

Hak Cipta Diindungi Undang-Undang

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## CHAPTER I INTRODUCTION

### A. The Background

Language comes to crucial things in use. Language is a tool of communication. Everyone uses language to interact each other in daily life. English is an International Language. People around this world use English to communicate with people who come from different countries. English can create the relationship among people. People tend to use English in their communication because they think that English has become their life style.

Everything is about English. English should be taught to the students in order to follow the development of the world. Much information that students can get through this language. In Indonesia, English has been taught from elementary school until senior high school.

Basically, there are four skills required in English teaching learning. They are listening, speaking, reading and writing. Based on those skills, reading is the most important skill in language learning. Linse (2005: 69) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word.

Reading is part of human's life. It has big influence in human's life. In every time the people always do it to get information. Reading is one of the pillars of the language skills that is very important. It is one of the activities that are always done by students to know new information and to add knowledge in their English learning process.

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According to Weaver, Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.(Weaver, 2009:1).

In other hand,Sofian (2006:1) stated that reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader.Nunan (2003:69) says that reading is a fluent process of the reader combining information from a text and their own background knowledge to build meaning. It means that reading can help students to get some information that they have not known and to make students are able to find every message of text and able to read through learning and conditioning as early as possible and all of the reader can not understand what they read, including students who learn English information that is saved in a text or a paragraph.

Reading is used to understand the text, which is called reading comprehension. Klingner (2007:2) defines that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency.It means that reading comprehension is not a simple process. In reading comprehension, the readers need their prior knowledge about the text to build their comprehension.

To become good readers needs some struggles and motivations in reading. Theoretically, strategies and methods can be used to increase reading

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comprehension of the students. Strategies and methods are instruments that are used by readers to be easier to get information. If a reader does not have a strategy in reading, the reader will be difficult to understand the message in the text and the result they will spend much time to comprehend the text.

SMK Negeri Pertanian Terpadu Riauuses School-Based Curriculum 13 as their guidance in teaching learning processes. Based on the syllabus thestudents in the first year of senior high school must achieve two competence and basic standard competence students are required to be able to understand short functional and essays in the form of procedure, narrative, recount, descriptive and news item.

Actually, the minimum criteria score of students of the first year atSMK Negeri Pertanian Terpadu Riau in reading skill is 75. However, there were some of students who could not achieve the passing grade. Even though the students have been taught about reading in English at school, three years at Elementary School, and three years at Junior High School, in fact, the result of their comprehension is still far from the expectation as required by the curriculum.

Based on the researcher's preliminary observation and interview. The teacher teaches reading types of genre available in students' SMK Negeri Pertanian Terpadu Riau textbook and students feel and experience about narrative text. Through the types of genre in their textbook, the students will recognize and understand about kind of the texts. It means that teacher explains the purposes of the text, the generic structure. It means that teacher asks students to brainstorm, discuss and write about the text. In reality, the

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students still had low ability in reading and it has shown that the students are not able to comprehend reading text and the students could not understand what the text is about. In short the writer's concluded that they found some problems to comprehend their reading materials. It can be seen the phenomena below:

1. Some of the students are not able to identify the topic of text (especially in narrative text).
2. Some of the students are difficult to identify generic structure of narrative text.
3. Some of the students are difficult to give response from teacher's instruction about narrative text.
4. Some of the students are difficult to identify information from the text (especially Narrative Text).
5. Some of the students are not able to identify moral value of narrative text.

The writer's assumes that some of their difficulties in understanding the text because of many factors. They can derive from the teaching and learning process, the student's low interest of studying and low comprehend what they read.

The researcher will apply one strategy, Preview Brainstorm, Predict (PBP) strategy. According to Smith, et al (2003:17), PBP is previewing survey that can be implemented with little preparation. PBP can motivate, stimulate, and accelerate students' content learning. Furthermore, PBP, strategy helps students to activate their general knowledge of a subject, including key vocabulary and related concepts.

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Based on the explanation of the problem above, the researcher is interested in carrying out a research entitled “**The Effect of Using Preview, Brainstrom, Predict (PBP) Strategy on Reading Comprehension of The First Year Students at SMK Negeri Pertanian Terpadu Riau**”.

## **B. The Problem**

Based on the background illustrated above, it is very clear that the students still have a lot of problems in learning narrative text on reading comprehension.

