CHAPTER I

INTRODUCTION

1.1. Background of the Study

English has been acknowledged as an international language and has been used for many purposes in the life of human beings in the globe such as in science, technology, trade, politics, businesses, education, and so on. English is used not only by native speakers but also by non-native speakers to communicate each other. In the area of education, English is learned and taught as a second and foreign language in countries in the world. Many experts divide language skills into four, i.e. listening, speaking, reading and writing. Speaking and writing are called to productive skills while reading and listening are called receptive skills (Harmer, 2007).

Reading skill in particular plays a key role in the teaching and learning at all levels of education. According to Burhan (2012, p.9), reading is a physical and mental activities to reveal the meaning of written texts, while in those activities there is a process of knowing letters. Reading is a physical activity because parts of the body especially eyes are used to do it. Furthermore, Burhan (ibid) says that reading is a mental activity because perception and memory as parts of thought are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts. Reading for comprehension is a fundamental skill to obtain further academic learning success. Furthermore, Fairbairn and Winch (1996, p.8)

argue that the readers read in order to gain meaning from a text. College students are required to have critical and analytical competence in comprehending academic texts, in searching more academic information through various types of reading materials such as textbooks, journals, reports, or electronic messages; however, not all students are good at comprehending the text being read. Most of them may understand the information in the text but find it difficult to comprehend the underlying meaning and the purpose beyond the text. In this condition, Perfetti (1985) asserts that the reason why students struggle to comprehend a text is that they lack of reading comprehension strategies.

Comprehension of a reading text is something that is hard to do. Anderson (1984, p.34) states that comprehension is also influenced by the ability to connect prior knowledge with new knowledge in order to create meaning. The students who succeed in comprehending text are actively involved in the reading processes that require the ability to make predictions, to confirm or disaffirm those predictions, to ask questions, to infer and visualize, and to monitor understanding as they read. Nowadays, both teachers and students have difficulties in reading comprehension. It is not easy for teachers to find an effective way to teach reading comprehension while it is hard for students to acquire information and knowledge about reading comprehension given by their teachers. It is hard because students have less vocabulary which is very useful to comprehend a passage. Haycraft (1978) states that vocabulary knowledge is one of the keys in reading which

involves knowing the meaning of words to find out not only the definition of the words, but also the equivalent meaning from the context of the text. Therefore, without understanding the words' meaning, the readers cannot comprehend the written material well. In learning English, one of the skills taught is Reading. There are some texts to teach at the first semester, such as narrative, descriptive, expository, and argumentative/ persuasive text. But it is difficult for many students to comprehend descriptive texts, for example; they could not catch the idea of the text being read. A text organized with a descriptive to level structure (general statement followed by specifics) is least facilitative for the reader (Brandt, 1978; Meyer & Freedle, 1979).

Teaching reading at SMAN 11 Pekanbaru was conducted based on the reading objectives in the English curriculum. It was stated that in reading competence, the students are expected to understand the meaning of interpersonal and transactional written texts. To get some information about learning process in the classroom especially in reading comprehension, Mrs. Sri Hirawati as an English teacher at SMAN 11 Pekanbaru was interviewed on May, 20, 2017. The problems were as follows 1) The students had difficulties in comprehending reading texts because the students were hard to find topic sentences, main ideas and details information. 2) The students also were not able to determine inference and reference from the text. 3) The students had lack of vocabularies in reading the English text. 4) The students were not able to determine the generic structure of genre text they read. 5) The teachers seldom introduced and used the appropriate

strategy in reading English text and the students seldom used strategy in reading. Based on the students' problems at SMAN 11 Pekanbaru, the teacher must have strategies or methods to make students become interested in reading English text on teaching learning process. As a teacher, he/she must find the appropriate strategies and good methods to help the students to understand the text they read. The teachers must be creative to encourage students' interest to read and write a summary. Many strategies can used by the teachers to help the students solve these problems above. Barton (2001) suggests several strategies to be used to comprehend a text such as anticipation guide, Directed Reading Thinking Activity (DRTA), graphic organizer, group summarizing, KWL, pairs read, Predict, Locate, Add, Note (PLAN), problematic situation, Think, Predict, Read and Connect (TPRC), reciprocal teaching, SQR3 and think aloud. PLAN strategy and SMART strategy are considered appropriate to help readers read informational texts actively and strategically.

