CHAPTER I

INTRODUCTION

I.1. Background of the Study

English is an international language that people use to communicate with each other. In Indonesia, English is the first foreign language which is taught formallyfrom the elementary school to the university level. There are some skills which are important in learning English, that is listening, speaking, reading and writing. By reading, someonegets knowledge and information. Reading is one of the language skills that should be mastered by the students, because reading is the key for students to get information and knowledge. The students should believe that reading is power, we must put them in position to experience the power of reading because the importance of reading it is the skill to gain the knowledge and experience, so the students have a chance to use it. That means they must do tasks and activities that demonstrate the power of reading. Reading comprehension involves strategic processing of language and concepts students must be able to take information from written language, organize that information in a logical manner, and construct meaning from that information of the text.

According to Nunan (2003:68), reading is a fluent process of readers, combining information from a text and their own background knowledge to build meaning. Reading comprehension is one of the partsof intensive reading. Nation (2009) states that there are eight aspects in intensive reading. The first is comprehension, the aim to understanding a particular text. The second was regular

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and irregular sound spelling relations, this can be done through the teaching of phonics, spelling rules and through reading aloud. The third is vocabulary, learners' attention can be drawn to useful word and underlying meaning and usedof this word can be explained. The fourth is grammar, difficult grammatical features can be explained and analyzed. The fifth is cohesion, learners can practice interpreting what the pronoun refers to in the text, the conjunction and how different words are used to referto the same idea. The sixth is information structure and genre features and the last is strategies.

The interaction of the reader and the text brings central to the process and readers to this interaction their knowledge of the subject at hand, knowledge of expectations about how language works, motivation, interest and attitudes towards the content of the text (Nunan, 2000:66). Based on explanation about, the eighth year students of SMPN 2 Pasir penyu in the interaction of reader and text had a problem because in a fact, the students just see the text and do not want to read the text effectively,carefully and they do not know the information from the text, and also they do not want to give respond based on the text, it's because of the low vocabulary when reading a text. The students were also not able to answer the questions reading task such as getting the main idea, getting the value of the text. The students were not able to understand the generic structure, and detail information of the text. Students felt the reading was boring activity because they read a text, but they do not understand the meaning of the text. Reading it may be embrassing for some students to read aloud, giving opinion and demonstrate their

difficulty publicy, it will be frustrating for these students to be set work using material that is too hard for them to read.

The aims of teaching reading were to develop students' ability to read the material, to get information and understanding about the text. The aims of teaching reading for the reader were to comprehend and to react what was written. Therefore, their skill is not easy to be mastered, because the reader should have an ability to comprehend the author's message, the mean of the text, answer the question, give opinion and comment, know the meaning of vocabularies in the text and the structure of the text. The students should be able to read the Englishtext actively, efficiently and to get information and knowledge from the text.

Teaching reading in school was not separated from reading text, yet in fact, it was difficult for students to read English text. The difficulties and the obstacles in reading were also faced by students of SMP N 2 Pasir Penyu, because when they saw the long text they felt bored, did not know the meaning of words and be lazy to read all of the contentof the text. In Reading comprehension, the suitable position and experience are important when we teach about reading comprehension and vocabulary mastery, because it can be the helper in students' future about how to be better in reading. Reading skill for senior high school, there was one basic competence that should achievewiththe students of the eighth year of junior high school.

According to Aslanian (1985:20), to understand the reader and the nature of the act of reading more clearly and comprehensively, one needs also to find out

and to describe the readers' strategies and reactions with regard to the reading task, and to see how the reader copes with the reading tasks and solve the problem. From symptoms the researcherrealizes that she must use the technique that can make the students have good result in their study. It was not only about the scores, butalso the students' reading comprehension and vocabulary mastery.

In world culture forum/WCT (September 26th, 2016), Kurniasih stated that Various surveys indicated very low rates of reading interest in Indonesia. In 2015, National Library released data which showed only 10% of Indonesians, who were above 10 years old, had a keen interest in reading. Then, in Asian Contries (2003), Fan states that vocabulary seems to be given little emphasis in the university curriculum.

