CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important skills beside listening, speaking, and writing. It becomes very important in the education field because the students need to be exercised and trained in order to have a good reading skill. According to Nunan (2003:8), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Based on the statement above, it can be stated that reading is a process to get information from the text and understand the text by knowing the meaning. The process to understand or comprehend the text is called reading comprehension.

Moreillon (2007:10) also points out that reading is making meaning from print and from visual information. Furthermore, Linse (2005:69) says that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. That is why deep comprehension of a reading material is the main goal for a reader to gain in reading process. In conclusion, knowing the content of a reading material is a very crucial point for a reader in having a reading activity because reading without comprehension is useless.

Reading comprehension, according to Klingner (2007:2), is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Furthermore, Catherine E. Snow (2002:xiii) stated that reading to read well is a long-term developmental process, and reading comprehension facilitates students in reading passage to get the point of the text in order to make them interest in reading. In conclusion, to get a good quality of reading the readers need to get more practice and good comprehension can interest the reader to read.

State junior high school 20 Pekanbaru is one of the educational instiutions in Pekanbaru that uses school based curriculum or in Indonesia is called Kurikulum Tingkat Satuan Pendidikan (KTSP) in process of teaching and learning English. Based on school-based curriculum, English must be taught and learned in state junior high school. Based on KTSP for State junior High School, the goals of teaching English are as follows: developing communicative competence in oral and written form to achieve functional literacy level, having awareness about sense and significant English in order to increase national competence in global society and developing students' understanding about relationship between language and culture.

Based on Wells in BNSP or Badan Nasional Standar Pendidikan (2006:123), levels of literacy include performative, functional, informational, and epistemic. In performative level, the students are expected to read symbols that are used. In functional level, the students are expected to read

newspaper, manual or procedure. In informational level, the students are expected to access the information, and in epistemic level, the students are expected to express the information into a target language. But the literacy levels on junior high school are performative and functional. Furthermore, the students are expected to understand and create kinds of short functional text and monologue and also essay in procedure, descriptive, recount, narrative and report text. Furthermore, the passing grade of the English subject in State Junior High School 20 Pekanbaru is 75.

Based on the researcher's observation and interview with the English teacher at State junior high school 20 Pekanbaru, it can be reported that the second grade students especially, seemed to have problems in reading English text. It can be seen in the following symptoms: when the teacher asked the students to read the text loudly, there are several students that did not want to read, they did not interested in reading, because they have difficulty to produce English word well. When the teacher asked them to identify the main idea of the text, several students cannot identify it, it may because they have lack of vocabulary. When the teacher asked them to find the factual information, several students still have problem of it, because they have problem to find out the appropriate translation when they look up their dictionary to find the meaning of the words. The teacher asked them to comprehend the text, but several students cannot comprehend it, it may be caused by having just a few words. And when the teacher asked them to answer the exercise of reading text and also to comprehend the ideas in the

text, several students cannot got it, it because they did not know the meaning of words of the text.

On the other hand, the researcher assumed that some of students' difficulties in understanding the text can be caused by the uninteresting teaching strategy that has been used by the teacher. In teaching and learning process, teacher has used some strategies to improve students's reading comprehension, such as: teacher-centered, speech method and jigsaw. Ideally, the students should have good reading comprehension. Unfortunately, it is not able to improve students' reading comprehension. Based on this problem, the teacher needs an appropriate strategy to help the students better to comprehend the reading materials. Therefore, the researcher recommends a teaching reading strategy named Predict O Gram to assist students in improving their reading comprehension. According to Frost (2009:155) predict O Gram is pre-reading strategy for narrative text that emphasizes story structure, vocabulary, and the power of predictions. This strategy can increase students' ability to understand what they will read and build their capacity to use story elements to increase comprehension.

In this research, the researcher focused on Narrative text. According to Benyamin et al narrative, text is a text which social function is to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative is used both in essay and short story. The purpose of narrative text is to amuse or entertain

the reader and the generic structure of narrative text consists of three parts: orientation, complication, and resolution.

Based on the explanation above, the researcher was interested in carrying out a research entitled: **THE EFFECT OF USING PREDICT O GRAM STRATEGY ON STUDENTS' READING COMPREHENSION AT STATE JUNIOR HIGH SCHOOL 20 PEKANBARU**

B. **The Problem**

1. **The Identification of the Problem**

   a. Why were some of students not interested in reading?

   b. Why were some of the students not able to identify the main idea of the text?

   c. Why did some of the students still have problem in finding factual information of the text?

   d. Why were some of the students' not able to comprehend the text?

   e. Why did some of the students get the difficulties in answering exercise of reading text?

   f. Why were some of the students not able to comprehend their ideas in text?

2. Limitation of the Problem

Dealing with the problems above, the researcher needed to limit and focused on students' reading comprehension of this research. The researcher attempt to use a new teaching strategy called Predict O Gram Strategy on Students' Reading Comprehension at Junior High School 20 Pekanbaru that refers to narrative text.

3. Formulation of the Problem

Formulation of the problem of this research is formulated in the following research questions:

a. How is the students' reading comprehension in narrative text by using Predict O Gram Strategy at State Junior High School 20 Pekanbaru?

b. How is the students' reading comprehension in narrative text without using Predict O Gram Strategy at State Junior High School 20 Pekanbaru?

c. Is there any significant difference between using and without using Predict O Gram Strategy on students' comprehension in narrative text at State Junior High School 20 Pekanbaru?

C. Objective and Significance of the Research

1. The Objective of the Research

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

a. To know about students' reading comprehension in narrative text by using Predict O Gram Strategy at Junior High School 20 Pekanbaru.

b. To know about students' reading comprehension in narrative text without using Predict O Gram Strategy at Junior High School 20 Pekanbaru.

c. To know whether there is or not a significant difference on students' reading comprehension between using and without using Predict O Gram Strategy at Junior High School 20 Pekanbaru.

2. The Significance of the Research

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

b. To enhance the researcher's knowledge about teaching reading by using Predict O Gram strategy in Narrative text.

c. To give some information to the teacher about effect of using Predict O Gram strategy on students' reading comprehension.

d. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines them as follows:

1. Predict O Gram Strategy

According to Frost (2009:155), Predict o gram is a pre-reading strategy for narrative text that emphasizes story structure, vocabulary, and the power of predictions. With these elements in mind, students can focus on them as they read. The strategy introduces stories to students in a way that will increase their ability to understand what they will read and build on their capacity to use story elements to increase comprehension. This strategy was used at Junior High School 20 Pekanbaru.

2. Reading Comprehension

According to Snow (2002:xiii), reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. To comprehend, a reader must have a wide range of capacities and abilities. Comprehension refers to the ability to go beyond the words, to understand the idea and the relationship between ideas conveyed in a text. To sum up, reading comprehension is defined as the level of understanding of a written language". This research focuses on understanding of a written language in Narrative text.

E. Reason for Choosing the Title

1. The researcher is very interested in carrying out this research in order to know the Effect of Using Predict O Gram Strategy on Reading Comprehension.

2. The topic is relevant to the researcher as an English student of English 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 any researcher.