

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important language skills that should be mastered by students. In Junior High School level, one of the most important elements to be required in teaching and learning English is reading. According to Kalayo Hasibuan, on this level learners are expected to be able to use English for survival purpose, to communicate for daily needs such as to read newspapers and manuals¹. Reading is an essential part in learning language because reading provides multiple opportunities for the students to study language, such as: vocabulary, grammar, punctuation, and the way to construct sentence paragraph, and texts. Reading is most useful and important skill for people. The purpose of Reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language.

Reading is an important activity in life with which one can update his/her knowledge. Reading is the most important activity in any language class. Reading is an active process which consists of recognition and comprehension skill². In Reading, the students need comprehension skill. Some of the students think that to comprehend a reading text is very difficult because so many aspects should be considered. Activation of background knowledge is one of the important things

¹Kalayo Hasibuan and Muhammad Fauzan, *A. Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), P. 2

² M. F. Patel and Praveen M. Jain. *English Language Teaching (Method, Tools & Techniques)*. (Jaipur: Sunrise Publisher & Distributor, 2008), P. 113

when the students in reading process. Nunan says that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning³. They can get meaning of a text easily if they have good comprehension on a text.

Comprehending a text is very crucial aspect in reading. In learning process, to comprehend text, the students must be able to draw what the topic talks about, and try to find the information of the texts clearly. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency⁴.

In order to accomplish students' needs towards reading, School Based Curriculum (KTSP) provides reading as one of the skill in English mastery that must be taught and learned in Junior High School. English is taught twice a week with time duration 40 minutes for an hour. In reading skill, the students are expected to have a competence of understanding various kinds of text types. MTs Darul Hikmah Pekanbaru is one of the schools that also use School Based Curriculum (KTSP). In syllabus of the second year of MTs Darul Hikmah Pekanbaru, the abilities to understand the descriptive, recount, and narrative text

³ David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003). p. 68

⁴Janette K. Klinger, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to the Students with Learning Difficulties*. (New York: The Guilford Press, 2007) P. 2

are the scopes of English subject in the junior high school⁵. In this research, researcher focuses on descriptive text.

Based on the preliminary study of the second year students of MTs Darul Hikmah Pekanbaru, the researcher has seen the difficulties that arise when some of students of MTs Darul Hikmah Pekanbaru were asked to comprehend written material they have just read. The teacher gave the students descriptive text, explained about the definition, purpose and generic structure of descriptive text and then the students read the text. Some of students are unable to read a passage fluently and comprehend the reading text because of they have lack of prior knowledge. Also, the students are not able to pass the KKM 70. There are some problems related to the students' reading comprehension. The problems were seen from the phenomena bellow:

1. Some of the students were lack of vocabulary.
2. Some of the students were not able to identify the generic structure on descriptive text.
3. Some of the students were not able to identify the language features on descriptive text.
4. Some of the students were not able to respond the teacher's instruction about descriptive text.
5. Some of the students were not able to comprehend the descriptive text.

According to phenomena above, the researcher assumes that some of the students of the second year of MTs Darul Hikmah Pekanbaru still had difficulties

⁵*Kurikulum/Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*. (Jakarta: Badan Standar Nasional Pendidikan (BSNP), 2006) P. 124

in reading comprehension on descriptive text. To improve the students' reading comprehension needs an appropriate strategy or technique to help them as solution for their problem. There is a strategy that may help the students in reading comprehension called Running Dictation strategy. Running Dictation is a classroom exercise in which students run to a text, and then pass the message directly to a partner. Students work in pairs or small groups, it is good for supporting students to learn with their groups⁶. Running Dictation is a strategy used in English teaching, especially in reading skill, using body movement. This strategy requires students to use their ears to listen, mouth to read, and the body to move. By using Running Dictation strategy, the students learn not only with read the text as a reading skill, but can integrated to writing, speaking and listening skill.

Finally, Based on the phenomenon above the researcher is interested to conduct a research entitled: **"The Effect of Using Running Dictation Strategy toward Reading Comprehension on Descriptive Text of the Second Year Students of MTs Darul Hikmah Pekanbaru"**

B. The Definition of the Key Terms

To avoid misunderstanding and misinterpretation about the topic of the research, it is necessary for the researcher to define the following terms:

1. Running Dictation

Running dictation is a classroom exercise in which students run to a text, and then pass the message verbally to a partner. Students work in pairs or small

⁶I. S. P. Nation and J. Newton.. *Teaching ESL/EFL Listening and Speaking*. (New York: Rutledge, 2009), p. 62

groups, it is good for supporting students to learn with their groups⁷. Through this strategy, students can have some fun and use all the skills while at the same time, reading, speaking, listening and writing.

2. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency⁸. Reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts⁹. In comprehending a text, the students should be able to pay attention to the text clearly to find all of the aspects of the text itself or make a self connection to text.

3. Descriptive text

Descriptive text is a text which says what a person or a thing is like. A description is about a particular person or thing¹⁰. Its purpose is to describe and reveal a particular person, place, or thing. A description usually has two stages, including classification/identification and description.

C. Problem

1. Identification of the Problem

- a. The students have lack of vocabulary.
- b. Students get difficulties in using grammar in reading.
- c. The students have low reading comprehension

⁷Ibid. p. 62

⁸Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Loc. Cit.*

⁹M.F. Patel and Praveen M. Jain. *Loc. Cit.* P. 133

¹⁰Emi Emilia. *Teaching Writing Developing Critical Learners*. (Bandung: Rizqi Press, 2010), P. 172

- d. The teacher's strategy is not appropriate to help the students in reading comprehension on descriptive text.
- e. Students have low motivation in learning reading comprehension on descriptive text.

2. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problem on using Running Dictation strategy and reading comprehension on descriptive text. It is quite necessary for researcher to know the effective of this strategy in teaching reading comprehension on descriptive text, especially for the second year students of MTs Darul Hikmah Pekanbaru.

3. Formulation of the problem

- a. How is the students' reading comprehension on descriptive text taught by using Running Dictation strategy of the second year of MTs Darul Hikmah Pekanbaru?
- b. How is the students' reading comprehension on descriptive text taught without using Running Dictation strategy of the second year of MTs Darul Hikmah Pekanbaru?
- c. Is there any significant effect of using Running Dictation strategy toward reading comprehension on descriptive text of the second year students of MTs Darul Hikmah Pekanbaru?

D. The Objectives and Significance of the Research

1. Objective of the Research

- a. To find out the students' reading comprehension on descriptive text taught by using Running Dictation strategy of the second year of MTs Darul Hikmah Pekanbaru.
- b. To find out the students' reading comprehension on descriptive text taught without using Running Dictation strategy of the second year of MTs Darul Hikmah Pekanbaru.
- c. To find out whether there is a significant effect of using Running Dictation strategy toward reading comprehension on descriptive text of the second year students of MTs Darul Hikmah Pekanbaru.

2. Significance of the Research

- a. To broaden the researcher's knowledge about teaching reading comprehension on descriptive text by using Running Dictation strategy.
- b. To give some input to the second year students of MTs Darul Hikmah Pekanbaru to improve their reading comprehension.
- c. These research findings are also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in field of language teaching and learning.