CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an important skill that should be mastered by students. It is not only related to the process of eyes movement but also the process to encode and catch the meaning delivered by the writer. According to Richard and Schmidt (2010:483) "reading is the process by which the meaning of a written text is understood". Dealing with it, Johnson (2008:3) also defines that "reading is the practice of using text to create meaning". The points are creating and meaning. If the reader cannot catch the meaning of the reading, it means that there is no process of reading taking place. Moreover, Hasibuan and Ansyari (2007:114) believe that "reading is an activity with a purpose". Some people may read in order to find the information, some of them may also read to entertain themselves or to enhance knowledge from the text. Therefore, reading is not easy to be mastered because the readers should have a skill to comprehend the author's messages, the topics, and the topic sentences.

Furthermore, Klingner (2007:104) also proposes that reading is an activity that has a purpose. Saying for example, if we want to know how to cook a chicken soup, we might look for a book filled with recipe ideas about chicken soup. Whether we are reading for enjoyment, to gain factual, or to learn skills such as how to analyze poetry, being aware of the purpose for reading is an

1

essential first step. Pertaining to the statements above; Moreillon (2007:19) also states that reading is a transaction among the reader, the text, and the intention of the author. When we are reading, we use our eyes to receive written symbols (punctuation marks, letters, and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. The more we read the more information and knowledge we gain. Reading is crucial because it will provide great values. Regarding with this, Harrison (2004:3) believes that reading is so important because it is related to human development. He quotes a quotation from a letter written by Gustave Flaubert in 1857 "Do not read, as children do, to amuse yourself, or like the ambitious, for the purpose of instruction. No, read in order to live". This is how crucial reading is. The readers will find the useful information from any resources such as articles, journals, books, newspapers, magazines, etc.

As one of the language skills, reading is consumed by everyone especially for literate society. It is supported by Maxom, he indicates that "reading is one of the key skills in language learning" (2009:139). Dealing with the existences of reading in the world of education, Snow (2002: xiii-xiv) proposes that reading will bring the readers into their cognitive capabilities such as (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of

comprehension strategies); and experiences. By strengthening the reading skills, the students will be able to make a greater progress and development in all other areas of learning.

MA Darul Hikmah Pekanbaru is one of the Islamic senior high schools in Pekanbaru city. As a formal education, MA Darul Hikmah Pekanbaru also provides English subject to be taught for the students, especially in reading skill. School Based Curriculum (KTSP) requires reading as one of the skills in English that must be taught at school. MA Darul Hikmah Pekanbaru also uses School Based Curriculum (KTSP) as its guide in the process of teaching and learning English. In learning English, the students should be able to use all skills in English.

According to Educational Curriculum of the eleventh grade, the students must achieve two competences; those are standard competence and basic competence. For the standard competence, they must be able to comprehend the meaning of short functional text in the form of narrative, report and Hortatory exposition in the context of daily life activities and to access knowledge. Moreover, for the basic competence, students were able to respond the meaning and rhetorical step of short functional text accurately, fluently, and acceptably such as narrative text, report and hortatory exposition to interact in daily life contexts. In this research, the researcher focuses on report text.

Based on School-Based Curriculum (KTSP), the students' passing grade (KKM) for reading skill in this school is 75. The school provided the English every week because the eleventh grade students has 7 classes. The teaching and learning process for one meeting is about 2 hours. The duration for one hour is about 40 minutes. So, English taught about 160 minutes in a week.

Based on the researcher's preliminary research on June 5th, 2016 at MA Darul Hikmah Pekanbaru and also from the interview with Ernawati, S.Pd as one of the English teachers of the eleventh grade in MA Darul Hikmah Pekanbaru and the observation indicated that reading was taught by some techniques. The students were given reading materials and they answered the questions individually, then, teacher asked them to collect their papers and the teacher gave the true answers to the students. Based on the description above, students had been taught reading maximally. However, what was expected by the teacher was not the same as the result. Ideally, the students at MA Darul Hikmah Pekanbaru were able to comprehend the text given by the teacher. In fact, there were some of the students who still faced some problems and difficulties in comprehending the reading text, especially in report text. Students could not identify the topic of the report text; students were not able to identify the generic structures of report text. Their competence in reading comprehension was still far from the expectation of the curriculum. It could be proved from the students' achievement. It was not qualified from the minimum criteria of students' passing grade. Based on the pre- observation, it can be seen in the following problems:

First, some of the students at eleventh grade of MA Darul Hikmah Pekanbaru were unable to understand report text. This problem is caused by lack of students' vocabulary in report text and the students didn't have a background knowledge about the topic. Second, some of the students were unable to express the meaning of report text. This problem can be seen when the teacher asked the students to deliver their ideas about the topic and the students were unable to do it. Third, some of the students were unable to identify the generic structure of report text. In this problem, some of the students couldn't differentiate between general classification and description of report text. Fourth, some of the students were unable to answer the questions of report text. This problem can be seen from the students' test result in report text. Some of the students couldn't pass the passing grade and their score were low.

