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CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

Reading is one of the four important skills in English. Reading is regarded as a decoding skill that is interpreting codes in to ideas. According with Nunan (1989: 33), he states that reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In the process of reading a text, a reader has to understand the content, information, explanation or facts intended to be delivered by the author. In other words, the reading process can be complex because readers will involve the quality of thought for the purpose of understanding the text.

Al Quran as the book of Allah has said about the importance of reading, the first revelation accepted by our prophet Muhammad PBUH is about reading, surah Al alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ
اقْرَأْ الْأَكْرَمُونَ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ.

Read! In the Name of your Lord. Who has created (all that exists), He has created man from a clot (a piece of thick coagulated blood. Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen. He has taught man that which he knew not.



This surah could be the guidance for us to put more attention in reading, by reading we could know the book contains such information was never known before.

Considering the importance of reading, we use strategies to decode written forms in order to arrive at meaning. Besides that, reading always has a purpose, and viewed by Tomkins and Hoskisson (1994: 198-199) that Reading has two purposes they are:

1. Reading for enjoyment, Reading for enjoyment focuses on the lived-through experience of reading. They concentrate on the thoughts, images, feelings, and associations evoked during reading.
2. Reading to carry away information, concentrates on the public, common referents of the words and symbols in the text.

Consequently, the existence of reading is very important for the life of human beings. People usually say that reading is the window of the world. It is a means to see the world. Through reading, people can get the information about entire the world without going anywhere.

Many people can read, but not all can understand what they have read. Vicki (2010:14) also states that comprehension is grasping or understanding the meaning of informational materials. Furthermore, KlingerVoughn and Boardman (2007:12) state that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge and fluency. It can be inferred that reading is essential and



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cannot be separated for comprehension because knowing how to read the text has little value if the students are not able to know the meaning of the text.

Secondary school students' must be provided with the skill of reading English texts. Their proficiency in reading the text would help them to understand their English text book. Students of Senior High School YLPI learn English through the guidance of the school based Curriculum (KTSP) brought out by their English Teachers in the teaching and learning process. English is taught twice a week with ninety minutes in one meeting. The minimum standard of passing grade of each student's score in English subject is seventy five. It means that students are able to obtain main ideas and discourse topic quickly and efficiently, to establish quickly the structure of a text, to find information and specific information on a predetermined topic, to identify reference of the text, and to make inferences about the text. According to syllabus of BSNP at the second year students of senior high school, the standard competence of reading refers to the capability of the students in comprehending the meaning of short functional text and simple form of narrative, spoof and hortatory exposition in the context of daily life and to access knowledge.

Based on preliminary study conducted on Saturday 20 May 2016, the English teachers of YLPI Islamic Junior High School Pekanbaru implemented several various techniques and strategies such as skimming, paired reading, group discussion and many else, revealed that students had problems and tended to find many difficulties in reading comprehension.

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Basically, having been in the English class session twice a week and presented with various techniques and strategies, the students would have paid greater attention and enjoyed themselves learning English. However, most of the students got lower score in learning English and their reading comprehension was not as ideal as their learning achievement should have been expected. It seems that the students still got difficulties in comprehending the reading text. The problems were found by the researcher as long as the preliminary observation, The Problems were as follows:

1. The texts books used by the students did not make them interested. Therefore, they could not comprehend the reading materials well and their reading comprehension was still far from the expectation of curriculum.
2. The students could not comprehend the reading materials.
3. The students are bored during learning processes.
4. The students were difficult to find the main ideas of the text.
5. The students had difficulties in interpreting and understanding.

One of the factors that can improve the students' reading comprehension is the strategies in learning English. It is supported by Green & Oxford, 1995; Khaldieh, 2000; Wharton, 2000 who stated that language learning achievement or proficiency had also been consistently linked to strategy use. Learning strategies is one of the essential parts in learning process for the students in achieving the learning objectives. Learning strategies have some techniques, and approaches which are used during learning. Oxford (1990) states that learning strategies are



specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Based on the phenomena above, the students need the proper strategy to support appropriate sufficient practice. So, in improving reading comprehension of the students, there must be an appropriate strategy that has to be used by the students in a classroom. Various strategies have been developed to teach the students in increasing their abilities, interest and motivation in reading. Here, the researcher compares two strategies to improve the students' reading comprehension. They are Picture Book Inferences and DRA strategy. Picture Book Inferences and DRA strategy are two strategies to teach students reading comprehension. The students become active readers who are in control of their own reading comprehension.

