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## CHAPTER I INTRODUCTION

### A. Background of the Study

Reading is an important skill that should be mastered by the students in order to master English. It is a particular way in which reader understands a text or a book. According to Nunan (2003, p. 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. Dealing with the statement, Hasibuan and Ansyari (2007,p.114) said that the goal of any reading activity is to get the important or very existing knowledge, in order to criticize writer's idea or writing style. A person also reads for enjoyment or to enhance knowledge of the language being read. However, a person who reads the reading materials depends on her or his goal. Based on the ideas above, Harmer (1998, p. 68) pointed out that "reading is useful for other purposes too; any exposure to English (provided the students understand it more or less), is a good thing for language provide students"

As one of the language skills, reading is the most of important skill in the daily activities. It is always done by all of people, especially the literate society. Reading can be done whenever and wherever. Wherever go, the students can read a text, magazine, book, newspaper and others to add our knowledge and information. Reading cannot be understood without grammar or vocabulary as good as possible, especially for English readers. The students can improve their ability in reading skill by reading every kind of text. After reading, students

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should understand what we have read because reading is one of the activities with a purpose. In relation to the ideas Hasibuan and Ansyari (2007, p. 114-115) noted that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

In teaching learning process, English language in Indonesian school, especially in every educational level, reading is categorized as language skill which has a purpose to understand a text. It is pointed out by Nunan (2003, p. 68) said that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning

State Senior High School (SMAN) 1 Siak is a one of SMA in Siak Sri Indrapura. As a formal school, it also provides English language to the students, especially reading skill. This school uses the new curriculum that is introduced by the Indonesian Government in 2013. In this curriculum, English is one of the primary subjects that must be taught to the students. Based on 2013 curriculum, reading must be provided as one of the skills in mastering English that should be taught and learned by the students. In 2013 curriculum, the students should learn English twice a week, and each meeting has 45 minutes. In a week, the students learn English about 90 minutes. Moreover, in the syllabus of the tenth grade students, there are 4 main competences. They are:

1. Students are required to apply spiritual attitude.
2. Students are required to apply social attitude.
3. Students are required to comprehend the material.
4. Students are required to master the skill that they have learned.



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While the basic competence, the students must be able to analyze social function, text structures, language features, and comprehend the meaning of the texts. Then, the passing score of learning English for the tenth grade of students Senior High School 1 Siak in reading 72.

Based on the preliminary study on November, 1<sup>st</sup> 2016 at State Senior High School 1 Siak, some of students had some problems and difficulties in learning English, especially in reading comprehension. The students are taught by using conversation, discussion method, drama, role play, and so on. All of the methods the teacher gave to the students to do activity in the class are such as drama, the students tried to speak English, they expressed their emotion by using the body to try to be confident in front of the class and the students spoke English confidently sometimes the students made mistake.

Furthermore, the teacher gave material about reading then the students read, after all, the teacher asked them to answer the questions based on the text, or they had to translate of any unfamiliar words by using the dictionary into Indonesian language, after that teacher asked the students to collect their tasks to be corrected. Every thing was just only example of the activities of the students in the class. In teaching reading, the teacher taught by using discussion method. The discussion method promotes democratic thinking among students. Students are able to freely share their ideas, their opinions and challenge each other to arrive at a common decision. The teacher divides the students into the groups and gives the student's material to discuss with their friends in the group, and then the teacher

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asks the students to read and answer the question based on the text, after that teacher asks the students to collect their task to be corrected.

This method was used to make students understand and be able to read well. But in fact, this way was not effective for the students in learning reading because they still found difficulties to comprehend descriptive text even though the teachers had given the learning strategy and some of the students did not fulfill the minimum criteria of the passing grade. Teacher had done many efforts to teach reading. The students could read passages and answer question according to the texts. That made students understand and able to read well and easy to get the main ideas about the text.

Although, the students had been taught reading comprehension by using the way which has been explained above, but in fact, the students' reading comprehension is still far from the expectation of curriculum itself. There are some facts that indicated the problems; it can be shown in the following symptoms:

1. Some of the students were not able to identify main ideas of the descriptive text.
2. Some of the students were not able to identify specific information of the descriptive text.
3. Some of the students were not able to identify generic structure of the descriptive text.
4. Some of the students were not able to identify inference of the descriptive text.

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5. Some of the students were not able to identify reference of the descriptive text.

Based on the symptoms above, the students had some problems in reading comprehension that had to find out a solution immediately, either the problems were from students and were also caused by other factors in reading comprehension. It is necessary for language teacher to foster reading comprehension of the students. To improve students' reading comprehension needs an appropriate strategy or technique helping them as solution for their problems. Actually, there is a strategy that can help the students to improve their reading comprehension, called structured note-taking strategy.

According to Smith and Thompkins in Urquhart (2012,p.137), structured note-taking is one of variety of note-taking strategies; however, it offers students a visual framework that can help them to determine just which information to include as they take notes. It means that this strategy requires the students' thinking to determine what is important enough to write down. In addition, Berg (2003,p.18) stated that structured note-taking is an excellent tool for helping students select, organize, and remember important points from their reading. So, this strategy helps the students to deeper understanding of the text, especially of a descriptive text.

The procedure for teaching structured note-taking strategy as follows:

1. The teacher gives students of a new short text to read independently.
2. The teacher gives students hand out blank graphic organizers sheets.