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

Based on the phenomena above, the researcher can identify the problems as follows:

- a. Why does the students get difficulties comprehend the narrative text?
- b. Why does the student get difficulties to identify generic structure of narrativetext?
- c. What are factors that makethe students get difficulties ingiving respond from teacher’s instruction about narrative text?
- d. How is the students’ reading comprehension of narrative Text?

### **2. Limitation of the Problem**

Based on the identification above, the researcher limits the problem tousing Preview Brainstorm and Predict on students’ reading comprehension of narrative text, the researcher wants to find ifthere is asignificant difference betweenthe students’ reading comprehension of

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narrative text taught by Preview, Brainstorm, Predict (PBP) strategy and taught without Preview, Brainstorm, Predict (PBP) strategy.

### 3. Formulation of the Problem

Based on the limitation of the problem stated above, thus the research questions are formulated in the following questions:

- a. How is the students' reading comprehension of narrative text taught by using Preview, Brainstorm, and Predict (PBP) Strategy of the first year at SMK Negeri Pertanian Terpadu Riau?
- b. How is the students' reading comprehension of narrative text taught without using Preview, Brainstorm, Predict (PBP) Strategy of the first year at SMK Negeri Pertanian Terpadu Riau?
- c. Is there any significant difference between the students' reading comprehension of narrative text taught by Preview, Brainstorm, and Predict (PBP) Strategy and taught without Preview, Brainstorm, and Predict (PBP) Strategy at the first year of SMK Negeri Pertanian Terpadu Riau?
- d. Is there any significant effect of using Preview, Brainstorm, Predict (PBP) strategy on reading comprehension at the first year students SMK Negeri Pertanian Terpadu Riau?

## C. Objective and Significance of the Research

### 1. The Objective of the Research

As the researcher stated to do a research, automatically there is an objective why she does this research. The objectives of the research are:

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- a. To determine the students' reading comprehension of narrative text taught by using Preview, Brainstorm, Predict (PBP) strategy at the first year of SMK Negeri Pertanian Terpadu Riau.
- b. To find out the students' reading comprehension of narrative text taught without using Preview, Brainstorm, Predict (PBP) Strategy at the first year of SMK Negeri Pertanian Terpadu Riau.
- c. To find out whether there is a significant difference between the students' reading comprehension of narrative text taught by using Preview, Brainstorm, and Predict (PBP) Strategy and taught without Preview, Brainstorm, and Predict (PBP) Strategy at the first year of SMK Negeri Pertanian Terpadu Riau.
- d. To find out whether there is a significant effect of using Preview, Brainstorm, Predict (PBP) strategy on reading comprehension at the first year students SMK Negeri Pertanian Terpadu Riau?

**2. The Significance of the Research**

- a. Hopefully, this research is able to benefit the researcher as a novice research especially in learning how to conduct a research.
- b. The readers of this research. The researcher hopes that this research will give contribution to all readers who are interested in this research.
- c. Finally, this research finding are also expected to be practical and theoretical information to development of the theories on language teaching.

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#### D. Definition of the Terms

##### 1. *Effect*

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richards and Schmidt, 2002:175). It means that, Effect is the result caused of something changing. So, in this research the writer wants to find out the effect of using Preview, Brainstorm, Predict (PBP) strategy on reading comprehension at the first year students SMK Negeri Pertanian Terpadu Riau

##### 2. *Preview, Brainstorm, Predict (PBP)*

Preview, Brainstorm, Predict (PBP) strategy is a good strategy for language learners. Preview Brainstorm, Predict (PBP) strategy is previewing survey that can be implemented with little preparation. PBP can motivate, stimulate, and accelerate students' content learning (Smith, et al 2003:17).

##### 3. *Reading Comprehension*

Richard (202:306) states that reading comprehension is a dialog between an author and the reader. It means kind of thinking process by actively constructing meaning internally from interacting with the material that is read.

#### E. The Reasons of Choosing the Title

1. This title as researcher know has not been researched before to be a thesis at State Islamic University of Sultan Syarif Kasim Riau.

2. The title is relevant to the researcher as a student of English Department.
3. The researcher is able to conduct this research because the time and place of the research are suitable for the researcher.
4. The problems of the research are interesting and challenging for the researcher to be investigated in terms of teaching and learning English.

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