

CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is categorized as one of the four language skills which has to be mastered by the students. In line with the statement above, Stone (2009) mentioned that reading is a fundamental goal which has to be mastered by students in order to be successful person in their school and lives. It is clear that the reading is beneficial to students for enlarging their English.

According to Durkin 1993 in Strickland (2002), Reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well. Murcia (2001) said that the readers' expectation after reading a written text is to make a meaning and to comprehend what they read. In accordance with the statement above, Nunan (2003) said that comprehension is the goal of reading. Concisely, an ultimate goal of reading is comprehension. Thereby, the comprehension can be told as the core of reading activities. So, when the reader has less comprehension on the text that they read, it means that they do not achieve the goal of reading itself. Therefore, reading needs a serious concentration and it also needs a critical thinking to comprehend the meaning of reading text.

Islamic senior high school Darel Hikmah Pekanbaru is one of educational institutions to learn English subject. This school uses School-Based Curriculum (KTSP) as a guide in teaching and learning process. The basic competence of

reading English refers to capability of student in comprehending and responding the meaning and steps in developing the rhetoric of the written text in the form of *narrative, spoof, and exposition text* (BNSP, 2006, p. 134) In this research the researcher focuses on *analytical exposition text*. The passing grade of English course of senior high school Darel Hikmah Pekanbaru is 75

Based on preliminary research on March 10th 2016 at the eleventh grade of the Islamic senior high school Darel Hikmah Pekanbaru, the researcher found that some of the students at this school had difficulties in learning English especially in reading. This school provided the good programs in order to improve the students' English competence such as English day in two weeks, vocabulary memorization at night, speech coaching and so forth. Furthermore, the teacher had taught the students by discussion strategy. During activities, the teacher gave explanation about analytical exposition text, the teacher asked students to read the text and identified the generic structure of the analytical exposition text, then the teacher explained the content of the text, the teacher asked the students to answer the questions related to the text, and then the teacher made conclusion of the lesson and closed the learning session.

Ideally, that effort was effective enough for comprehending the text. However, the reality shows that the students seemed not to perform their reading comprehension well. They still had a low ability in reading comprehension especially in comprehending analytical exposition text. Most of the students had difficulty in comprehending the Analytical exposition text that they read, and it made some of them unable to answer the questions related to the text, some of the

students did not get the main information and main idea of the analytical exposition text, some of the students still had difficulties in identifying the content of the analytical exposition text, some of them could not catch the meaning of the analytical exposition text and some of the students had difficulties in concluding the lesson. Then, the students' reading comprehension was still far from the expectations of the curriculum

In order to improve students' reading comprehension in reading subject, the writer proposes a technique which could improve students' reading comprehension. Double Entry Journal is an appropriate technique to help the students to improve their reading comprehension. Double Entry Journals offer students a way to interact personally with the text by reflecting on and writing about their understanding of the material they are reading (Sejnost, 2010, p. 78). It means that this technique is push the students to think critically about the content that they read, and write their own reactions to the passage as they respond to the text. When the students write (response) to the text that they read it will help the students review and remember recently learned material (text) and it is essential for self-understanding.

Double Entry Journals allow students to pick out the parts that they think are important, and write their response to the text such as give a personal reaction to the reading, draw on memories and emotions, ask questions, agree or disagree, compare or contrast and so on. This technique will help students to improve their comprehension and vocabulary. In this way the students engage in a dialogue with the text, exploring their reactions to the reading. This technique provides detailed

feedback on how students read, analyze and respond to assigned texts. And this technique will improve reading skill (Angelo, 1993, p. 263)

Double Entry Journal asks students to respond to the text and make connections to the world and their lives. This technique helps students to make multiple interpretations and connections to the text, thus helping them to become better critical thinkers and readers, and it helps them remember the material better. Then, the writer conducted a research entitled “**The Use of Double Entry Journal Technique in Teaching Reading Comprehension at the Eleventh Grade Students of Islamic Senior High School of Darel Hikmah Pekanbaru**”.