The picture book is considered a genre of children's literature in which illustrations, design and words usually tell the story (Culham & Coutu, 2008). Culham and Coutu (2008) defined picture books as the meaningful integration of illustrations, words, and design. In picture books, illustrations and words usually complete each other, and readers often understand the story by looking at the illustrations, the words, or the illustrations and the words at the same time (Jalongo, 2004). Throughout its long history, children's picture books occupied a special place in education (Cho & Kim, 1999; Goodwin, 2008). This is because picture books cover wide areas of topics, contain delightful words, comprehensible illustrations, unique styles, interesting cultural variations, and

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information density (Nodelman& Reimer, 2003). These features were proven to have important effects on facilitating teaching and learning any piece of information from picture books (Heuvel-Panhuizen, Boogaard, &Doig, 2009). For example, illustrations and drawings in some picture books were considered effective and motivational (Columba, Kim, & Moe, 2009; Paivio, 1971).

In comparing with Picture Books, Directed Reading Activity (DRA) Strategy requires the learners pay attention to the underlying structure of the text while reading. Smith (2007:1) explains that Directed Reading Activity (DRA) is a strategy that provides students with instructional support before, during, and after reading. The teacher takes an active role as he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading. It is supported by Crawford, Alan; Wendy S.E , Mathews, S and Maxinster (2005: 42) state that the DRA is a reading comprehension/ critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational texts.

Based on the description of phenomena, the researcher is interested in carrying out a research entitled **“A comparison between the effect of Using Picture Books and DRA strategies on reading comprehension of the second year students at Islamic Junior High YLPI Perhentian Marpoyan Pekanbaru”**

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1.2 Statement of the Problem

In understanding of text, reading skills are absolutely necessary. The problem of this study is that the second year students exhibit low in reading comprehension ability, besides, the teacher fails to make students become independent readers. The students' problems of reading comprehension fail to identify the main idea, detail information, meaning of word, references, and inferences. Many strategies and methods have been implemented in teaching reading comprehension, they still could not involve both the teacher and the students in an active, ongoing pursuit of meaning construction. The students should be able to be more active and responsible in reviews their own learning not dependent on the teacher. Hence, the teacher needs an appropriate strategy which emphasizes the function of teacher as an instructor to engage the students to participate in the teaching and learning process. Wenden (1998) say that the teachers are not the vehicles to take students where they want to go, but they are somehow like police officers who guide people where and how to go.

There were numbers of crucial issues concerning the teaching and learning reading comprehension. The first, the texts books are used by the students do not make them interested. Therefore, they could not comprehend the reading materials well and their reading comprehension was still far from the expectation of curriculum. The second, the students cannot comprehend the reading materials. The third, they are bored during learning processes. The fourth, the students are difficult to find the main ideas of the text. The fifth, the students have difficulties in interpreting and understanding.

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books. It has a positive response on the use of picture books in reading classroom because it can improve students' reading comprehension.

1.3 The Purpose and Objectives of the Study

The purpose of this study is to investigate what is useful strategy that can be used in teaching and learning process and how to improve reading comprehension at the second year students of junior high school YLPI Pekanbaru. The objectives of the study are as follows:

1. To find out a significant difference of students' reading comprehension before being taught by using Picture Book Strategy and before being taught by using Direct Reading Activity strategy at the second year students of SMP Plus Islam YLPI.
2. To find out a significant difference between before and after the use of Picture book strategy on students' reading comprehension
3. To find out a significant difference between before and after the use of Direct Reading Activity Strategy on students' reading comprehension.
4. To find out a significant difference of the students' reading comprehension between the students who are taught by using Picture Book Strategy and those who are taught by using Direct Reading Activity strategy.



1.4 Research Question

The research questions are formulated as follows :

1. Is there any significant difference of students' reading comprehension before treatment between an experimental group 1 using Picture Book Strategy and an experimental group two by using Direct Reading Activity Strategy at the second year students of SMP Plus Islam YLPI?
2. Is there any significant difference of students' reading comprehension between before and after treatment in the experimental group one by using Picture book strategy on students' reading comprehension?
3. Is there any significant difference before and after treatment in the experimental group by using Direct Reading Activity Strategy on students' reading comprehension?
4. Is there any significant difference of students' reading comprehension between those who are taught by using Picture Book strategy and those who are taught by using Direct Reading Activity strategy?

