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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that should be mastered by students. It is an important activity in life that can update his/her knowledge. As one of the English skills, reading has an important role like a domestic commodity that is consumed by everyone, especially literate society. One of the things that good readers do during the reading process is to make connections between background knowledge and the new information in the text. A student may read in order to obtain information or verify existing knowledge, or in order to criticize a writer's ideas or writing style. Another person may also read for enjoyment, or to enhance knowledge of the language being read. Whatever reader's purpose in reading actually is to understand what he/she reads.

In reading, the students need comprehension skill. Reading comprehension is defined as the level of understanding of a written language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Reading comprehension is called as the result from an interactive process between the reader and the text. Learners should have good understanding and comprehending of the communication through the reading. In general, the aim of teaching reading is to develop the students' ability in reading the material, getting information and

understanding the text. Comprehension here is meaningful interpretation of printed or written symbols or words that require a combination of word recognition, intellect, and emotion interrelated with prior knowledge. Word recognition means knowledge of vocabulary should be possessed by the reader in order to be able to understand the printed or written words of the target language. The learner who does not master enough English vocabulary tends to face difficulties when comprehending new reading materials. It means that reading comprehension is very important and many students get problem in reading comprehension.

According to syllabus of Vocational high school Kansai Pekanbaru, this uses 2013 Curriculum in the process of teaching and learning English. Based on 2013 Curriculum of SMK/MAK, BSNP (2014, P.3) stated that reading is aiming at developing all of reading skills, such as ability to find out the main idea, ability to get explicit and implicit information, and ability to understand words, phrases, and sentences. Students must achieve the basic competence. For basic competence, the students must analyze the social function, the structure of the text, and linguistic elements in a simple descriptive texts about people, place, historical building, appropriate user context. In this school there are 3 experienced teachers from English education department. The students are taught two times a week, two hours in one meeting (2x45 minutes). The minimum passing grade for English subject in SMK Kansai is 80, if the students get the score under the standard score it means that the students do not pass. In teaching reading, the teachers use many

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techniques, questioning, predicting and reading aloud, which are used to avoid students' bored on learning English.

Based on writer's preliminary research at SMK Kansai by interviewing one of the English teacher (Susilasmita S.Pd), the researcher got some problems being faced by the students in process of teaching which are not able to comprehend English text that they are reading. Their ability in reading was still far from the expectation of the curriculum. The students are not able to identify what kind of text that they are reading, the students get difficulty in answering the question based on the text, the students have a lack of vocabulary that influences the comprehension process. That's why, they read the text monotonously without having interaction with the text, such build relationship between the terms in the text to catch the meaning by using their prior knowledge to guess the messages in the text. This is one reason of the inability in comprehending reading texts. In addition, the teachers also provide many facilities to improve students' ability in comprehending reading material. For instance, providing students with English books in library, students framework, students are permitted to use a dictionary while reading activity in order to help them to find out the meaning of the difficult words, and they are excused to open many sources about the material taught such an article which is taken from internet.

Based on the explanation above, ideally the students have good ability in reading and the students are able to comprehend the text and they will not get any problem in teaching-learning process. But in fact, some of the students

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get some problems in teaching learning process. The phenomena as mentioned above are itemized by the researcher into the following numbers:

1. Some of the students are not able to find the main idea/topic of the text
2. Some of the students are not able to find factual information of the text
3. Some of the students are not able to identify the kind of the text involved
4. Some of the students are not able to identify word reference of the text
5. Some of the students are not able to make inference of the text
6. Some of the students have lack of vocabulary
7. Some of the students are not able to answer the question based on the text

Based on the phenomena above, to improve students' reading comprehension, the students need an appropriate strategy that can help them to solve their problems. In this case, the writer would like to offer a good strategy that can be used to help students in comprehending the text, the name of that strategy is called Sketching through the text. Sketching Through the Text is a strategy to help students remember and reuse information that helps in the comprehension of scientific concepts. According to Renita Schmidt (2013), "When students respond through a variety of communication systems, their created products become signs or stand-ins for ideas they have about how the world works". As students draw images, they become active observer of those objects or concepts that may trigger further questions and depend understanding. According to Daniels and Zemelman (2004p. 120), "drawing simple pictures or diagrams can help students conceptualize ideas from their reading". This strategy would allow many science teachers to understand how

they can incorporate literacy strategies in a fun way while reading science texts, as well as during hands on scientific experiments. Those benefits can lead them to get a better result in a reading test and certainly have a better reading comprehension.

