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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that can determine the student's success in teaching and learning process. By reading readers can acquire many things, especially getting information and knowledge. According to Caroline, T.Linse (2006, p.69), reading is defined as a set of skills involving making sense and deriving meaning from the printed out. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about content of the text he/she has read. So, they need to learn vocabulary, grammar and sound system of the oral language to help students to get meaning of the text and understand the content of the text.

To find out the information of the reading text, the readers should comprehend it. Reading text without comprehension is useless. Good readers should have purpose for reading and use their knowledge to make sense of the text. As defined by Snow (2002, p.11), reading comprehension is as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

State Junior High School 13 Dumai is one of the State Junior High Schools in Dumai. English subjectis taught twice a week with the allocation

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of time is 2×40 minutes for each meeting. This school uses School-Based Curriculum (KTSP) as its guidance in teaching learning process. In order to accomplish students' needs toward reading, the curriculum provides reading as one of the skills in mastering English that must be taught and learned in this school. Based on the curriculum which is used by the school, it is stated that the minimum criteria score of the students in English ability is 78. Moreover, the standard competency of students in the second grade is the students should be required to comprehend simple short functional text and simple essay in daily life and knowledge usage in the form of *recount and narrative text*. Then, the researcher focused on narrative text.

Based on researcher's observation on June 2016, it was found that the teaching strategy which was used by the teacher was Question Answer Relationship. According to (Richard, 2009), Question-Answer Relationship is a reading strategy in which students categorize comprehension question, so that they got the information they needed to answer each question. Students were asked to indicate whether the information they used to answer question about the text was textually explicit and implicit information or information entirely from the students' own background knowledge. But in fact, the students still got difficulties to comprehend the reading text.

From the explanation above, the students in State Junior High School 13 Dumai especially at second grade have problem in reading comprehension. The researcher found the problem such as, some students were not able to identify topic of the text. They also had difficulty to identify general/specific

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information based on the text and find the communicative purpose of narrative text. They were not able to identify generic structure of the text, such as orientation, complication, resolution and re-orientation. Then they also had difficulty to identify reference of the narrative text.

Based on phenomena above, the researcher concludes that it is necessary to improve the students' reading comprehension as good as possible because the teaching strategy used by the teacher in teaching reading was not effective yet to improve students' reading comprehension. Therefore, the researcher applied Three-Minute-Pause Strategy that could help students in reading comprehension especially in narrative text. According to Barbara (2010) in Nurhayati (2013,p.18), "Three-Minute-Pause is a strategy that provides students with an opportunity for reflection that can enhance knowledge retention." At strategic points, teachers provide students with the opportunity to pause for 3 minutes, as educational time out. They use this time to reflect on the concepts and ideas that have just been introduced, to make connections to prior knowledge, experience, and/or seek clarification. Three-Minute-Pause Strategy is a strategy makes students think and work faster in 3 minutes time. In the first minute, the students summarize the key points. In the second minute, the students identify something interesting. In the third minute, the students identify anything confusing from the topic.

Based on the problems described above, thus the researcher was interested in researching the problem into a research project entitled: "The Effect of

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Using Three-Minute-Pause Strategy on Students' Reading Comprehension at the Second Grade of SMPN 13 Dumai”.

B. Problems

1. The Identification of the Problems

Based on the background of the problems and phenomena that writer shows above. The researcher would like to specifically identify several phenomena related to the problems of the students in comprehending narrative text. They are as follows:

- a. Why were some of the students not able to identify the topic of narrative text?
- b. Why were some of the students not able to identify specific information of narrative text?
- c. Why were some of the students not able to find the communicative purpose of narrative text?
- d. Why were some of the students not able to identify the generic structure of the narrative text?
- e. Why were some of the students not able to identify reference of narrative text?

2. Limitation of the Problems

In this research, writer focused on the students' reading comprehension to identify the main topic, generic structure, and specific information from narrative text taught by Three-Minute-Pause Strategy at State Junior High School 13 Dumai.

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3. Formulation of the Problems

Based on the limitation of the problem above, the researcher formulates the problem in the following questions:

- a. How is students' reading comprehension of narrative text taught by using Three-Minute-Pause Strategy?
- b. How is students' reading comprehension of narrative text taught without using Three-Minute-Pause Strategy?
- c. Is there any significant difference between being taught by using Three-Minute-Pause Strategy and without using Three-Minute-Pause Strategy on development of students' reading comprehension of narrative text?
- d. Is there any significant effect on students' reading comprehension of narrative text taught by using Three-Minute-Pause Strategy?

C. The Objectives and the Significance of the Research

1. Objectives of the Research

The objectives of this research generally are to find out the answer of the problems formulated above. Specifically, this research intends:

- a. To know the students' reading comprehension of narrative text taught by using Three-Minute-Pause strategy.
- b. To know the students' reading comprehension of narrative text taught without using Three-Minute-Pause strategy.
- c. To find out whether or not there is a significant difference between using and without using Three-Minute-Pause Strategy on students' reading

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comprehension of narrative text at the second grade of State Junior High School 13 Dumai.

- d. To find out the significant effect of using Three-Minute-Pause strategy on reading comprehension of narrative text at the second grade of SMPN 13 Dumai.

2. The Significance of the Research

Related to the research objectives described above, the researcher points out the significance of the research as follows:

- a. To help the students to improve their reading comprehension of narrative text taught by using Three-Minute-Pause Strategy.
- b. To complete the researcher's task in fulfilling one of the requirements for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- c. Hopefully, this research is able to benefit the researcher as a novice researcher especially in conducting a research.
- d. To give positive contribution related to the process of teaching and learning English, especially in term of the effect of Three-Minute-Pause Strategy on narrative text at the second grade of State Junior High School 13 Dumai.

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D. Definition of Key Terms

In order to explain and avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the writer provides the following definitions:

1. Effect

Effect is impression produced on the mind of spectator hear, reader, etc. (Oxford Dictionary, 1963:134). In addition, Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Jack Richard, 2010, p.190). So the definition of effect in this research is defined as the effect of using Three-Minute-PauseStrategy on students' reading comprehension at the second grade students of SMPN 13 Dumai.

2. Three-Minute-Pause Strategy

Three-Minute-Pause strategy is a strategy that provides students an opportunity for reflection that can enhance knowledge retention. (Marzono et al., 1992; Mc Tighe & Lyman, 1988).

3. Reading comprehension

According to Transkerley (2003:108), reading comprehension is the process of constructing meaning from a text that is defined as the level of understanding of a written text. In addition, reading comprehension is as process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). It means that the reader does the construct processes to get information of written text.

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E. The Reason of Choosing the Title

The following is the reasons why the researcher is interested in doing this research:

1. The researcher was interested in carrying out this research in order to know the effect of using Three-Minute-Pause Strategy on reading narrative text comprehension of the second grade students at State Junior High School 13 Dumai.
2. This research title is relevant to the researcher's educational background as a student of English Education Department of UIN Sultan Syarif Kasim Riau.
3. The location of the research facilitates the researcher in conducting the research.