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## CHAPTER I INTRODUCTION

### I.1. Background of the study

Nowadays, English is very important in our life and globalization. English influence is a language that many countries around the world use English as an international language to communicate between them from primary, high school and university levels. English consists of four language skills such as listening, speaking, reading and writing. Listening and reading are receptive skills. Speaking and writing are productive skills. The same opinions is mentioned by Nunan (2003), speaking and writing are considered as productive skills because learners have the opportunity to create the language. Speaking consists of producing systematic verbal utterances to convey the meaning. According to Jeremy Harmer (2001), receptive skills are the ways in which people extract the meaning of the discourse they see or hear. The receptive skill is the skill where the learners only receive the language. The skills are categorized into receptive skills, reading and listening.

English is an international language that is used by people around the world to interact among them. It plays an important factor in the world to develop many aspects of life, especially in transferring science, technology, trades, politics, businesses, etc. It is used not only by native speakers but also by non-native speakers to communicate each other. It also helps us to fulfil our potential,

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to share ourselves with others, or to act upon the world powerfully (Bacon, 2004:1).

Because of English as the international language, it becomes one of the biggest influences for some division to build up their product quality. It happens in Indonesia, if someone wants to get a job in international and national company, they need to master the four skills in English. Usually, the company will do some tests; such as written and oral test, full of English. Not only companies but also at schools try to build up their students' ability in English. It creates the students become international students that can help the students get their favorite colleges, jobs and careers easily. Bacon said "English teaching is an attractive international career, on that, although imperfect, offers interesting professional and personal growth opportunities" (2004:17).

Based on the quotations above, we can see some reasons that support English as one of the important subjects at school that is learned by the students in Indonesia. In language, Brown (2001:232) states that there are four skills in English that should be mastered. They are speaking, listening, writing, and reading. As a foreign language learner, it is not easy to master the four English skills.

Reading is one that demands one's language skills, able to read and understand the contents of the reading or writing text. Reading is a complex cognitive process of decoding in order to construct or derive meaning (Reading comprehension). It is a means of language acquisition, of communication, and of sharing and ideas. Like all languages, it is a complex interaction between the text

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and the reader, which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement (Louise : 1978).

According to Harmer (1991:190), he states that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significance of these messages. Unlike listening text, a reading text moves at the speed of the readers to decide how fast he wants to read a text, whereas learners often have to do their best with a text whose speed is chosen by the speaker.

Moreover, Dillyana D. Sungatullina, Eka Terina O. Zalyaeva, and Yuliya W. Gorelova (2015: 2) state that Language skills : Listening, Reading, Speaking, and writing. Reading comprehension section being one of the largest and complex, includes a variety of text types as well as various task designs. Success in passing the reading subtest depends widely on the vocabulary size.

Burns et.al (1996) also states that reading can be a way to share another person's insight, joys, sorrows, or creative endeavors. Reading helps the reader to construct knowledge, shares experiences, feeling, ideas, and developing new perspective. It can be said that reading is a tool for expanding reader's knowledge and helping the readers to communicate with other people.

*More over, Moats (1999)* remarks that : reading is the fundamental skill upon which all formal education depends. Reading is one of the language skills that must be learned at any level of education. It is an essential part of language

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instruction at every level because it supports learning in multiple ways. Moreover, Moats points out that reading is the fundamental skill upon which all formal education depends. So, it is clear to say that having reading activity is very important for students at any level of education because it can help them to get much information in their learning process.

Based on the preliminary study in Vocational High School Pharmacy Pekanbaru, on Monday 3rd October, 2016, the teacher explained about teaching and learning process in the class, such as; the students' achievement and the condition in teaching and learning process. Based on the data, the minimum standard score of English (KKM) at Vocational High School Pharmacy Ikasari Pekanbaru was 75. However, there were still more students who obtained low English scores or lower than KKM. It was only 45% of the students who could reach the KKM.

Infact, the students have low interest to read discourses or English text, many students did not read the passages to answer the questions about text in examination, the students were still confused to identify the specific idea, the students were difficult to find out the topic of the text, the students were still difficult to find out the main idea of certain paragraph in the text, the students were still confused to investigate the supporting details or supporting idea of the text and the students were still difficult to differentiate the genres.

According to the preliminary study, it was shown that the implementation of various strategies was limited. In contrast, Paris et. al. (1991) in Harris and Graham (2007:3) pointed out that good readers set the highly complex and well-

developed skills and strategies before, during, and after reading that assists them in understanding and remembering what they read. In addition, the group discussion method which was usually used by the teachers, and they did not help the students much to comprehend the content of the text. Most of the students were not able to identify the topic of the text, the main idea of each paragraph, the message stated in the passage and the synonym and antonym of certain words.