B. The problem

1. Identification of the problem

Based on the explanation on the background of the problem above, the students of the Islamic senior high school DarelHikmahPekanbaru have some problems related to their reading comprehension. It can be identifies as follows:

- a. Why do some of the students have difficulties to identify the content of the Analytical exposition text?
- b. Why can some of the students not catch the meaning of the Analytical exposition text?
- c. Why do some of the students not know the certain vocabulary related the Analytical exposition text?
- d. Why do some of the students have difficulties to respond about the content of the Analytical exposition text?

- e. Why do some of the students have difficulties to give the conclusion of the Analytical exposition text?
- f. Why do some of students have difficulties to answer the questions related the Analytical exposition text?

2. Limitations of the Problem

The problem of this research only focused on the effect of using Double Entry Journal Technique on reading comprehension at the eleventh grade students of Islamic senior high school Darel Hikmah Pekanbaru. In order to avoid misunderstanding in this research, the text used by the researcher was Analytical Exposition text.

3. Formulation of The Problem

The problems of this research can be formulated in the following questions:

- a. How is the students' ability in comprehending Analytical Exposition text taught by using Double Entry Journal technique at the eleventh grade of Islamic senior high school Darel Hikmah Pekanbaru?
- b. How is the students' ability in comprehending Analytical Exposition text taught without using Double Entry Journal technique at the eleventh grade of Islamic senior high school Darel Hikmah Pekanbaru?
- c. Is there any significant effect of using Double Entry Journal technique on students' reading comprehension of Analytical Exposition text at the eleventh grade of Islamic senior high school Darel Hikmah Pekanbaru?

C. The Objectives and Significance of The Research

1. The Objectives of the Research

- a. To find out students' reading comprehension taught by using Double Entry Journal Technique at the eleventh grade of Islamic senior high school Darel Hikmah Pekanbaru
- b. To find out students' reading comprehension taught without using Double Entry Journal Technique at the eleventh grade of Islamic senior high school Darel Hikmah Pekanbaru
- c. To find out whether there is any significant effect of using Double Entry Journal Technique on students' reading comprehension at the eleventh grade of Islamic senior high school Darel Hikmah Pekanbaru

2. The significance of The Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. The research finding is to give the information about the technique that can improve students' reading comprehension to the teachers of English at the Islamic senior high school Darel Hikmah Pekanbaru especially and all English teachers generally
- b. The research finding is expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching reading.
- c. Motivating students to improve their reading comprehension, in order to give chance to students to master English, especially in reading skill

- d. This research can be used as reference for the next researcher

D. Definition of the terms

To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation towards the terms used in this research, it is necessary to define the operational definitions of the terms:

1. Double Entry Journal

Double Entry Journal is a technique that can improve the students' ability in comprehending the text. This technique provides detailed feedback on how students read, analyze, and respond to assigned texts (Angelo, 1993, p. 263). According to Angelo (1993), Double Entry Journal will improve the reading skills, build and develop the capacity to think critically, respect for others, and so on. Double Entry Journals promote active reading. Students must stop and reflect on what they are reading and pay closer attention to the content of the text (Vasqueze, et al, 2010, p. 75). It means that the students have to read the text in detail and focus on the text.

Double entry journal helps students to construct the meaning as they interact with a text. The journals become a place for students to easily record thoughts and ideas as they read. Tomlinson (2005) stated that Double Entry Journals ask students to react to classroom content in a two-column format. Students are record information about content in the left column such as quote that they think important or the key ideas of the reading and react to that information in the right-column (give a personal reaction to the reading

as a respond to the text) it can be agreements, disagreements, questions, and so on.

2. Reading Comprehension

All of students who learn reading must comprehend the text that they read. The goal of reading is comprehension (Nunan, 2003, p. 68). In the other words, when someone reads a text without any comprehension inside it means that he/ she doesn't reach the goal of reading. So, what reading comprehension is? Reading comprehension can be defined as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11). Reading requires a rich background, and also some ability to comprehend the text. And the comprehension is an ability of the student itself. It means that reading comprehension is ability of the student in comprehending the text.