Nation (1990) states that vocabulary is clearly an important skill in reading. Vocabulary is one of the most important language components. Learners are difficult to understand the reading text without mastering vocabulary. Wilkins Thombury (2002:13) says "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that reading comprehension and vocabulary mastery is needed by students in order to understand texts.

Based on preliminary observation on February 2016 at SMP N 2 Pasir Penyu there were reasons why the students'reading achievement was low. It can be notifed that some students were not able to gain minimum standart score(70). For junior high school students of SMP N 2 Pasir Penyu, they have studied reading for the second year of school. At SMP N 2 Pasir Penyu, English is taught four periods

in a week with duration 40 minutes per period. Moreover, reading was also the main reason of why students learnt the language, the students got the problems in reading comprehension and vocabulary mastery in a text. Though this schools has done a lot of efforts to increase students' English Competences. The results were students were not able to perform their English proficiency based on the curriculum needed, partly due their lack of vocabulary. There were 60 percent students whose scores were under the KKM (Minimum Completion Criteria) The symptoms were, most of the students were difficult to understand the content of the text, most of the students were not able to identify the topic of the text and main idea, most of students were not able to understand the message and information based on the text, most of the students were not able to comprehend and give response in monologue text or essay. It was used written language variation accurately, fluently in the form narrative, descriptive, report, analytical exposition text, most of students are not able to find out the synonym and antonym of the certain words, and most of students were not able to answer the questions related to the content of the text given.

Therefore, to solve this problem needed a suitable strategy for students' reading comprehension and vocabulary mastery to study and reading on narrative text. In this case, a solution wasused"Save The Last Word For Me strategy to help students got issues of interest to themself in a text, take to responsiblity and to improve their reading comprehension and their vocabulary on narrative text. According to Brunner (2011:85),this strategy was chosen to teach reading because it gave chance to enchance student understanding of text material, faster group

interaction and problem solving. This strategy matched with the teaching narrative text because this strategy can be easily modified for variety of content area. It added variation of learning style and was more interesting and joyful.

Save the Last Word for Me strategy is the process of assigned students to group, ask them to read all or part of the text silently, then use a piece of paper to note agreement or disagreement with the author and questions based that occur to them while reading, after students discuss the text with the group, each member of the group should select a comment or question from the notecards for the purpose of discussion and other members group to react comment or question by sharing opinion in areas agrement or disagrement.

The phenomena described above indicate that it is necessary to conduct a research entitled The Effect of using Save the Last word for Me Starategy on Students' Reading Comprehension and Vocabulary Mastery at SMP N 2 Pasir Penyu.

II.2. Statements of Problem

The problem of this study was that the second year students exibited low in reading comprehension because they had lack of vocabulary to understand the text. Based on the background of the study above, it was clearly that most of students still faced some difficulties in English especially in reading and vocabulary mastery, they were still not able to comprehend the text well, especially in comprehending narrative text, some of students were not able to identify main idea,topic, inference and reference of word, they couldnot conclude the topic and remember what they have read. The students were also difficult to

find the antonym,synonym, suffix,prefix and, they were not able to find the meaning of words. Besides, the teacher did not have any various strategies in teaching reading comprehension.

In this regard, some questions need to be addressed. Why are the students not able to find out the topic of the text? Why do the students get difficulties in getting the main idea of reading? Why do the students get difficulties in understanding of the reading text? Why are the students not able to get the message and information from the text?Is reading comprehension important for the students?

While, for vocabulary mastery some questions needed to be addressed. Why are the students not able to find out the synonym and antonym of the certain words? Why are the students not able to answer the questions related to the content of the text? What factors cause their lack of vocabulary? Does Save the last word for me teaching strategy give the effect on the students' vocabulary masteryof narrative text?