In addition, the goal of EFL instruction is how the students can master English material effectively. In this case, English teacher has the greatest challenge to develop his or her teaching strategies in encouraging our students to acquire English proficiency by focusing on how they construct the knowledge by themselves. The facts taken from school documentation of national final examination results 2015 (Kemdikbud: Daftar Kolektif Hasil Ujian Nasional Tahun Pelajaran 2015/2016) reported that the average of students' total score was only 41.67. Actually, the passing score was 55. It means that the students of Vocational High School Pekanbaru still could not achieve the passing score.

Learning strategies have essential part in learning process for the students who want to reach their objectives in learning. In learning strategies, the students have some techniques, and approaches used during learning. These have some advantages for the students, that is; learning strategies make the students easier, faster, more enjoyable, more effective in the learning process, and then, learning strategies, also make the students more self-directed, more transferable to the new situation by Oxford 1990..

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Learning strategies deal with all aspects of the subject which are learned in all levels of education and become one of the aspects in getting the achievement. It includes English proficiency and achievement. Language learning strategies research has consistently established a positive link between language proficiency and strategy use (e.g., Khalil, 2005; Magogwe & Oliver, 2007; Park, 1997; Shmais, 2003). And then (Kim, 2000; Lee, 2000; Lee & Oh, 2001; J. Park, 2001; Y. Park, 1999; Yoon, Won, & Kang, 2001), stated that language learning strategy also showed strong, positive correlations between strategy use and EFL proficiency.

Based on these problems, it is assumed that language learning strategies give significant influence toward the students' English reading comprehension. So it necessary to conduct a research entitled "The comparison between the effect of using TSTS and DRA strategies on the students' reading comprehension IN Recount text at the Vocational High School Pharmacy Ikasari Pekanbaru"

## **1.2. Statement of the Problem**

The problem of this study is: that the Vocational High School students exhibited low in reading comprehension. They did not comprehend the text, they got nothing after their reading. They could not find the Topic, main idea, the specific idea or supporting details from the text and could not infer what they have read. Besides, the teacher failed to engage the students to participate in teaching and learning process. However, the students were expected to be presence on time

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and participate actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities.

Most of the students were not able to answer the questions related to specific ideas of the text, most of the students were not able to recognize the main idea and supporting ideas of the paragraphs and even, many of them got difficult to differentiate the genres or kinds of text. Most of the students were difficult to infer the text/ passage they read well. The questions need to be addressed dealing with the problems above.

Based on the background of the study, it has been recognized that some of the students of the second year in Vocational High School Pharmacy Pekanbaru still faced some problems in reading comprehension. Their reading achievement was low and unsatisfied. Furthermore, the strategy that the teacher has applied does not really improve the students' reading comprehension.

In order to relieve some biases, these questions need to be addressed: Why do the students get difficulties in identifying the main idea of the text? Why do the students get difficulties to determine the reference in the text? What efforts should be made to enhance students' reading comprehension? Is Two Stay and Two Stray Strategy appropriate to improve students' reading comprehension? Is DRA Strategy approach suitable to improve students' reading comprehension? At last, which of these strategies provide more benefits to the students in reading comprehension?

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity

becomes inadequate. Moreillon (2007 :10) also points out that reading is making meaning from print and from visual information. Furthermore, Harmer (2011) states that reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. Therefore, the brain has an important role since it processes what has been read to be interpreted and concluded.

One of the important skills in reading is comprehension of text. Reading comprehension is so complex a process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency, the integration of background knowledge, vocabulary, and previous experiences. During the teaching and learning process in the classroom, the teacher sometimes finds reading comprehension difficult while giving questions and interviewing the students about the reading materials. The students often get difficulty to recognize a main idea of each paragraph in a text, supporting ideas/details in a text; and also a topic of a text.

Furthermore, Moreillon (2007:10) also points out that reading is making meaning from print and from visual information. Furthermore, Linse (2015 : 69) states 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. The deep comprehension of a reading material is the main goal of a reader to gain in the reading process. Therefore, knowing the content of a reading material is a very crucial point for a reader in having a reading activity because reading without

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comprehension is useless. In fact, the deep comprehension of a text as mentioned above is a problem with reading comprehension for the students.

### **I.3. Limitation of the Problem**

Based on the background and a statement of problems about students' reading comprehension above, the study was focused on comparing the strategy used between Two Stay and Two Stray Starategy (TSTS) and Directed Reading Activity (DRA) toward students' reading comprehension.

The scope of the study was limited as follows:

For the research subject, two classes were chosen as samples of the research at Vocational High school Pharmacy Ikasari Pekanbaru. They were divided into two experimental groups of second year students of Vocational High school Pharmacy Ikasari Pekanbaru. The classes were chosen based on the English teacher's information that all two classes should be homogenous or the students' ability of the two classes were equivalent and taught by the same English teacher.