This study investigated the strategy that could help the students' reading comprehension in report text. It's called Self-explanation Reading Training (SERT) strategy. The research by Chi and colleagues (1994) indicated that self-explanation can improve deep-level comprehension of text. The students were given a training of self-explanation namely paraphrasing. It was given in three phases, introduction phase, demonstration phase and practice phase. McNamara (2004) also stated that Self-explanation is the strategy of explaining orally or in writing the meaning of written text.

Based on the problems above, the researcher found out an alternative solution and the strategy that is better for teaching reading and could improve students' reading comprehension of the eleventh grade at MA Darul Hikmah Pekanbaru. Therefore, the researcher is interested in conducting a research entitled: ***The Effect of Using Self-Explanation Reading Training (SERT) Strategy on Students' Reading Comprehension at Eleventh Grade of MA Darul Hikmah Pekanbaru.***

B. The Problem

1. The Identification of the Problem

Based on the background above, the researcher identified some problems in the following questions:

a. Why were the students unable to understand report text?

b. Why were the students unable to express the meaning of report text?

c. Why were the students unable to identify the generic structure of report text?

d. Why were the students unable to answer the question of report text?

2. Limitation of the Problem

Based on the identification of the problems mentioned above, the researcher limited and focused on students' reading comprehension on report text, understanding report text, expressing the meaning of report text, delivering the idea about report text, identifying the generic structure of report text, and using Self-explanation Reading Training (SERT) Strategy on

Reading Comprehension at Eleventh Grade of MA Darul Hikmah Pekanbaru.

3. **Formulation of the problem**

Based on the limitation of problem above, thus the research questions are as follows:

a. How is the students' reading comprehension taught by using Self-Explanation Reading Training (SERT) strategy?

b. How is the students' reading comprehension taught without using Self-Explanation Reading Training (SERT) strategy?

c. Is there any significant difference of students' reading comprehension between the two conditions?

C. **Objective and Significant of the Research**

1. **Objective of the Research**

The researcher carried out this research for several objectives as stated below:

a. To find out about the students' reading comprehension which is taught by using Self-explanation Reading Training (SERT) strategy of the eleventh grade at MA Darul Hikmah Pekanbaru.

b. To find out about the students' reading comprehension which is taught without using Self-explanation Reading Training (SERT) strategy of the eleventh grade at MA Darul Hikmah Pekanbaru.

c. To find out whether there was or not a significant difference of using Self-explanation Reading Training (SERT) strategy of the eleventh grade at MA Darul Hikmah Pekanbaru.

2. **Significance of the Research**

Reduction of significance of the research:

a. Hopefully, this research is able to benefit the researcher as a novice researcher especially in learning how to conduct a research.

b. These research findings were also hoped to be useful and valuable, especially for students and teachers of English at MA Darul Hikmah Pekanbaru to be consideration for their future teaching and learning English process.

c. Besides, these research findings were also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language.

D. **Definition of the Terms**

In order to avoid misunderstanding and misinterpretation about some terms used in this paper, the researcher defined the terms as follows:

1. Self-explanation Reading Training (SERT) Strategy

The starting point for SERT was a technique called self-explanation (Chi & Bassok, 1989). Self-explanation refers to the process of explaining the meaning of text while reading. SERT aims at improving the quality of self-explanations, and hence, to promote active reading (McNamara, 2004:2).

2. Reading Comprehension

Pertaining to Hasibuan and Ansyari (2007:115) reading comprehension is thus much more than decoding. Reading comprehension results when the readers knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

E. Reason of Choosing the Title

The reason why the researcher is interested in carrying out the topic above based on the several considerations:

1. The researcher is interested in carrying out this research in order to find out the effect of using Self-Explanation Reading Training (SERT) strategy toward students' reading comprehension.

2. The topic is relevant to the researcher as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

3. As far as the researcher is concerned, this research title has never been investigated by other researchers yet.