1.5 Significance of the Study

Hopefully these research findings are useful and valuable especially for the students and the teachers of English of the second year at Islamic Junior high School YLPI Pekanbaru to be consideration in their teaching and learning process in the future. This study is also hopefully able to give some benefits to the researcher as a novice especially in learning how to conduct a research.



These research findings are also expected to be the practical and theoretical information to the development of the theories in the field of language teaching. Finally, these research findings are also expected to be positive information especially for those who are concerned in the field of teaching and learning English as a foreign or second language and those who are concerned with the field of language teaching in general.

1.6 Limitation of the Problem

Based on the background and statement of the problems about students' reading comprehension above, the study focused on comparing the strategy used between Picture Books and DRA (Direct Reading Activity) toward students' reading comprehension using Narrative text.

The scope of the study is limited as followed:

For the research subject, three classes were chosen as samples of the research at MTs YLPI Pekanbaru. They were divided into an experimental group 1 and an experimental group 2 of the second year students of State Islamic Senior High School 1 Pekanbaru. The classes chosen based on the English teacher's information that all three classes should be homogenous or the students' capability of the two classes were equivalent and taught by the same English teacher.

The research had been conducted at MTs YLPI Pekanbaru which is located in Marpoyan Pekanbaru. It was done for four meetings in one month (September 2016). The population of this research was the second year students of MTs YLPI Pekanbaru in the academic year of 2015/2016. Three classes were used as



samples of this research by using cluster sampling. Gay (2000:129) states that cluster sampling randomly selects groups (not individuals) that have similar characteristics.

1.7 Rationale of the Research

Why is it necessary to do the research because there is a general dissatisfaction among school teachers regarding the low level of reading comprehension achievement of the students in reading English texts (Mo'minah Mahmud: 2013). Meanwhile reading is one of the most important language skills in academic field. It is also one of the most complex skills in developing second language fluency because in reading, people not only activate their language competence but also their competence in connecting the text to the context. Reading has much contribution in enhancing and enriching students' knowledge. Nowadays, reading is an essential skill for all students at all level started from elementary school up to university. That is why, reading comprehension was chosen as one of the variables in this study.

To master reading skill, the readers need good comprehension in reading activity. It is not only related to know about the code of reading text but also to fulfill meaning from whole reading text. It means the reading comprehension involves the thinking process. Many teachers complain that they must spend much time on reading comprehension lesson. Hence, it is important to carry out this study as a step towards improving students' reading skill and increasing their performance by using Picture Books Strategy and DRAS strategy.

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Besides that, number of strategies that have been implemented previously not been able to assist in improving students' reading ability. Picture Books strategies and DRA are a strategy that has proven effective in improving reading skills. Considering the conditions above, the researcher believes that Picture Books and DRA Strategies are two interesting strategies to be compared and discussed as one of variables in this research. The researcher also thinks that the using of Picture Books and DRA strategies can make significant effect in improving the students' reading comprehension.

Nowadays, using appropriate strategy in teaching and learning process especially in reading comprehension is very important to enhance the students' capability to achieve certain the learning objectives. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin :1987 and Oxford: 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's effort in learning a target language.

Islamic Senior High School YLPI Pekanbaru was chosen as a research Location. That school has enough students for the population of this research. The Eighth grade students were chosen as the population of this research because they have had one year experience to study as junior high school that can be used as background knowledge, which is needed in Picture Books and DRA Strategy.

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1.8 Definition of Terms

To avoid misunderstanding and misinterpretation, the researcher defines the terms used as follows:

1. **Reading Comprehension** is a fluent process of readers combining information from a text and their background knowledge to build meaning (Nunan, 2003: 68) Reading comprehension requires an interaction between the text and the reader's knowledge. In addition, reading comprehension is determined by readers' access to language, prior knowledge and reading ability.
2. **Picture Books** are defined as the meaningful integration of illustrations, words, and design. Thus, in picture books, illustrations and words are usually complemented each other and readers often can understand the story by looking at the illustrations, reading the words, or looking at the illustrations and reading the words at the same time (Jalongo, 2004).
3. **Directed Reading Activity (DRA)** is a strategy that provides students with instructional support before, during, and after reading (Betts, 1946). The teacher takes an active role as he or she prepares students to read the text by preteaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading.