three-Minute-Pause strategy is designed to help students monitor their comprehension at given times while silent reading. While reading silently, the teacher will pause, summarize what was read, think about an interesting part or make a connection, and identify what is confusing.

2. Reading Comprehension

According to Trankerley (2003, p. 68), Reading comprehension is the process of constructing meaning from text that is defined as the level of understanding of a written text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

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3. Narrative Text

According to Syafi'i (2007, p. 55), Narrative text is story telling whether tells a true story or fiction. A text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.

4. Hortatory Exposition.

According to Priyana (2008, p. 132), the generic structures of hortatory exposition text are thesis as the general statement of topic discussed, arguments which are arranged according to the writer's choice, and recommendation which contains what should or should not happen.