Therefore, the writer is interested in investigating the phenomena above into a research entitled: *“The Effect of Using Sketching through the Text Strategy on Students’ Reading Comprehension at Vocational High School Kansai Pekanbaru”*

B. The Problem

1. Identification of the Problem

Based on the description of the background and phenomena above, the problems can be identified as follows:

- a. Why are some of the students not able to find the main idea/topic of the text?
- b. Why are some of the students not able to find factual information of the text?
- c. Why are some of the students not able to identify the kind of the text involved?
- d. Why are some of the students not able to identify word reference of the text?
- e. Why are some of the students not able to make inference of the text?
- f. Why do some of the students have lack of vocabulary?



- g. Why are some of the students not able to answer the question based on the text?

2. Limitation of the Problem

Referring to the identification of the problems above, the writer needs to limit the problem because of the limited funding and times. The writer focuses on students' reading comprehension in identifying the descriptive texts. especially to identify the main idea, to identify word reference, to find out the meaning of the vocabulary, to make inference, and to find factual information.

3. Formulation of the Problem

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

- a. Is there any significant difference between the students' reading comprehension taught by using Sketching through the Text strategy and without using it at Vocational High School Kansai Pekanbaru?
- b. How is the students' reading comprehension taught by using Sketching through the Text strategy at Vocational High School Kansai Pekanbaru?
- c. How is the students' reading comprehension without being taught by using Sketching through the Text strategy at Vocational High School Kansai Pekanbaru?

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C. Objective and Significance of the research.

1. Objective of the Research

Based on the formulation of the problem, objective of the research are:

- a. To know the significant difference between the students' reading comprehension taught by using Sketching through the Text strategy and without using it at State Vocational High School Kansai Pekanbaru.
- b. To know the students' reading comprehension taught by using Sketching through the Text Strategy at Vocational High School Kansai Pekanbaru.
- c. To know the students' reading comprehension without being taught by using Sketching through the Text Strategy at Vocational High School Kansai Pekanbaru.

2. Significance of the Research

There are some significances of the research mentioned by the writer as follows:

- a. This research hopefully contribute to the writer as a researcher in term of learning research as a novice researcher.

- b. To give information about the students' reading comprehension in descriptive text after being taught by using Sketching through the text strategy
- c. To fulfill one of the requirements to finish writer's study in State Islamic University of Sultan Syarif Kasim Riau.

D. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to define a number of the terms used in this study.

1. Effect

According to Oxford dictionary, fourth edition (2008:143), effect is change that somebody or something causes in somebody or something else.

The writer concludes that the meaning of effect is to change one to another because there is something that gives the effect. In this research, the writer established the research about the effect of using Sketching through the Text on students' reading comprehension of descriptive text at SMK Kansai. The effect is obtained from the result when the Sketching through the Text is done in teaching reading at SMK Kansai.

2. Sketching through the Text Strategy

Sketching Through the Text is a strategy to help students remember and reuse information that helps in the comprehension of scientific concepts. According to Daniels and Zemelman

(2004), “sketching is drawing simple pictures or diagrams can help students conceptualize ideas from their reading” (p. 120).

Based on the explanation, it can be concluded that Sketching through the text is a strategy by creating a sequence of sketches to illustrate thoughts, steps, or stages of a process described in reading. Sketching through the Text is a great strategy to help students comprehend a text because it gives visual remainder of the material students are learning about. The appropriate material is descriptive text. It’s also clear this strategy can be used for the first grade at Vocational High School Kansai Pekanbaru.

3. Reading Comprehension

According to John Kruidenier, reading comprehension is an active process and the reader must interact and be engaged with the text for it to work well. Reading comprehension is very important because it may be tested by a passage which is to be translated into good English, or by question based on the content of a passage.

Regarding with Kruidenier’s idea, the writer concludes that reading comprehension is a process to build understanding of the written text in order to get the information from it. In this study, it refers to students’ reading descriptive text comprehension of the first grade at Vocational High School Kansai Pekanbaru.

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4. Descriptive Text

Tompkins (1994) and Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Harmer (2004: 67) Descriptive text is a text having aim to describe a particular person, place and thing. The schematic structures of descriptive text are identification and description. Linguistic features are focusing on specific participant, the simple present tense, adjectives, noun phrase, and conjunction. In the descriptive text, the tense usually used is simple present tense.

In this study, the writer concludes that descriptive text is a text type that is widely used in daily life in describing the objects, places, people, animals and more. Description is discourse that helps students to visualize the material they are learning about.

E. Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this reasearch based on the following reasons:

- a. The title of this research is relevant to the writer's status as a student of English Education
- b. The reseacher wants to know the students' reading comprehension by applying Sketching through the Text strategy at Vocational High School Kansai Pekanbaru.