Based on the statement of the problemswith this thesis, to solve the problems above, Save the Last Word for Me strategywas applied. According to Brunner (2011),Save the Last Word for Me strategy is a useful strategy in all content areas. With this strategy, the students are encouraged to take an actionrole in selecting and responding to sections of text that they find interesting about which they have reacted, and they have the opportunity to discuss. This strategy can improve students' reading comprehension and vocabulary mastery in the class. It is caused that this strategy gives the chance to each student to discuss and share their

opinion in learning. The problems identified in this study are whether there is a significant effect on students' reading comprehension in after using Save the Last Word for Me strategy, and does the vocabulary strengthen students reading comprehension.Jeremy Harmer stated that the teacher could work with a variety methods that best reflect the student's needed. The problems affect not only from the students' side, but also the teacher's side. The teacher has difficulties to develop the students' reading comprehension and vocabulary mastery. In the teaching learning process, the teachermust havean interesting and matching strategy to the topic to engage students' vocabularies in learning and achieve the goal of learning.

Furthermore, Klinger, Voughn and Broardman (2007:18)stated that comprehension questions in narrative generally focused on the setting, characters, sequence, and plot of a story. But in a fact, reading comprehension is about how the students can find the meaning and information from the text.

I.3. Limitation of Problem

The limitations of this study were:

a. This research only concerned with composing narrative text. It is one of the genres that students have to be acquired for the second year students at SMPN 2 Pasir Penyu.

b. This research consisted of three variables. They were two dependent variables and one independent variable. Dependent variable consisted of Students' reading comprehension as variable Y1 and vocabulary

mastery as variable Y2, while independent variable consisted of Save the Last Word for Me Strategy.

c. The subject of this research was the second year students at SMPN 2 Pasir Penyu in academic year of 2016/2017.

There were some reasons in choosing this strategy. This strategy was appropriate and useful in teaching reading a text at SMP N 2 Pasir Penyu. Save the last word for me strategy helps the students to enhamce students understanding of text material, as well as faster group interaction and problem solving. This strategy is particularly helpful in getting faster and more reluctant students to participate in class discussion. The steps in this strategy were: assigned students to group, ask them to read all or part of the text silently, then use a piece of paper to note agreement or disagrement with the author and questions based that occur to them while reading, after students discuss the text with the group, each member of the group should select a comment or question from the notecards for the purpose of discussion and other members group to react comment or question by sharing opinion in areas agrement or disagrement.

I.4. Purpose and Objective of the Study

The purpose of this study was to find out the Effect of using Save the Last word for Me Starategy on Students' Reading Comprehension and Vocabulary Mastery at SMP N 2 Pasir Penyu.

Specifically, the objectives of this research were stated as follows:

a. To find out the difference of students' reading comprehension, pretest mean score betweenanexperimental group and a control group at SMP N 2 Pasir Penyu.

b. To find out the difference of students' reading comprehension post test mean score between an experimental group and a control group at SMP N 2 Pasir Penyu.

c. To find out the difference of students' reading comprehension between pre-test and the post - test mean scores in the experimental group at SMP N 2 Pasir Penyu.

d. To find out the difference of students' reading comprehension between pre-test and the post - test mean scores in the control group at SMP N 2 Pasir Penyu.

e. To find out the difference of students' vocabulary mastery pre test mean score between an experimental group and a control group at SMP N 2 Pasir Penyu.

f. To find out the difference of students' vocabulary mastery post test mean score between an experimental group and a control group at SMP N 2 Pasir Penyu.

g. To find out the difference of students' vocabulary mastery between pre-test and post-test mean scores in the experimental group at SMP N 2 Pasir Penyu.

h. To find out the difference of students' vocabulary mastery between pre-test and the post - test meanscores in the control group at SMP N 2 Pasir Penyu.

I.5. Research Questions

Based on the limitation of the problems, the research questions are formulated as follows:

a. Is there a significant difference of students' reading comprehension, pretest mean score betweenanexperimental group and a control group at SMP N 2 Pasir Penyu?

b. Is there a significant difference of students' reading comprehension posttest mean score betweenanexperimental group and a control group at SMP N 2 Pasir Penyu?

c. Is there a significant difference of students' reading comprehension between pre-test and the post - test mean scores inthe experimental group at SMP N 2 Pasir Penyu?

d. Is there a significant difference of students' reading comprehension between pre-test and the post - test meanscore in the control group at SMP N 2 Pasir Penyu?

e. Is there a significant difference of students' vocabulary mastery pretest mean score betweenanexperimental group and a control group at SMP N 2 Pasir Penyu?

f. Is there a significant difference of students' vocabulary mastery posttest mean score betweenanexperimental group and a control group at SMP N 2 Pasir Penyu?

g. Is there a significant difference of students' vocabulary mastery between pre-test and post-test mean scores in the experimental group at SMP N 2 Pasir Penyu?

h. Is there a significant difference of students' vocabulary mastery between pre-test and post-test mean scores in the control group at SMP N 2 Pasir Penyu?

