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## CHAPTER I INTRODUCTION

### A. Background

Reading is the vital aspect in our life. It is supported by Nicola S. and John M. in their book entitled “why we read and how Reading Transform us”, (2006, p.10) “In literate societies reading is a vital element in the life of most adults and children in terms of amount of time spent reading and the subjective importance of reading”.

Basically, the purposes of reading are finding the information and getting knowledge. Subsequently, according to J. Moreillon (2007, p.10), “reading is making meaning from print and from visual information”. It means that reading is a process to comprehend what they read by knowing the meaning and getting the ideas from what they have read.

In the other hand, J. Moreillon (2007, p.10) points out that “reading is not simple. Reading is an active process that requires a great deal of practice and skill”. So we can say reading is not an easy job, because in reading process the reader not only reads the words, sentences, pharaghraps, and texts but also they should comprehend what the content of reading materialis. Reading comprehension is one of the effective ways to obtain information, and it will provide students with various field of knowledge.

Reading comprehension can be challenging, particularly when the material is unfamiliar, technical, or complex. It is supported by Danielle S (2007, p.1) that “For some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn’t happen as it should”.

Then, Caccamise, D. & Snyder, L. In state of NSW (New South Wales) Department (2010, p.2) stated that “When learners comprehend, they interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts”. Comprehension in reading cannot be separated. Comprehension takes the learner to a new level of active understanding.

Senior High School Persatuan Guru Republik Indonesia (PGRI) Pekanbaru is one of the schools that used Curriculum 2013 as guidance for the teacher in teaching and learning process. In this school, English has been taught since the first year of English teaching period. In order to fulfill students’ necessity on reading comprehension, Two Thousand and Thirteen Curriculum (K13) provides reading as one of the skills that must be taught and learned in Senior High School PGRI Pekanbaru.

According to Kementrian Pendidikan dan Budaya (Kemendikbud) (2014), in teaching English the teachers have to follow five aspects, they are: observing, questioning, experimenting, associating, communicating. The aspects would be applied in group by teachers as the facilitators.

Each grade in Senior High School level has their competences to gain. For first year students of Senior High School, the standard

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competence in reading activity is to understand short functional written text and simple essay in the form of descriptive, announcement, recount, and narrative. Then, the writer was focused on narrative text.

At this School, the time duration of English subject is 2 X 45 minutes for one meeting. English subject is taught twice a week, it means that time duration of English is 4 X 45 minutes. The passing grade in that school for English subject is 70. Based on the writers observation in the senior high school PGRI Pekanbaru, in teaching reading the teacher used the textbook to explain the materials. The students were given the text by the teacher, then they read and analyzed the text individually and also in group. After that, the students discussed the language future, the generic structure, the main topic of paragraph, annual even and moral value of the text in group.

To improve students' reading comprehension, the English teacher provided some new vocabulary before she gave the text to the students. Finally, the teacher gave reading quiz and asked them to answer the questions. In fact, some of the students still could not answer the questions correctly. Some of them still got difficulties in reading activity and their difficulty in comprehending an English text made them slower in doing the task given by their teacher.

Furthermore, some of the students could not reach the passing grade (70) in doing the reading assessment. The problem of the students difficulties in reading activity could be seen as follows: Some of the

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students had difficulties in getting main ideas and supporting ideas from the reading text, Some of the students had difficulties in analyzing the specific information or factual information, Some of the students had difficulties in analyzing the meaning of vocabulary in context of the text, Some of the students were not motivated to read.

From the explanation of the problem above, improving students' reading comprehension needs an appropriate strategy to help them to resolve their problem. Janette K, et al. (2007, p.119) explains that "Cognitive organizers, which assist students in remembering and following learning strategy procedures, have been used effectively with main idea instruction". So it could help the students to find out the main ideas and remembering and following the learning strategy.

One of the strategies in Cognitive organizers is TRAVEL (Topic, Read, Ask, Verify, Examine, Link). It is explained by Boyle and Wishaar in Janet (2007, p.119) "Results indicated that the group that used student's generated cognitive organizers outperformed both the expertgenerated and the control group on comprehension measures. The group that used student's generated organizers learned the following strategy steps TRAVEL (Topic, Read, Ask, Verify, Examine, Link) "

Therefore, researcher is interested in carrying out the research entitled: **The Effect of Using Travel (Topic, Read, Ask, Verify, Examine, Link) Strategy on Students' Reading Comprehension of Narrative text at Senior High School PGRI Pekanbaru.**

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## B. The Definition of the Term

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

### 1. The effect

According to Hornby in Rizka (2011, p.7) effect is derived from the word “effective” which means producing the result that is wanted. In this case, the effect is important to measure how much student’s reading comprehension changed.

### 2. TRAVEL ( Topic, Read, Ask Verify, Examine, Link) strategy

This is one of the cognitive organizers, INQUIRE Journal research education (2007, p.1) mentions that cognitive organizer also referred to as cognitive mapping allow students to visually arrange the component ideas and details from text so that the implicit relationships between ideas and details are made explicit. This strategy is which assists the students to remember and follow learning strategy procedures. Although cognitive organizers can be used with students of all ages, they are frequently used with older students who can learn to use the steps independently.

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### 3. Reading comprehension

According to Danielle S. (2007, p.12) comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.

## C. The Problem

### 1. The Identification of the Problem

Based on the background of the problem mentioned above, it is clear that there are some of students who encounter problems in English especially in reading. Thus, the problems in this research are identified as follows:

- a. Why did the students have difficulties in getting main ideas from the reading text?
- b. Why did the students have difficulties in getting supporting ideas from the reading text?
- c. Why did the students have difficulties in analyzing the meaning of the text?
- d. What made the students have difficulties in finding specific information?
- e. What made the students unable to answer the questions?
- f. What made the students become lazy to read the text?

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## 2. The limitation of the Problem.

Based on the identification of the problem above, the writer limits the problem and focuses on The effect of using TRAVEL strategy on students' reading comprehension of narrative text at Senior High School PGRI Pekanbaru.

## 3. The Formulation of the Problem

The problem of this research can be formulated in the following research questions:

- a. How is the students' reading comprehension of narrative text that is not taught by using TRAVEL strategy?
- b. How is the students' reading comprehension of narrative text that is taught by using TRAVEL strategy?
- c. Is there any significant difference of students' reading comprehension of Narative text taught by using and without using TRAVEL strategy at Senior High School PGRI Pekanbaru?
- d. Is there any significant effect on students' reading comprehension of Narative text taught by using and without using TRAVEL strategy at Senior High School PGRI Pekanbaru?

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## D. The Objectives and the Significance of the Research

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### 1. The Objective

In relation to the problem mentioned above, the writer states the objective of the study as follows:

- a. To find out the students' reading comprehension of narrative text that is not taught by using TRAVEL strategy
- b. To find out the students' reading comprehension of narrative text that is taught by using TRAVEL strategy
- c. To find out whether or not there is a significant difference of using and without using TRAVEL strategy on students' reading comprehension of narrative text at Senior High School PGRI Pekanbaru.
- d. To find out whether or not there is a significant effect of using and without using TRAVEL strategy on students' reading comprehension of narrative text at Senior High School PGRI Pekanbaru.

## 2. The Significance of the Research

- a. To give some information to the teacher and the school about the effect of using TRAVEL strategy on students' reading comprehension of narrative text
- b. To help the students to improve students' reading comprehension by using TRAVEL strategy
- c. To accomplish the task as the last requirement of the study at Tarbiyah Faculty.

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