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3. The teacher instructs students to preview the text by looking for subheadings, pictures, graphics, captions, etc. These will provide clues about significant points.
4. The students read their text silently and complete their own graphic organizers.
5. As an option, students find a partner or group to share their graphic organizers. And then use text to explain why the students write certain information.
6. The teacher guides the students through a session of developing their own graphic organizers. Student-generated organizers will be suitable for individual learning styles.

Therefore, the writer is interested in carrying out the research entitled: **The Effect of Using Structured Note-Taking Strategy on Students' Reading Comprehension of Descriptive Text at the Tenth Grade of State Senior High School 1 Siak.**

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the problems which are explained above, we can notice apparently that some of students still faced difficulties in learning English, especially in reading comprehension. To make this research clear the writer is going to identify the problems as follows:

- a. What were the causes that some of the students were not able to identify the main idea of descriptive text?

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- b. What were the causes that some of the students were not able to identify the specific information of the descriptive text?
- c. What were the causes that some of the students were not able to identify the generic structure of descriptive text?
- d. What were the causes that some of the students were not able to identify inference of descriptive text?
- e. What were the causes that some of the students were not able to identify reference of descriptive text?

## 2. The Limitation of the Problem

According to identification of the problems above, it can be known clearly that there are many problems that ought to be investigated. The writer specifies the text that is investigated is descriptive text because the descriptive text is a text which is being studied when the writer is collecting data. Besides, because of limited time, finance, the writer's ability, this research is limit to:

- a. The students' reading comprehension by using structured note taking strategy
- b. The students' reading comprehension without using structured note taking strategy
- c. The effect of using structured note taking strategy on students reading comprehension.

## 3. The Formulation of the Problem

Based on the limitation of the problem above, it is very clear that some of the students at tenth grade of State Senior High School 1 Siak, have some

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problems in reading comprehension. The writer identifies the problems as follows:

- a. How is students' reading comprehension of descriptive text, taught without using structured note-taking strategy at State Senior High School 1 Siak?
- b. How is students' reading comprehension of descriptive text, taught by using structured note-taking strategy at State Senior High School 1 Siak?
- c. Is there any significant difference of students' reading comprehension of descriptive text between those who are taught by using structured note-taking strategy and taught without using it at State Senior High School 1 Siak?
- d. Is there any significant effect of using structured note-taking strategy on the students' reading comprehension of descriptive text at State Senior High School 1 Siak?

## **C: The Objective and Significant of the Research**

### **1. The Objective of the Research**

- a. To get the information about students' reading comprehension of descriptive text taught without using structured note-taking strategy at State Senior High School 1 Siak.
- b. To get the information about students' reading comprehension of descriptive text taught by using structured note-taking strategy at State Senior High School 1 Siak.



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- c. To know whether there is a significant different on students' reading comprehension at the tenth grade of State Senior High School 1 Siak between taught without using structured note-taking strategy and taught by using structured note-taking strategy

## 2. The Significance of the Research

After conducting this research, the writer hopes that this research:

- a. This research is hopefully contributing to the writer as a researcher in term of learning to conduct of research as a novice a researcher
- b. This research findings are also expected to give the positive contribution related to the process of teaching and learning English especially in reading skills to the students and the teachers at the tenth grade of State Senior High School 1 Siak
- c. This research findings are also expected to contribute the development of teaching and learning English as a foreign language and for those how are concerned very much in the field of language teaching and learning.

## D. Definition of Term

### 1. Effect

According to Richards and Schmidt (2010,p.10) Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. If we do something that we want to give that to the another people such as when the reader reads some the information the reader would like to share ideas and knowledge with the listener about it. That is some of the effect that can help the listener to get the new information and new ideas about it.

Effect is the result caused of something changing. In this research, effect is the achieving of teaching reading comprehension by using structured note-taking strategy.

## 2. Structured Note-taking Strategy

According to Smith and Thompkins in Urquhart (2012, p.137), structured note-taking is one of variety of note-taking strategies; however, it offers students a visual framework that can help them to determine just which information to include as they take notes. This strategy is one variety of note taking strategies. It helps students take notes more effectively. The purpose for this strategy is to write notes systematically using headings and subheading to structure the layout of notes. However, in this research structured note-taking strategy refers to the strategy that will be applied to teach reading comprehension of descriptive text at State Senior High School 1 Siak.

## 3. Reading Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers 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). According to Nunan (2005, p.69), reading is a set of skills of deriving meaning from the printed word. When we are reading, we must be able to decode the word and catch the idea of what being read. Dealing Westwood (2008, p.31) stated that reading comprehension can be defined as an active thinking process through which a

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reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. In this research comprehension refers to the understanding of descriptive text in terms of the main idea, generic structure, and language features of the text.

#### 4. Descriptive Text

Descriptive text is a kind of text which describes the characteristics of something in order to make clear impression of a person, place, object, or event. In this research , descriptive text is a type which is used to find the reading comprehension in the text through structured note-taking strategy.

#### E. The Reason for Choosing the Title

1. The topic of this research is relevant to the researcher's status as a student of English Education Department.
2. The problems of this research are not yet investigated by other previous researchers in State Islamic University of Sultan Syarif Kasim Riau
3. The location of this research facilitates the researcher in conducting the research.

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