PLAN strategy is a study-reading strategy developed by research conducted by David C. Caverly, Thomas F. Mandeville, and Sheila A. Nicholson in1995. They described the PLAN as a study-reading strategy which helps students develop strategic approach to reading (Caverlyet.al, 1995). Another strategy is Self-Monitoring Approach to Reading and Think (SMART). This is an effective strategy that can be applied by teacher in teaching English. By using SMART, the students' problems in reading comprehension can be solved. Furthermore, Buehl (2001:23) defines Self-

Monitoring Approach to Reading and Think (SMART) Strategy as a strategy that helps students to think about how their reading is proceeding. It assists students in knowing what sorts of questions they need to ask themselves during reading to gain meaning. In addition, this strategy helps students to remember key ideas in a text and encourages students to persist until the text is understood.

On the basis of the problems, the researcher was interested in carrying out a research entitled "**A Comparative Study on the difference between the effects of Using PLAN and SMART Strategies on the Students' Reading Comprehension at SMAN 11 Pekanbaru**".

1.2. Statement of the Problem

The aim of this study was to compare students' reading comprehension score in Experimental group 1 and Experimental group 2 after taught by using PLAN and SMART strategies. In line with background of problems the students had many problems in reading comprehension. Some problems itself were the students had difficulties in finding topic sentences, main ideas and details information. The students cannot determine inference and reference from the text. Hence, the students had low comprehension and did not have interest in reading. The students have low vocabulary and motivation to learn English. Besides that, the students did not know word order, word choice, punctuation, phrase, sentences and grammar structure in English. Last, the teachers used the inappropriate strategy for reading comprehension.

Based on the problems above, some questions need to be addressed such as: How do the teachers help the students' in reading comprehension? Why are the students hard to read an English text?; Why are the students hard to write and create an English text?; What factors make the students feel when learning English especially for reading English text?; Is the motivation the got by the students?; How do the students feel enjoy learning English especially for reading comprehension?; What does the teacher do to solve the students' problem in learning English especially for reading comprehension?; Which strategy can give the better results, PLAN Strategy and SMART Strategy in reading comprehension? Which of these strategies provide more benefits to the students in reading comprehension? Gerot and Wignell (1994, p.208) say that descriptive text is the text depicts a special person, situation or thing. When describing a person, a text is usually describes the form of physical structure, attitude, habit, age, bodily function and family. When describing a place a text usually describes a location, size and content. The affair is the text usually describes shape, location, destiny, content, size, weight, height, width, and hence along.

They add that comprehension questions in descriptive generally focus on "generic structures of a descriptive text are identification and description". Identification identifies a phenomenon or subject that is going to be described, and the description is to describe specific parts, qualities, and characteristics of an object that is being described. They also explain the significant lexica-grammatical or language feature of descriptive text, they are; (a) focusing on specific participant; (b) using of attributive and

identifying process; (c) using adjective to explain a noun; (d) using the simple present tense.

Furthermore, according to Caverly (1995) PLAN strategy is a graphic organizer that helps students to summarize the content of a reading selection and incorporates a number of reading and learning strategies into a single note-taking tool. In the other words, the lecturer uses two strategies, PLAN and SMART strategy.

1.3. Limitation of the Problems

Referred to the background of problem and statement of problem, it was possible to discuss all problems and to limit the problems. This study focused on the comparison of students' reading comprehension score after taught by using PLAN Strategy and SMART Strategy in experimental group 1 and experimental group 2 in SMAN 11 Pekanbaru. The research focused on descriptive text which is taught at the twelfth grade students at SMAN 11 Pekanbaru. This study used two classes that have different implication and treatment by different strategy as well. Both classes were experimental groups.

1.4. Purpose and Objectives of the Study

The purpose of this study was to investigate the comparison of students' reading comprehension score after taught by using (PLAN) strategy and SMART strategy at the third year students of SMAN 11 Pekanbaru. The objectives of the study are as follows:

1. To find out a comparison of students' reading comprehension score between an Experimental Group 1 and Experimental Group 2 after taught by using PLAN strategy and SMART strategy at SMAN 11 Pekanbaru

1.5. Research Question

Based on explanation above, there are four problems that investigated in this research. The formulation of the problem is specified in the form of questions as stated below:

1. Which strategy is more effective in teaching reading comprehension in SMAN 11 Pekanbaru?

2. Is there significant difference of students' reading comprehension score after taught by using PLAN strategy and SMART strategy between an Experimental Group 1 and Experimental Group 2 of SMAN 11 Pekanbaru?