I.6. Significance of the Study

This study gave contributionspractically and theoretically. Practically, at SMP N 2 Pasir Penyu, Save the Last Word for Me strategy could improve learning activity and students learning outcomes could be optimized for the future difficulties in learning English. Moreover, it gave meaningful learning experience to the students because Save the last word for me strategy not only improve the students' reading comprehension but also improve students' vocabularies in learning process. Hopefully by this strategy, the students could be more active, interested and joyful in learning English.

Theoretically, the results of this study were expected to give a contribution in learning English, especially in improving quality of reading English through save the last word for me strategy. This study supportedthe teacher to find out the factors that involved in improving the students' vocabularies. The teacher gave guideline in understanding, assessing, and developing students reading comprehension. Finally, for management of school, it could be as efforts to increase the quality of the school.

I.7. Rational of the Study

Related to the title of this research " The effect of using Save the Last Word for Me strategy on students' reading comprehension and vocabulary mastery at SMPN 2 Pasir Penyu" it helped the students to have an experience in learning process of reading comprehension and vocabulary mastery especially on narrative text. This strategy is appropriate and useful in teaching reading a text because according to Crawford (2005:99), this strategy gives students opportunity to have "the last word"on a topic can be motivating and give their ideas a sense of read importance, this strategy teaches students to identify issues in a text they read and to take responsibility for whole classdiscussion.

In addition according to Brunner (2011),Save the last word for me strategy helps the students to enchange students understanding of text material, as well as faster group interaction and problem solving. This strategy is particularly helpful in getting the quieter and more reluctant students to participate in class discussion. The steps of this strategy wereassigned students to group, ask them to read all or part of the text silently, then they use a piece of paper to note agreement or

disagrement with the author and questions based on what occured to them while reading, after students discuss the text with the group, each member of the group should select a comment or question from the notecards for the purpose of discussion and other members group to react comment or question by sharing opinion in areas agrement or disagrement.

The reason to choose the narrative text because reading comprehension of narrative text is an essential part of learning for junior high school students. SMP N 2 Pasir Penyuwhich is one of the schools that also uses School Based Curriculum (KTSP) as it is guidance in teaching learning processes. According to the Curriculum of School Based Competence(KTSP) for the eighth year student in junior high school, the students are required to comprehend five kinds of text genres, there are report, descriptive, recount, narrative, and procedure text. Narrative text could be found in the first and second semester. As a matter of fact, some students could not comprehend what the text talked about, main idea of the text, topic, etc.

I.8. Definitions of Terms

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

1. Safe the Last Word for Me Strategy

   Safe the Last Word for Me strategy is a framework for class discussion of a text, either narrative text or expository text, and giving students the opportunity to have ' the last word' on a topic can be motivating and give their ideas a sense of read importance (Crawford, Alan 2005:99).

2. Reading Comprehension

   Reading is a fluent process of readers, combining information from a text and their own background knowledge to build a meaning (Nunan, 2003:68). Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself , interest in text, understanding of text types (Klingner, 2007: 8).

3. Vocabulary Mastery

   Vocabulary mastery is defined by the ability to demonstrate sufficient knowledge of vocabulary words to be defined and use them in sentences (Langford 1995).

4. Narrative Text

   Narrative text according to Sharon is text tells a story with a beginning, middle, and end by using the elements of setting, characterization, plot and theme. Narrative text is telling of a story or an account of the sequence of events. Narrative text is one kind of text. The purpose of the text is to give entertain to the reader (BNSP 2006).