

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of The Problem

Reading is a crucial skill that should be mastered by students. Reading is the key of knowledge, so through reading the students get much information about anything. According to Nunan (2003), reading is a fluent process of readers combining information of a text and their own background knowledge to build meaning. It means that there is an interaction between the text and the reader that constitute actual reading. Basically, the purposes of reading process are acquiring information, knowledge, insight, and also for pleasure of interest gotten from reading materials. On the other hand, Catherine E. Snow (2002) stated that reading to read well is a long-term developmental process, and reading comprehension facilitates students in reading passage to get the point of the text in order to make them interested in reading. Reading is not easy to do because in reading process the reader not only reads the words, sentences, paragraphs, and texts but also comprehends what the content of reading is. It is nothing without having comprehension.

Reading comprehension is the reading skill on the higher level. It is a process by which the person understands the meaning of written language. It means that reading comprehension is a process of understanding, determining, and knowing the meaning of the text. According to Hasibuan (2007), reading comprehension results when the reader knows which skills

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and strategies are appropriate for the type of the text, and understand how to apply the reading purpose. In conclusion, comprehension is the process that the reader brings his or her prior knowledge to interact with the written text.

State Junior High School 5 Kampar Kiri Hilir is located on Sungai Simpang Dua Village. This school uses the School-Based Curriculum (SBC) as the guidance in teaching. Besides, it provides English subject to the students, especially for reading skill. The student's passing grade for English subject is 76. Based on School-Based Curriculum, reading is aiming at, "Comprehending the simple short essay of recount text and narrative text to interact with the environment. Then, the basic competence is to respond the meaning of simple short essay accurately, fluently, and acceptably that is related to environment in recount text and narrative text. (BSNP, 2006, p. 132).

Based on the preliminary study the researcher did the pre-observation, the writer found the students' problems in studying English by interviewing the teacher of English in the school. After interviewing the teacher, the writer found the students' problems in reading comprehension. The students' problems such as, they have limited vocabulary to understand the content of recount text clearly, they have difficulty to identify the information in generic structure of recount text, they have difficulty to understand about language features of recount text and they have difficulty in inferring significant information of recount text. Instead, they have been taught 6 hours a week and each hour consists of 40 minutes.

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Furthermore, in teaching reading, the teacher has asked students to read the students' worksheet and answer the questions related the passage. Also, the teacher has asked them to find out the difficult word, the generic structure, and implicit meaning from the text. In addition, the teacher asked students to translate the text by using the dictionary. But, they did not comprehend the recount text that is provided by curriculum yet. Therefore, the students' comprehension is not achieving the expectation of curriculum yet. The problems of students can be proven by the writer through the students' score. Most of students' scores do not achieve the minimum passing grade of English subject yet.

The problems above can be seen from the following phenomena:

1. Some of students have limited vocabulary to understand the content of recount text clearly.
2. Some of students have difficulty to identify the information in generic structure of recount text
3. Some of students have difficulty to understand about language features of recount text
4. Some of students have difficulty in inferring significant information of recount text.

Based on the phenomena above, the writer would like to offer a strategy to improve students' reading comprehension. The strategy is Fix-up strategy. Fix up strategy can support areader in reading, and it can be appliedto all readers, including students. According to Janette (2007), fix-

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up strategy is a strategy that is used by a reader to help get escape when the text becomes confusing.

Therefore, based on the illustrated problems above, it encourages the writer to conduct the research entitled **“The Effect of Using Fix-Up Strategy on Students’ Reading Comprehension of Recount Text At The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir”**.

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

Based on the explanation above, the problems can be depicted as follows:

- a. Why do some of students have limited vocabulary to understand the content of recount text clearly?
- b. Why do some of students have difficulty to identify the information in generic structure of recount text?
- c. Why do some of students have difficulty to understand about language features of recount text?
- d. Why do some of students have difficulty in inferring significant information of recount text?

2. Limitation of The Problem

Based on the problems that are identified, this research focuses on students’ reading comprehension of recount text At The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir.

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3. Formulation of The Problem

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

- a. How is the students' reading comprehension of recount text before being taught by using Fix-Up strategy at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir?
- b. How is the students' reading comprehension of recount text after being taught by using Fix-Up strategy at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir?
- c. Is there any significant difference on students' reading comprehension of recount text before and after being taught by using fix-up strategy at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir?
- d. How large is the significant magnitude of the effect of using Fix-Up Strategy on students' reading comprehension of recount text at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir?

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Objectives and Significance of The Research

1. Objective of the research

Specifically, this research intends:

- a. To find out the students' reading comprehension of recount text before being taught by using Fix-Up strategy at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir.
- b. To find out the students' reading comprehension of recount text after being taught by using Fix-Up strategy at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir.
- c. To find out whether there is a significant difference on students' reading comprehension of recount text before and after being taught by using fix-up strategy at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir.
- d. To find out how large is the significant magnitude of the effect of using Fix-Up Strategy on students' reading comprehension of recount text at The Eighth Grade Students of State Junior High School 5 Kampar Kiri Hilir.

2. Significance of the research

This research is also directed to the significance of the research:

- a. Hopefully, this research is able to benefit the writer as a novice researcher especially in learning how to conduct a research.

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- b. This research is also hoped to be useful and valuable, especially for students and teachers of English at State Junior High School 5 Kampar Kiri Hilir to be considerations for their future teaching and learning English process.
- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the field of teaching and learning English as a foreign or second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to development of the theories on language teaching.

D. Reasons for Choosing The Title

There are some reasons why the writer is interested in conducting this research. They are:

1. The title of this research is relevant to the writer's status as a student of English Education.
2. The problems of this research are not yet investigated by other previous researcher.
3. The location of the research facilitates the writer in conducting the research.