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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is one of the four skills in English as a second language that every student should master. It is very important in second language learning situation for academic purposes like in Junior High school. However reading is very useful activity because we can get knowledge, news, improve our vocabulary, and know many things. According to Anderson (1985, p.7), reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.

In addition, reading is one of the ways that is used by students to get knowledge and information. So, it is one of the skills which must be mastered by all students as language learners even though it cannot be separated with the other skills; listening, speaking, and writing. Reading cannot be produced without mastering grammar and vocabulary.

In finding out the information of reading text, the reader should have a good comprehension. Klingner, et al. (2007, p.8) defined reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When

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interference appears in those interactions, the readers find difficulties in their reading comprehension.

Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the students' experiences and prior knowledge. Comprehension involves understanding of the vocabulary seeing the relationship among word and concept, organizing ideas, recognizing the writer's purpose, making judgment, and evaluating. To get conclusion or implied meaning from reading material must read between lines.

In order to develop students' ability of reading comprehension, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learned in school. MTsN Andalan Pekanbaru is one of the schools that uses School Based Curriculum (KTSP) in teaching and learning process. In the curriculum, reading is taught based on standard competence and basic competence of reading. In standard competence, students are required to understand the meaning of simple short essay in form of procedure, descriptive, recount, narrative and report (BSNP: 2006). The criterion of minimum passing grade (KKM) of English subject at MTsN Andalan Pekanbaru is 75. The criterion of minimum passing grade (KKM) on reading comprehension is 75. In MTsN Andalan Pekanbaru, the basic competence stated in the syllabus is the teacher teaches about reading a text. The students at the third year are taught by one teacher, here the teacher teaches how to comprehend the reading text, such as; procedure text, descriptive text, recount text, narrative text and report text.

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Based on the researcher's observation and interview in MTsN Andalan Pekanbaru with the English teacher on March 2016, the researcher found that some of students still face some problems and difficulties in learning English especially in comprehending report text. The teacher used Three-phase technique. There are three activities in this technique as follows: beginning activity, the main activity, and the last activity. The beginning activity is asking and answering about the text in the book. The main activity is the students read about the text and then the students answer the question related to the text. The last activity is the students give their opinion about the text that they have already read. This technique is used to make the students able to read and to comprehend the meaning. But, some of the students still faced some problems and difficulties in learning English, especially in comprehending report text. In fact that the students were not able to understand what they have read, and the students were not motivated in reading some resources, so that the students got low scores in reading. It means that the Three-phases technique was not appropriate way in teaching reading comprehension for students especially in report text. The researcher found several problems as long as the preliminary observation. The problems of the students can be seen in the following symptoms:

1. Some of students could not identify the main idea of the report text.
2. Some of the students could not identify the reference of the report text.
3. Some of the students could not identify the inference of the report text.

4. Some of the students could not identify the language feature of the report text.
5. Some of students could not identify the generic structure of the report text.

Based on the problems stated above, the teacher needs to apply an appropriate strategy that can solve the problems. The researcher found that the students often find difficulties in comprehending a given text. Reading comprehension strategy must be taught. To solve students' problem in reading comprehension, it needs an effective strategy to help students' problem in their reading comprehension. The strategy is 5E Instructional Model. According to **Spicer (2007)**, 5E instructional model is integrated learning biology concepts and general reading strategies with the 5E instructional model, to help students develop the skills and tools needed to increase reading comprehension and, thereby content knowledge.

Based on the problems above, it is considered that the 5E Instructional Model can improve students' reading comprehension. Therefore, the researcher is interested to carry out a research entitled: **The Effect of Using 5E Instructional Model on Students' Reading Comprehension in Report Text at the Third Year Students of State Islamic Junior High School Andalan Pekanbaru.**

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## B. Problem

### 1. Identification of the Problem

Based on the symptoms described above, the researcher is going to identify the problems as follows:

- a. What makes some of the students not able to identify the main idea of the report text?
- b. What makes some of the students not able to identify reference of the report text?
- c. What makes some of the students not able to identify inference of the report text?
- d. What makes some of the students not able to identify the language feature of the report text?
- e. What makes some of the students not able to identify the generic structure of the report text?

### 2. The Limitation of the Problem

The problem of this research only focuses on using 5E Instructional Model for reading comprehension at the third year students of MTsN Andalan Pekanbaru. In order to avoid misunderstanding to the problems, it is necessary for the researcher to limit the problems of this research. The researcher focuses on the Report text.

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### 3. Formulation of the Problem

Based on limitations of the problem, the researcher formulated the research questions as follows:

- a. How is the students' reading comprehension in report text taught by using 5E Instructional Model at the third year students of MTsN Andalan Pekanbaru?
- b. How is the students' reading comprehension in report text taught without using 5E Instructional Model at the third year students of MTsN Andalan Pekanbaru?
- c. Is there any significant effect of using 5E Instructional Model on students' reading comprehension in report text at the third year students of MTsN Andalan Pekanbaru?

### C. Objective and Significant of The Research

#### 1. The Objective of the Research

- a. To find out the students' reading comprehension in the report text taught by using 5E Instructional Model at the third year students of MTsN Andalan Pekanbaru.
- b. To find out the students' reading comprehension the report text taught without using 5E Instructional Model at the third year students of MTsN Andalan Pekanbaru.

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- c. To find out the significant effect of using 5E Instructional Model in the students' reading comprehension in report text at the third year students of MTsN Andalan Pekanbaru.

**2. The Significance of the Research**

The finding of this research, the researcher hope that the findings of the research may:

- a. Hopefully, this research is able to benefit the researcher, as a novice researcher in learning how to conduct a research.
- b. These research findings are also expected useful and valuable for both teachers and students of English of the third year at MTsN Andalan Pekanbaru.
- c. These research findings are also expected to be positive and valuable information for those who are concerned in world of teaching English as a foreign or second language.
- d. These research findings are expected to be practical and theoretical information to the development of the theories on language teaching in general.

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## D. Definition of the Term

There are some terms involved in this research. Thus, to avoid misunderstanding on each terms used in this research, the following terms are important to be defined as follows:

### 1. 5E Instructional Model

5E Instructional Model is the most effective way of engaging students in reading activity. Students are asked for their focus through five phases, Engagement, Exploration, Explanation, Elaboration, and Evaluation. (Bybee: 2006). 5E instructional model is integrated learning biology concepts and general reading strategies with the 5E instructional model, to help students develop the skills and tools needed to increase reading comprehension and, thereby content knowledge (Spicer: 2007).

### 2. Reading Comprehension

According to Catherine (2002, p.11), Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In this research, reading comprehension is the process to get meaning or message from the reading material.

### 3. Report Text

According to Rigby (2004, p.85) has mentioned that Report is factual text that presents information clearly and succinctly. Report text is kinds of text to describe the way things are; with reference to arrange natural and social phenomena in our environment.

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

There are some reasons why the researcher is interested in conducting the research as follows:

1. The title of the research relevant with the researcher states as the students of English Education Department.
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of this research facilitates the researcher in conducting the research.