The research was conducted at Vocational High school Pharmacy Ikasari Pekanbaru which is located on Bangau Sakti Street, Panam. The treatment was done for four meetings in one month (April 2017). The population of this research was the second year students of Vocational High school Pharmacy Ikasari Pekanbaru. Two 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.

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#### I.4. Purpose and Objectives of the study

The purpose of this study was to compare the use of Two Stay Two Stray and Directed Reading Activity Strategies on students' reading Comprehension at Vocational High school Pharmacy Ikasari Pekanbaru.

Specifically, the study was done to fulfil the objectives that can be stated as follows:

- a. To find out a significant difference of students' Reading Comprehension before being given a treatment between an experimental group 1 by using To Stay Two Stray Strategy and an experimental group 2 by using Directed Reading Activity Strategy
- b. To find out any significant difference of students' Reading Comprehension before and after being given a treatment by using To Stay Two Stray strategy in the experimental group 1
- c. To find out any significant difference of students' Reading Comprehension before and after being given a treatment by using Directed Reading Activity Strategy in the experimental group 2
- d. To find out a significant difference of students' Reading Comprehension after being given a treatment between an experimental group 1 by using Two Stay Two Stray Strategy and an experimental group 2 by using Directed Reading Activity Strategy.

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## 1.5. Research questions

Based on the limitation of the problem above, the research questions were formulated as follows:

- a. Is there any significant difference of the students' reading comprehension before being given the treatment by using TSTS and DRA Strategy at Vocational High School Pharmacy Ikasari Pekanbaru?
- b. Is there any significant difference of the students' reading comprehension before and after being given the treatment by using TSTS strategy at Vocational High School Pharmacy Ikasari Pekanbaru?
- c. Is there any significant difference of the students' reading comprehension before and after being given the treatment by using DRA Strategy at Vocational High School Pharmacy Ikasari Pekanbaru?
- d. Is there any significant difference of the students' reading comprehension after being given the treatment by using TSTS Strategy and DRA Strategy at Strategy at Vocational High School Pharmacy Ikasari Pekanbaru?

## 1.6. Significance of the study

This study was conducted because some changes happen in teaching and learning process in the class, such as, the increasing of the KKM score for English subject, improving teachers' strategies in teaching and learning process that become the efforts to make students more interested and motivated in learning English as well as they also become more active, creative and innovative in teaching and learning process.



learning in the class and learning outclass. The teachers give students opportunities to analyze something that the teachers have to solve. Then, the teachers also give students chances to be creative in solving the problems about the subject. By knowing good strategy and high motivation through this study is very important not only to the students as object of education, but also for teachers and all stakeholders of the school to improve the students' achievement, especially in reading comprehension.

### **I.7. Rationale of the study**

This study was conducted to find out which strategy was better to implement in teaching and learning process of reading comprehension between using Two Stay and Two Stray (TSTS) and Directed Reading Activity (DRA) strategies. Nowadays, using appropriate strategies in teaching and learning process, especially in reading comprehension is very important to enhance the students' capability to achieve certain the learning objectives.

At present, educators and researchers are of the opinion that the learning of a second language should be meaningful, reflective and learner-centered so that learners can develop learner autonomy in lifelong learning. They stress that learner autonomy can be attained through learner training, i.e. focusing on not only 'what' to learn, but also 'how to learn' through the teaching of learning strategies (Dickinson 1987; Littlewood 1996.).

The research findings supported previous researches (e.g. Oxford 1990; O'Malley & Chamot 1990; Mohamed Amin 1996; Drozdial Szelest 1997; Cohen

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1998) that successful language learners were those who utilize a wide range of key language learning strategies. One pedagogical implication of this is that less successful language learners can be assisted to improve their language efficiency through learner training or strategy training. Oxford (1990) stated that learner training is especially necessary in the area of second and foreign language because language learning in these contexts require active self-direction on the part of learners.

Then, the changes of the teachers' role in the class teachers are not as a transporter anymore, but they are as a facilitator in the class. In addition, we know that academic achievement is as a standard of the students' success in learning. When the students get high achievement, it signs that the students get success in achieving or gaining their goal, in other hand, when the students gain, low achievement, it shows that the students do not get success in reaching their goal.

### 1.8. Definitions of terms

Based on the key terms of this research, three definitions are explained to avoid misunderstanding and misinterpretation. The title of this research is A Comparative Study between the effect of using DRA and TSTS Strategies on students' Reading Comprehension at Vocational High school Pharmacy Ikasari Pekanbaru. The definitions of key term are as follows:

- a) TSTS Strategy is a popular method for engaging students in reading recount texts for understanding. Lie (2005)

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- b) Directed Reading Activity (DRA) is a reading comprehension activity for the building knowledge part of a reading lesson with either recountor informational text. Betts, E. A. (1946)
- c) 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.