1.6 Significance of the Study

This study focused on the effects of Predict, Locate, Add and Note (PLAN) strategy and Self-Monitoring Approach to Reading and Think (SMART) strategy on the students' reading comprehension. It was hoped that the use of those strategies increase the students in comprehending text, especially descriptive text. This study could have significance to the students reading comprehension of the twelfth grade students at SMAN 11 Pekanbaru and any Senior High School with similar demographics implementing reading

standards. The teacher can determine which strategy is better to implement in teaching reading comprehension between strategies and predict, locate, add and note (PLAN) and Self-Monitoring Approach to Reading and Think (SMART). According to Barton & Jordan (2001, p.96) states that P.L.A.N encourages students to evaluate what they know about a topic. They also say that P.L.A.N provides an opportunity for students to explain and elaborate on what they know or have learned through their reading. At the pedagogical level, this study would stand to benefit the selected school in the study. It would provide an insight into the comparison of the using of PLAN and SMART Strategies in teaching reading comprehension. This study also provides the teachers some guidance for instructions in both PLAN and SMART strategies in teaching reading comprehension step by step effectively.

Many experts said that using appropriate strategy in reading comprehension can be more enjoyable and the students do not feel bored when they learn English at classroom especially for reading comprehension. According to Al Noursi (2014) the ability of reading is a precursor of successful learning in schools, colleges and universities. Reading comprehension has still become big problem for the students at school. In English National Examination, the students face the reading test with the written text in various genre types that they have learned. When the students answer the question, the students have to understand what the texts about. Furthermore, the students have to read the text by focusing on the main idea,

detailed information, inference and reference. To focus at all, the students should use the appropriate strategy in reading comprehension. This way purposes to save the time for the students. In this case, the teachers have to give the students appropriate strategy in reading comprehension, then the students can use time well when they read the reading test.

Furthermore, the teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested in reading comprehension. Brown (2004) notes the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The teachers can apply these strategies to improve their reading comprehension. Indeed, English teachers hope that this study can improve the English teaching quality in teaching learning process. The students can help themselves in comprehending the text easily and to help students sharing ideas or opinion related to the text. Finally, this study was also hoped that these strategies will be very useful to make the students ready in reading lesson in their further studies.

The students can improve their reading comprehension by using these two strategies. If the readers read a reading text without using appropriate strategy, it will only be wasting time. The reader should have strategy to read a reading to gain the information from the text. So, the students can apply and use these two strategies in reading text. According to Brown (2004) when teaching reading a teacher should choose a method which depends on the specific purposes of the reading.

1.7 Rationale for the Study

This study focuses on the comparison between the effect of using PLAN Strategy and SMART Strategy. To be success in reading comprehension, it is very important to use some appropriate strategies in instruction and learning process in order to achieve the learning goals. By applying appropriate learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin, 1987 and Oxford, 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language.

Appropriate strategy for reading comprehension in English classroom activity will have a particular success in their teaching explanation in English classroom. The appropriate strategy is hoped useful to the English learners in order to have better English learning then.If the teachers and the students has been cooperation in applying and using these strategies, it will help the stakeholder automatically. Because, the results of teaching and learning process has been achieved by the teachers and the students.

1.8 Definition of Key Terms

To avoid misunderstanding in reading this research, it is important to explain the terms used in this research. They are:

1. *Comparative Study* is often used in the early stages of the development of a branch of science (Routio, 2007). In this research, comparative study is meant by comparing two strategies or more on students' reading comprehension. It may help the researcher to compare two different treatment or more on one dependent variable or more.

2. *PLAN* stands for Predict, Located, Add, and Note. According Caverly (1995), PLAN strategy is a graphic organizer that helps students to summarize the content of a reading selection and incorporates a number of reading and learning strategies into a single note-taking tool.

2. *SMART* stands for Self-Monitoring Approach to Reading and Think. Vaughn and Estes in Buehl (2001) SMART strategy is one strategy that triggers students to think about how their reading is proceeding. SMART is based on the premise that successful reading begins with recognizing what is understood and not understood in a passage (Buehl, 2001).

3. *Reading comprehension* is a reading-thinking activity and as such relies for its success upon the level of intelligence of the reader, his or her speed of thinking, and ability to detect relationship (Burnes and Page,1991:47). In other words, reading comprehension is an ability to

understand a text in a term of finding main idea, detailed information, synonym, inference and reference.

4. **Descriptive text** is a kind of genre text that contains describing about people, place or thing. According to Matthews (2010, p.94) descriptive text is "a way to explain about events in or states of the world". Schwegler (2010, p. 351) adds that descriptive text is "a text used to expose the details about places, people, qualities, emotions, moods, etc". So, descriptive text is a text that describes the details of events or something.